Meandering Through the Day –
How to Put Some Pep Into Kindergarten Step:
Making Transitions Efficient

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Abstract

Kindergarten students participate in many beneficial activities each and every day, but what about the time between those activities? The smoothness of transitions keeps Kindergarteners stepping throughout the day and determines the tone and organization of the entire classroom environment. Join us in retracing our steps through our Kindergarten transitions in order to find what transitioning strategies worked and didn’t work between the two learning environments.

Description of Teaching Context

Miss Ramiza’s Kindergarten

As a Pennsylvania State University Professional Development School Intern at Gray’s Woods Elementary School in the State College Area School District, my class is self-contained with twelve girls and nine boys. My classroom is diverse in social, emotional and academic needs. There are four students who need learning support and leave the classroom to go to Response To Intervention (RTI) for reading and writing. The students in my classroom are less diverse when it comes to behavior. As a whole, the class can be extremely talkative. They tend to socialize frequently throughout the day, especially during transitions.

The younger students are easy to identify due to their lack of maturity. There is one student who is easy to get along with but has difficulty finishing work and staying on task. Behavioral patterns are evident amongst the class. These behavioral patterns include students having difficulty sitting on the carpet on their bottoms and raising their hands to share. The class consists of three students with social-relationship problems. These problems entail becoming upset when other students won’t play with them and not
having the social skills to go ask another student to play with them. One of the three students has difficulty making good choices with his comments to other students. Overall, this kindergarten classroom varies in levels and abilities.

Miss Allison’s Kindergarten

As a current intern from the Professional Development School at The Pennsylvania State University, my kindergarten classroom profile at Gray’s Woods Elementary School is composed of a wide range of skills and abilities. The class consists of seven boys and twelve girls ranging from five to six years old.

The students’ skills and abilities differ from area to area. Three of the boys in the class attend the school’s Response to Intervention program (RTI). Of those three, one boy also works with our speech therapist. Another boy in the class works with the guidance counselor on behavior issues.

Behavior is another area that is diverse in my classroom. Two of the students have a behavior plan within the classroom. One boy has a sticker chart to reinforce appropriate behavior. One girl has a chart to keep her on task in the morning when she likes to socialize. Most of the class is very social and likes to call out and talk while the teacher is talking.

During circle time, many of the students struggle to listen to instructions. The students often call out answers instead of raising their hands. One boy, who is currently enrolled with the Instructional Support Teacher (IST), often has most of the teacher’s attention during an activity because of behavioral issues. The majority of the girls like to socialize during carpet time and have to be moved to a different spot. Also, they fight over who is going to sit next to whom.
These issues also show up in transitions throughout the day. The students take a
great amount of time to move from one activity to another. One girl is defiant to move on
from the activity and often wants personal attention before she will transition. One boy
cannot stay on task while transitioning. Overall, the class varies in behavior, skills, and
abilities.

(See Appendix A for full Inquiry Brief)

Main Wondering and Questions

Main Wondering:

How can teachers use efficient transitions to maximize students’ attention and motivation
to maintain a positive classroom environment, and reduce time off-task?

Sub-Questions:

- During what time of day do our students transition more effectively?
- How does the implementation of various transitions affect…
  - …students’ attention?
  - …students’ motivation?
  - …a positive classroom environment?
  - …students’ time off-task?
- How does transitioning at home compare to how students transition at school?

Data Collection

We collected various types of data in order to get a well-rounded view of what transitions look like in our classrooms throughout the day and also at home. Our data
collection started prior to the implementation of our transition strategies and continued
throughout the inquiry process. In order to collect data, we used student surveys, parent surveys, systematic observations, class meetings, observations, and student interviews. Our baseline data was collected through timing and observations of noise levels.

**Before:**

Prior to implementing our inquiry, we designed and conducted both student and parent surveys. The student surveys focused on each individual student’s ability to transition quickly and quietly. The survey also questioned students’ feelings on how the whole class transitions throughout the day. In addition, we inquired about which part of the day the students liked better—the morning or the afternoon. We had the students fill out the survey individually with one of us, so we could fully explain what was meant by each question, so that we could monitor and encourage them to answer honestly. Our intention for conducting this student survey was to obtain information on how students felt they transition as well as how the class transitions as a whole. (See Appendix C for Student Survey)

We also sent home a parent survey with each student to collect information on how our students transition at home. In order to get accurate data, we included a letter to the parents describing the purpose of the survey and assured them that the information would remain anonymous in our research. Therefore, we first asked whether or not the child follows a similar routine each night. Then we inquired about how many reminders the child needed before he or she moved on to the next activity and we also asked the parents to explain further whether the transition was smooth or required some wait time. Our intention for having parents complete this survey was to obtain information about how the students transition at home so that information may be used to improve
transitioning in our classrooms. (See Appendix D for Parent Survey)

Before we started introducing new techniques and strategies for transitioning, we collected base-line data for each class’s transitional times without the students’ knowledge of this occurrence. This data included recording the length of time it took the students to transition, what activity the students were transitioning from, and what activity they were moving to next. We also kept notes on the time of day and any student behavior that stood out while the transition occurred. Our intention for collecting the base-line data of our classes was to see how much time some students were off-task in order to compare these times with times after the implementation of our transition strategies. (See Appendix E for Base-line Data)

During:

Throughout the study, we recorded notes and audio recordings of transitions when visiting other teachers’ classrooms. We went to our 3rd grade partner classrooms at Gray’s Woods, as well as another kindergarten classroom at Radio Park, to observe them transitioning. Our intention for doing this was to observe other classroom teachers’ management styles and techniques for transitioning. (See Appendix F for Observational Notes)

The first strategy was implemented by Miss Ramiza who tried a counting strategy that she saw used by a teacher in another classroom. Miss Ramiza introduced this strategy to her students at a classroom meeting and led a discussion of possible ways the strategy might help them transition more efficiently. After practicing and getting an initial count, the students began predicting how long or how many “counts” it would take them to get ready. Students tried to beat their predicted time, or at least tie their predicted
time by following directions and spending less time off-task. This strategy was used for a two-week span at every transition other than during stations.

Next, we both used attention getters to see how the students would transition once their full attention was directed toward us. In order to get the students’ attention, Miss Ramiza used a strategy she observed in another classroom. When Miss Ramiza said, “Give me an S-T-O-P. What does that spell?” the students said, “Stop, look, and listen.” She also used, “Hello boys and girls, show me your smile,” in which the students responded with “Hello, Miss Ramiza!” She recorded the results by tallying the class’s behavior toward each strategy. This strategy was used over a two-week span consistently and currently continues to be used intermittently.

The attention getting strategy used by Miss Allison was suggested by her mentor teacher. Miss Allison used a “brain break” strategy every day after lunch to help students get their materials in a timely manner and find a spot in the classroom to rest. She gave them a minute to collect their belongings and then proceeded to use, “5, 4, 3, 2, 1, now our brain break has begun.” When she finished, the students knew they were to be lying down and resting. Although the strategy was implemented prior to the inquiry process, Miss Allison felt this was one of the areas the students needed to improve. Therefore, she continued to use it as a reminder to the students throughout the inquiry process and recorded transitions during this “brain break” time.

Finally, both interns implemented a song as a transition strategy to get the students to the carpet. They collected systematic observation data on the effectiveness of the song to show the students’ responses, their behaviors, and whether or not singing affected their abilities to transition efficiently. Miss Ramiza implemented this strategy
for two-weeks, but, when her students did not respond, she did not continue this strategy consistently. Miss Allison introduced the song to her class during the fourth week of the inquiry process after the students returned from Spring Break. Due to the students’ interest in the song, the class will continue to consistently use the song throughout the remainder of the year.

We originally planned to implement more transitioning strategies; however, we felt when using each strategy that we needed more time to allow the students to adjust to each and become more comfortable with it in order to get accurate results for our data collection. (See Appendix F for Observation Notes)

After:

We did a follow-up interview with a total of twenty students after we tried different transitioning strategies. We each chose ten students from our classes and individually talked to them about transitioning. During the interview, we asked each student which transition - the stopwatch, the counts, or the song - helped them the most to transition quickly and quietly. We did this to deepen our understanding of which transition our students felt helped them to transition best in our classrooms. During the interviews, we made sure to include the students who were having difficulties transitioning quickly and quietly. Both males and females were interviewed. We used a simple table to record their feelings on what strategy worked best for them. The students that were being interviewed did not see the responses of the other students because the interviews were conducted individually. Miss Ramiza asked her students to rank the strategies from which they liked the best to which they liked the least. Miss Allison had
her class select the strategy that they felt helped them to transition most efficiently. (See Appendix G for Student Interview)

**Data Analysis**

When we began collecting the data for our inquiry, we carefully planned and collected data we felt would help us develop claims to support our main wondering and sub-questions. However, as we continued gathering data, we found that the outcomes we were most interested in evaluating during our analysis were focused on two major areas: (1) how each student felt he or she did when transitioning and (2) how each student felt the class transitioned as a whole.

We began to analyze our data by entering the student survey results into an Excel spreadsheet and created a graph. When analyzing the data, we looked at how the students felt that they transitioned individually, focusing on whether they believed they were able to move from one activity quickly and quietly. We also wanted to see what the students thought about the whole class's ability to transition throughout the day. Finally, we asked the students to tell us their favorite part of the day in order to see if that had any effect on their performance while transitioning. (See Appendix C for Student Survey Results)

Next, we analyzed parent surveys. We received thirty-six surveys out of forty back from the parents between the two Kindergarten classrooms. When analyzing these surveys we compiled the results and looked at student behaviors. We broke the survey down into two parts, the number of reminders given by the parents and whether students followed a similar routine each night. When analyzing the data, we looked for any patterns that arose between the two classes. (See Appendix D for Parent Surveys)
Next, we analyzed our baseline data by creating a table where we could highlight and separate morning and afternoon transition times. Then we went through the table and created a graph of the times for the morning and afternoon transitions to see if there were any trends. Our intention for doing this was to see if there was a time of the day when our students transitioned efficiently.

We also looked at our observation notes from other classrooms to see where our students stand when compared to the other students at a higher-grade level. We also compared our two classes to another kindergarten class in a different school setting to see if there were similarities.

When analyzing the systematic observations, we were able to see which students were the first ones to arrive on the carpet and which students took longer to get there. It also showed us whether students were transitioning quietly or choosing to participate in off-task behaviors.

The last step we took to analyze our data included sorting through our interview data to see if there were any common responses or patterns. If we had more time, we would have liked to record the interviews. We would have also liked to ask the students why they preferred one transition to another transition strategy. Finally, we would have liked to ask them how well they individually and collectively think they transitioned with each different transition strategy.

**Explanation of Findings: Claims and Evidence**

After analyzing our data through the methods outlined above, we identified patterns and trends that allowed us to make three strong claims regarding the effectiveness of implementing transition strategies in our classrooms.
Claim #1: When comparing two similar kindergarten classes in the same building, a strategy that worked in one classroom did not necessarily have the same effect in the other.

Our main wondering throughout this inquiry process focused on finding transition strategies that would maximize students’ attention and motivation and reduce time off-task. After collecting evidence and compiling our data, it was obvious that certain strategies were effective in one classroom but were not as effective in another classroom.

In Miss Ramiza's classroom, the data indicates that her students did not respond to a song strategy in the same way that Miss Allison's classroom did. Miss Allison's students were quoted saying, “Can we sing the song?”

When looking through the observation notes near the end of March, you can see that during one transition the teacher had to repeat the song five times and the students still were not finished transitioning. This is evidence to support our claim that even though one strategy may work in one classroom, it may not have the same effect on another. Miss Ramiza's class did, however, have some students who transitioned well with the song. When looking at the student interviews you can see how both classes had students who enjoyed the song strategy when transitioning, but through the "Circle Time" song observation notes, it is evident that the class did not respond as whole similar to that of Miss Allison's class. This is evidence to support our claim that when comparing two similar kindergarten classes in the same building, a strategy that worked in one classroom does not necessarily have the same effect in another class. (See Appendix F for Observations Notes For Circle Time Song)
Claim #2: Students transition more effectively when they are transitioning to an activity they enjoy.

A major benefit of analyzing our parent surveys was coming to the claim that our students transitioned more effectively when they were transitioning to an activity they enjoyed. The survey analysis showed that the students transitioned better to an enjoyable activity as opposed to an activity that they did not enjoy, for example, bedtime. Out of the thirty-six parent surveys, there were thirteen parents whose responses stated that their child transitioned well, unless they were transitioning to something they did not enjoy. (See Appendix D for Parent Surveys Results)

When analyzing our data about the time taken to transition during certain times of the day, we noticed that the transition time taken from one activity to an enjoyable activity was less than the time transition to an activity they did not enjoy. For example, you can see through our observation notes that the students transitioned from Math to the carpet more quickly than they transitioned from quiet time to Math. The data chart in the observation notes shows that the transition times from the carpet to an outside activity was longer than that of times from Math to the carpet. The time may have been impacted by the amount of clothing the students had to put on to go outside (coats, hats, gloves, snow pants and boots). This claim would be stronger if we would have had time to interview students to see what their favorite activities were during the day. (See Appendix F for Observation Notes)

Claim #3: Students transition more quickly when a transition strategy is used.
When comparing our baseline data to our data collected while using a transition strategy, we were able to assess the effectiveness of the strategies. We calculated the averages of our baseline data to look for patterns or trends. We also analyzed how the students responded to a transition strategy. Before implementation, the students’ average transition took three minutes and thirty-eight seconds. When implementing a strategy, the students transitioned in one minute and thirty-five seconds. When analyzing the systematic observation, the students’ transitions took three minutes and thirty-eight seconds without a strategy in place. When transitioning with the “Circle Time” song strategy, students transitioned in twenty-five seconds. Thus, we were able to claim through comparing the averages, the students transitioned more efficiently when using a strategy. (See Appendix H for Data Analysis)

In mid-March, when a "Counting" strategy was being used, a student was quoted saying, "Hurry up! She is counting. She is on 7." This quote shows that the students were motivated and they transitioned faster when a strategy was used. To further support this claim, a few days later, a student was quoted saying, "I don't have to go to the carpet yet, she didn't start counting." These quotes along with the data collected through timing students’ transitions are evidence to support our claim that students transition faster when a transition strategy is used. (See Appendix F for Observation Notes)

**Reflections and Implications for Future Practice**

As a result of the inquiry process, we both discovered transition strategies that helped to decrease the amount of time moving from one activity to another. We found that these strategies also kept students from visiting and socializing and helped them stay focused and on task. Although the strategies we found useful in each classroom were not
the same, we found that each group of students has a different learning style and respond differently to a variety of classroom transitions.

Not only did we find the inquiry process useful for discovering transition strategies, but we also found the process was becoming a part of our daily routine. We found ourselves developing new wonderings about other topics in the classroom. Although we may not have time every year to fully research our wonderings and write in-depth procedures such as we did for this inquiry, we will state our wonderings and inquire about them, using other teachers and members of the school community as resources. Therefore we have determined that inquiry will be a continuous, ongoing process as learners and educators.

When conducting this inquiry, we answered some of our wonderings and learned valuable information to take into our future classrooms. In the future we both plan on implementing the transitioning strategies through modeling at the beginning of the year. We will teach transitions and experiment with those strategies to see what will work for our future group of students in the same process that we used through this inquiry. We would develop transitioning strategies to enhance curricular areas. When thinking about how we would incorporate this process in our future classrooms we came upon our future wonderings:

• To what extent would a transition strategy that was implemented in the beginning of the year be effective the entire year?

• How does a teachers’ previous classes affect the way he or she introduces transitions to their new class?

• Does the teacher’s use of song in the classroom impact the way that students respond to transitions where a song used?
• To what extent would a strategy that we used in Kindergarten be effective for older children?

• If the teacher is having an "off" day, how will this affect the transitions in the classroom?

We would like to continue our exploration of transitioning strategies that emerged from the course of this inquiry. As a result our inquiry does not stop here, but rather it will follow us through the remainder of this school year and be carried into our future classrooms.
Appendices

Appendix A: Inquiry Brief

Meandering Through the Day –
How to Put Some Pep Into Kindergarten Step: Making Transition Efficient

Context—Miss Ramiza’s Kindergarten

As a Pennsylvania State University Professional Development School Intern at Gray’s Woods Elementary School in the State College Area School District, my class is self-contained with twelve girls and nine boys. My classroom is diverse in social, emotional and academic needs. There are four students who need learning support and leave the classroom to go to Response To Intervention (RTI) for reading and writing. The students in my classroom are less diverse when it comes to behavior. As a whole, the class can be extremely talkative. They tend to socialize frequently throughout the day, especially during transitions.

The younger students are easy to indentify due to their lack of maturity. There is one student who is easy to get along with but has difficulty finishing work and staying on task. Behavioral patterns are evident amongst the class. These behavioral patterns include students having difficulty sitting on the carpet on their bottoms and raising their hands to share. The class consists of three students with social-relationship problems. These problems entail becoming upset when other students won’t play with them and not having the socials skills to go ask another student to play with them. One of the three students has difficulty making good choices with his comments to other students. Overall, this kindergarten classroom varies in levels and abilities.
As a current intern from the Professional Development School at The Pennsylvania State University, my kindergarten classroom profile at Gray’s Woods Elementary School is composed of a wide range of skills and abilities. The class consists of seven boys and twelve girls ranging from five to six years old.

The students’ skills and abilities differ from area to area. Three of the boys in the class attend the school’s RTI (Response to Intervention) Program. Of those three, one boy also works with our speech therapist. Another boy in the class works with the guidance counselor on behavior issues.

Behavior is another area that is diverse in my classroom. Two of the students have a behavior plan within the classroom. One boy has a sticker chart to reinforce good behavior. One girl has a chart to keep her on task in the morning when she likes to socialize. Most of the class is very social and likes to call out and talk while the teacher is talking.

During circle time, many of the students struggle to listen to instructions. The students often call out answers instead of raising their hands. One boy, who is currently enrolled in the IST (Instructional Support Teacher) process, often has most of the teacher’s attention during an activity because of behavioral issues. The majority of the girls often like to socialize during carpet time and have to be moved to a different spot. Also, they fight over who is going to sit next to whom. These issues also show up in transitions throughout the day. The students take a great amount of time to move from one activity to another. One girl is defiant to move on from the activity and often wants
personal attention before she will transition. One boy cannot stay on task while transitioning. Overall, the class varies in behavior, skills, and abilities.

Rationale

Elementary school years are critical years, not only to learn subject matter, but also life long skills needed to survive in the fast paced world we know today. Elementary students engage in many important activities each day in the classroom, but a small, yet equally important aspect of the school day is what happens in between each activity, better known as transitions. Although they are a small part of the day, transitions are an extremely important element that can make or break the atmosphere of the classroom. Transitions can quickly become ineffective and a waste of time. These transitions have become more often for socializing in our classrooms rather than a learning opportunity. We are interested in improving our transitions because we have noticed the negative effect that inefficient transitions have on our daily routines. Not only is it effecting us as teachers, these transitions are also cutting into the educational time for the students. We are concerned about the amount of time we lose throughout the school day. We have been wondering if things would be different in our classroom if our transitions were smoother and less time consuming. We also have been wondering if different teaching styles play into the students’ motivations to transition more effectively. Therefore, our inquiry project is based on the following wonderings.

Main Wondering

How can teachers use efficient transitions to maximize students’ attention and
motivation, to maintain a positive classroom environment, and reduce time off-task?

Sub-Questions

How does the implementation of various transitions affect…

~ …students’ attention?

~ …students’ motivation?

~ …a positive classroom environment?

~ …students’ time off-task?

How does transitioning at home compare to how students transition at school?

Data Collection Ideas

• Observation/field notes: Mentors and Interns will take notes on classroom activities and results of the strategies that we implement. The notes will include:
  • The length of time it took to transition
  • The type of transition
  • The time of the day the transition took place
  • Any student or teacher behavior impacted the transition
• Interns will also time transitions for baseline data and measure the change that occurred after the transition was implemented.
• Interns will survey students and teachers about their thoughts on transitions
• Follow-up interviews with specific students will be based on survey responses
• Interns will observe other teachers and their classroom management styles and techniques
• Journaling will reflect on the success of attempted transitional strategies and their effectiveness
• Parents will be surveyed about their child’s behavior when cleaning up or moving from one activity to another at home

Timeline

February
• February 16th-20th:
  • Collect baseline transition times and take observation notes and compare the two kindergarten classrooms
  • Observe other teachers (Radio Park)
  • Develop student, teacher, and parent surveys

• February 23rd-27th:
  • Have a class meeting with the students after a particularly difficult transition. Share how long it took them to switch activities and talk about what a transition is and share what it should look like. Timed by both the Mentor and the Interns
  • Conduct self-assessment survey with each student and compile results
  • Continue to time transitions and take observation notes; focus on transitions between stations and other morning transitions
  • Research different transition strategies

March
• March 2nd-6th:
  • Distribute survey to K-5 teachers at Gray’s Woods Elementary School
  • Interview: select two boys and two girls (from each kindergarten classroom) as a follow-up
  • Continue to research different transition strategies
  • Begin to implement one new strategy a week (use the same strategy in each classroom)
  • Continue to time transitions and take observation notes
  • Distribute survey to parents

• March 9th-13th (Spring Break):
  • Continue to research and plan for different transition strategies
  • Compile results from teacher surveys
  • Compare surveys from both kindergarten classrooms
  • Organize notes and data that has been collected

• March 16th-20th:
  • Implement one new strategy in each classroom
  • Continue to time transitions and take observation notes and compare the two rooms
  • Begin to analyze collected data and develop claims; look for differences between times of the day and relationships between gender and classes
  • Check in with students to check on their self evaluated progress; compile results
  • Compile results from parent surveys

• March 30th-April 3rd:
  • Implement one new strategy this week in each classroom
  • Continue to time transitions and take observation notes
  • Continue analyzing data between classes and begin writing paper
April
- April 6th-April 10th:
  - Revisit strategies used in the past week
  - Continue to time transitions and take observation notes
  - Continue writing and revising paper
  - Develop and give students final survey; compile results
  - Draft due April 11th

- April 13th-17th:
  - Revise paper
  - Begin preparing for presentation

- April 20th-24th:
  - Final Paper due April 22nd
  - Continue to prepare for presentation, share with other interns

- April 25th: Presentation at PFE

Appendix B: Annotated Bibliography


An intern who was previously in PDS wrote this report. It goes through her inquiry process of pursuing the wondering: How can I learn to use efficient transitions to maximize students’ attention and motivation, to maintain a positive classroom environment, and reduce time off-task? Since this topic is closely related to ours, we can use this as a resource to discover what this interns learned about transitions in her own classrooms. We feel this will help us with our inquiry as we try different strategies and begin to develop our claims on transitioning. It also shows good examples of surveys that were given to students and teachers, which will help us develop our own surveys throughout the process.

This book discusses different techniques for challenging students in the classroom. The book also includes how to manage children that are aggressive, defiant, or who have attention problems. Since our classrooms have a few students with these types of behaviors, this will be a useful source. We feel this source will help us better understand these types of students in our classes. By understanding our students we feel that we can better help them transition successfully.


This article highlights four areas that are problematic for young children when transitioning from one activity to another. Examples are given to explain several transitioning techniques to keep children on task when transitioning in the classroom. It also provides guidelines to start a new lesson. We feel that this article would be useful because we can relate some of the areas where children struggle to the students in our classrooms. Therefore, we can focus on these areas and use the examples as a guide to help them succeed in transitioning effectively.


Two interns who were previously in PDS wrote this report. It goes through their inquiry process of pursuing the wondering: Using the perspective of both teachers and students, how can transitions be used in the most effective way to eliminate unproductive behavior and increase the amount of instructional time? Since this topic is similar to our wondering, we can use this as a resource to discover what these interns learned about transitions in a fourth and fifth grade classrooms as opposed to our kindergarten classrooms. This project also shows examples of surveys that were given to students and teachers, which will help us develop our own questions for surveys.


This book talks about specific ways to promote student responsibility and motivation while managing the classroom. We feel this is a great resource but it is not directly
related to our wondering. It takes a positive approach towards discipline and management techniques and we are not looking for discipline techniques. Maintaining a positive classroom environment and motivating our students to take responsibility is one of our goals, and we want to give students more ownership and responsibility over their transitioning. We do believe that this book will be a useful resource because it will provide us with ideas and strategies for increasing student motivation.


This book provides an organized explanation of various transitioning techniques for each part of the day (i.e. circle time, lining up, cleaning up, etc). Using the ideas from this book will turn that extra time into educational experiences for the students. We feel that this is an excellent source that will help to create teachable moments when transitioning and keep the students more on task.


This article explains the use of the color wheel system, which puts into place three sets of rules in addition to regular classroom rules. The Color Wheel is manipulated by the teacher and helps to reduce inappropriate behavior and to complete transitions successfully. We believe that this system could be beneficial to our classrooms when transitioning because it gives a visual reminder of what students should be doing, reducing the amount of time they spend off-task.

Grim, C. (personal communication, February 18, 2009)

This was an interview that took place with a SCASD kindergarten teacher. We observed her transitional tools in the classroom. This will be a great tool when trying and developing different teaching strategies for our classrooms during our inquiry.

http://www.educationworld.com/a_curr/columnists/jones/jones016.shtml

This online web article discusses training students on how to transition quickly and efficiently from one activity to another. Since this is our number one goal, this article has been a great resource. This article provides a breakdown of student and teacher responsibilities, as well as strategies and techniques. This article also explains how to teach students to take responsibility for themselves while transitioning quickly and staying on-task.


http://proquest.umi.com.ezaccess.libraries.psu.edu/pqdweb?index=…vtype=PQD&qrt=309&TS=1202598977&clientId=9874&cc=1&TS=1202598977%00%00

This article has been a great resource for our kindergarten classes because they are just learning and experiencing transitions for the first time. This article breaks up the day into different parts with suggestions for each type of transition that may occur throughout the school day, which will be helpful since one of our sub-wonderings is transitioning at different parts in the day. The article includes arrival, moving into large-group activities, moving into small-group activities, students who finish their work early, and coming and going in classroom. This article has given us some good ideas and strategies to try with our classes.


This article explains that transitions require thorough planning in order to be beneficial. It shows five steps that are used to teach students how to successfully transition. In order for the students to succeed, teachers must pre-correct the student prior to them
performing the actions. We believe that this article will be useful when planning transitions to implement into our classrooms because it will provide guidelines on how to do it effectively.


Retrieved February 3, 2009, from Professional Development Collection database.

This article provides a refreshment of transitioning ideas for the second half of the school year. It provides many examples of ideas and techniques that can be used throughout the day to keep children moving and motivated. We think that these ideas will be helpful to create a motivating environment in the classroom while staying on task.


This article provides assistance in re-teaching transition behavior. Several classroom scenarios are provided throughout the article to show the success of the teachers. The article also provides five concepts to ensure that there is improvement in transitioning. We feel that mastering these five concepts will help to create a high expectation for student transitions.


This article addresses teachers who have students who struggle with routines in the classroom. It is beneficial to have these students believe that they are in control of their environment when moving from one activity to another. The article shows ways that teachers can do this and have these children transition successfully with the rest of the class. We believe that this will beneficial for those students that we have to give constant reminders to throughout the school day.

An intern who was previously in PDS wrote this report. It goes through her inquiry process of pursuing the wondering: What are a few effective transition techniques, and what are the effects of these techniques on classroom productivity? With this topic being closely related to ours, we feel that we can use this as a resource to discover what this intern learned about transitions in her own classrooms. The author also breaks down her research into different types of transitions during different times of the day, which is addressing one of our sub-wondering questions.


This article contains a variety of suggestions to help students make the transition from finishing an activity to lining-up in a quick and organized fashion. It also provides ideas for difficult students with impulsive behaviors, as well as fun ways to line-up. Transitioning to line up in our classrooms is one of the biggest problems along with transitioning from one activity to another, so this article will be useful in giving us ideas to try.


This article delivers ideas of ways to help our students clean up in a quick and quiet fashion, which is a major problem for our kindergarten classrooms. The strategies that are suggested are enjoyable for the children and the teacher. Since they are enjoyable we feel they are strategies that the students will be motivated to use independently. Since cleaning up and transitioning from one activity to another is a problem for our classes this article will be useful in giving us ideas to implement.


This book provides thousand of management ideas for use in the classroom. Many of the ideas provide pre-made charts and checklists to reduce the amount of time for each
activity. We feel that this book will be very useful when searching for new transitioning activities to implement into the classroom throughout the day.


This article shows the relationship between the routines and transitions of family life at home and the daily activities in the classroom. It also shows that schedules in both the home and at school help to regulate the child’s behavior. We feel that this article will be very beneficial when analyzing the results of a parent survey on the routines of their child.


This book is a guide to teaching children between the ages of four and fourteen. It is broken down by age and covers physical, social, emotional, language, and cognitive characteristics and behaviors. This will be helpful during our inquiry, because it will help us learn where our five and six year old students are developmentally and what their needs are so that we can choose transitional strategies that will work for them.
Appendix C: Student Survey

Student Survey

Is transitioning easy for you to do?

- 😊
- 😐
- 😞

Do you transition quietly?

- 😊
- 😐
- 😞

Do you transition quickly?

- 😊
- 😐
- 😞

How do you feel the whole class transitions during the day?

- 😊
- 😐
- 😞

What part of the day do you like better?

Before Lunch       After Lunch

What do you think a transition looks and sounds like?

______________________________
Student Survey Example #1

Is transitioning easy for you to do?

- 😊
- 😐
- 😞

Do you transition quietly?

- 😊
- 😐
- 😞

Do you transition quickly?

- 😊
- 😐
- 😞

How do you feel the whole class transitions during the day?

- 😊
- 😞

What part of the day do you like better?

- Before Lunch
- After Lunch

What do you think a transition looks and sounds like?

- being quiet, concentrating on following directions
Student Survey Example #2

Is transitioning easy for you to do?

Do you transition quietly?

Do you transition quickly?

How do you feel the whole class transitions during the day?

What part of the day do you like better?
Before Lunch
After Lunch

What do you think a transition looks and sounds like?

good listeners,
Appendix D: Parent Survey

Dear Family,

As a student intern, I am required to complete a project inquiring about a topic that interests me. Over the next few weeks, I will be observing the students as they transition from one activity to another throughout the school day. I am interested in discovering new methods and strategies to decrease the amount of time it takes us to switch activities, which, in turn, will allow for more instructional time throughout the day. I am currently collecting data and researching many transitioning activities. Therefore, I would greatly appreciate if you could take a few minutes to complete the survey below and return it to school with your child. The surveys will remain anonymous in my research. Thank you for your time!

Sincerely,
Miss Allison & Miss Ramiza

Does your child follow a similar routine each night? ____ Yes ____ No

If yes, do you have to give your child reminders when moving from one activity to another? ____ Yes ____ No

How many reminders must you give before your child moves on to the next activity? Circle one.

1 2 3 4+

Does your child transition smoothly or is there some wait time? Please explain.

________________________________________________________________________

________________________________________________________________________

Efficient Transitions 32
Parent Survey Examples

Does your child follow a similar routine each night? Yes No

If yes, do you have to give your child reminders when moving from one activity to another? Yes No

How many reminders must you give before your child moves on to the next activity? Circle one.

1 2 3 4+

Does your child transition smoothly or is there some wait time? Please explain.

It depends on the activity. The main procrastination is at bedtime.

Does your child follow a similar routine each night? Yes No

If yes, do you have to give your child reminders when moving from one activity to another? Yes No

How many reminders must you give before your child moves on to the next activity? Circle one.

1 2 3 4+

Does your child transition smoothly or is there some wait time? Please explain.

Usually some wait time. She tends to "mess around when getting ready for bath/bedtime. She doesn't want to go to bed and therefore puts it off as long as possible.
Does your child follow a similar routine each night? ☑ Yes ___ No

If yes, do you have to give your child reminders when moving from one activity to another? ☑ Yes ___ No

How many reminders must you give before your child moves on to the next activity? Circle one.

1 2 3 4+

Does your child transition smoothly or is there some wait time? Please explain.

Most of the time, however, she will use delay tactics to avoid going to bed.

Does your child follow a similar routine each night? ☑ Yes ___ No

If yes, do you have to give your child reminders when moving from one activity to another? ☑ Yes ___ No

How many reminders must you give before your child moves on to the next activity? Circle one.

1 2 3 4+

Does your child transition smoothly or is there some wait time? Please explain.

It depends on the activity. Bedtime is almost always wait time. In summary, the more desirable the task, the less wait time.
Appendix E: Base-line Data

Miss Ramiza’s Classroom

<table>
<thead>
<tr>
<th>Time of the day and date</th>
<th>Time it took</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-16-09 carpet to writers workshop (morning)</td>
<td>3:15</td>
<td>They were chatting, but the most noise came from marker boxes 😊</td>
</tr>
<tr>
<td>2-16-09 Stations</td>
<td>4 stars</td>
<td></td>
</tr>
<tr>
<td>2-16-09 Math to carpet (afternoon)</td>
<td>2:27</td>
<td>They cleaned up quickly but were talking once reaching the carpet</td>
</tr>
<tr>
<td>2-16-09 Carpet to outside (afternoon)</td>
<td>4:48</td>
<td></td>
</tr>
<tr>
<td>2-17-09 carpet to writers workshop (morning)</td>
<td>3:39</td>
<td>They were packing up and socializing while doing so</td>
</tr>
</tbody>
</table>

Sometimes she got distracted by toys, so there can be about a 10 min wait.
Efficient Transitions

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Score</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-17-09</td>
<td>Stations</td>
<td>3</td>
<td>3:08</td>
<td>Marker boxes</td>
</tr>
<tr>
<td>2-17-09</td>
<td>Math to carpet (afternoon)</td>
<td></td>
<td></td>
<td>Were socializing once reached the carpet and ignored the teacher</td>
</tr>
<tr>
<td>2-17-09</td>
<td>Carpet to outside (afternoon)</td>
<td>5:49</td>
<td></td>
<td>They weren’t extremely loud, just socializing and getting off task</td>
</tr>
<tr>
<td>2-18-09</td>
<td>Carpet to writer’s workshop (morning)</td>
<td></td>
<td>2:05</td>
<td>They got settled and right to work right away</td>
</tr>
<tr>
<td>2-18-09</td>
<td>Stations</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-18-09</td>
<td>Math to carpet (afternoon)</td>
<td>2:05</td>
<td></td>
<td>They saw that I was timing them</td>
</tr>
<tr>
<td>2-18-09</td>
<td>Carpet to outside (afternoon)</td>
<td>4:46</td>
<td></td>
<td>Socializing while packing up</td>
</tr>
<tr>
<td>2-19-09</td>
<td>Carpet to writers workshop (morning)</td>
<td></td>
<td>2:15</td>
<td>Noise came from marker boxes</td>
</tr>
<tr>
<td>2-19-09</td>
<td>Stations</td>
<td>4</td>
<td>4:27</td>
<td></td>
</tr>
<tr>
<td>2-19-09</td>
<td>Math to carpet (afternoon)</td>
<td>4:27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-19-09</td>
<td>Carpet to outside (afternoon)</td>
<td>5:48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-20-09</td>
<td>Carpet to writers workshop (morning)</td>
<td></td>
<td>2:39</td>
<td></td>
</tr>
<tr>
<td>2-20-09</td>
<td>Stations</td>
<td>3</td>
<td>3:26</td>
<td></td>
</tr>
<tr>
<td>2-20-09</td>
<td>Math to carpet (afternoon)</td>
<td>4:23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-20-09</td>
<td>Carpet to outside (afternoon)</td>
<td>3:26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-23-09</td>
<td>Carpet to outside (afternoon)</td>
<td>3:26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-23-09</td>
<td>Stations</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-23-09</td>
<td>Math to carpet (afternoon)</td>
<td>4:23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-23-09</td>
<td>Carpet to outside (afternoon)</td>
<td>3:26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of the day and date</td>
<td>Time it took</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-24-09 carpet to writer’s workshop (morning)</td>
<td>1:58</td>
<td>they knew I was timing them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-24-09 Stations</td>
<td>4 stars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-24-09 Math to carpet (afternoon)</td>
<td>5:25</td>
<td>Students looked for things to do to be the last one on the carpet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-24-09 Carpet to outside (afternoon)</td>
<td>4:26</td>
<td>Little socialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-25-09 Math to writer’s workshop (morning)</td>
<td>2:02</td>
<td>Lacked focused to get to work, but got to their tables quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-25-09 Stations</td>
<td>4 stars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-25-09 Math to carpet (afternoon)</td>
<td>3:24</td>
<td>There were a lot of materials to clean up but they did a good job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-25-09 Carpet to outside (afternoon)</td>
<td>5:35</td>
<td>Getting off task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-26-09 carpet to writer’s workshop (morning)</td>
<td>1:59</td>
<td>They got to work but chatted at first, but with a reminder they did a great job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-26-09 Stations</td>
<td>3 out of 4 stars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-26-09 Math to carpet (afternoon)</td>
<td>3:13</td>
<td>Great transition with a lot of materials to put away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-26-09 Carpet to outside (afternoon)</td>
<td>5:22</td>
<td>Little socialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-27-09 carpet to writer’s workshop (morning)</td>
<td>2:09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-27-09 Stations</td>
<td>4 stars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-27-09 Math to carpet (afternoon)</td>
<td>3:56</td>
<td>They were chatting among themselves when reaching the carpet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-27-09 Carpet to outside (afternoon)</td>
<td>5:31</td>
<td>Socialized during transitions but sat on the carpet quietly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Miss Allison’s Classroom*
### Appendix F: Observational Notes

**Counting Strategy**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual count took</th>
<th>Students predictions</th>
<th>Actual Times</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-2-09</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpet to writer’s workshops</td>
<td>17</td>
<td>23</td>
<td>1:09</td>
</tr>
<tr>
<td>Writer’s workshop to Carpet</td>
<td>12</td>
<td>15</td>
<td>0:58</td>
</tr>
<tr>
<td>Carpet to snack</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quiet time to math</td>
<td>27</td>
<td>30</td>
<td>1:37</td>
</tr>
<tr>
<td>Math to recess</td>
<td>26</td>
<td>20</td>
<td>1:16</td>
</tr>
<tr>
<td><strong>3-4-09</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpet to writer’s workshops</td>
<td>12</td>
<td>15</td>
<td>1:25</td>
</tr>
<tr>
<td>Writer’s workshop to Carpet</td>
<td>17</td>
<td>20</td>
<td>1:32</td>
</tr>
<tr>
<td>Carpet to snack</td>
<td>13</td>
<td>15</td>
<td>0:38</td>
</tr>
<tr>
<td>Quiet time to math</td>
<td>32</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Math to recess</td>
<td>17</td>
<td>25</td>
<td>1:25</td>
</tr>
<tr>
<td>Science to clean up</td>
<td>24</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>3-5-09</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpet to writer’s workshops</td>
<td>13</td>
<td>20</td>
<td>1:19</td>
</tr>
<tr>
<td>Event</td>
<td>Time 1</td>
<td>Time 2</td>
<td>Duration</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Writer’s workshop to Carpet</td>
<td>15</td>
<td>25</td>
<td>1:39</td>
</tr>
<tr>
<td>Carpet to snack</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quiet time to math</td>
<td>15</td>
<td>20</td>
<td>1:55</td>
</tr>
<tr>
<td>Math to recess</td>
<td>14</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Carpet to writer’s workshops</td>
<td>7</td>
<td>10</td>
<td>1:07</td>
</tr>
<tr>
<td>Writer’s workshop to Carpet</td>
<td>14</td>
<td>25</td>
<td>1:58</td>
</tr>
<tr>
<td>Carpet to snack</td>
<td>9</td>
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</tr>
<tr>
<td>Quiet time to math</td>
<td>27</td>
<td>20</td>
<td>1:25</td>
</tr>
<tr>
<td>Math to recess</td>
<td>47</td>
<td>50</td>
<td>2:39</td>
</tr>
<tr>
<td>Science to clean up</td>
<td>28</td>
<td>40</td>
<td>0:58</td>
</tr>
<tr>
<td>Carpet to writer’s workshops</td>
<td>22</td>
<td>15</td>
<td>1:20</td>
</tr>
<tr>
<td>Writer’s workshop to Carpet</td>
<td>16</td>
<td>20</td>
<td>2:01</td>
</tr>
<tr>
<td>Carpet to snack</td>
<td>10</td>
<td>15</td>
<td>0:45</td>
</tr>
<tr>
<td>Quiet time to math</td>
<td>38</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Math to recess</td>
<td>26</td>
<td>30</td>
<td>1:25</td>
</tr>
<tr>
<td>Science to clean up</td>
<td>27</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Carpet to writer’s workshops</td>
<td>23</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Writer’s workshop to Carpet</td>
<td>35</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Carpet to snack</td>
<td>14</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

*Students Quote during Counting Strategy*
3/17
Hurry up she is counting....
She's on 7

3/19
B-I don't have to go to the carpet yet she didn't start counting
Observation Notes from Radio Park Kindergarten

Lit Station - Writing

Do you know what a SLAM fair is?

Yes

Correspondence

Who's sitting down like

Child of the Day

give me a D give me a W

- have them count the children

Who's missing giving clues

Dwayne

clip syllables

# of letters

even or odd #

any words in the name - way
way rhymes with
day may pay
hay say
play clay
point to a word and we will read it

This land is my land

Monkeys Cars
Lions Dolphins

5 Groups for Stations

back on the rug before I get to ten
on great you got back by 4

Math Stations - making animals
Writing Stations in Journal
W
guided reading/Writing
### "Time for Circle" Song in Miss Allison's Classroom

<table>
<thead>
<tr>
<th>Date</th>
<th>Transitioning From</th>
<th>Transitioning To</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23</td>
<td>Morning Work @ tables</td>
<td>Opening on the Carpet</td>
<td>21 secs. (most were there in 6 secs.)</td>
<td>2 students eating breakfast/ 1 student talking to himself/ 1 student was moving slowly</td>
</tr>
<tr>
<td>3/23</td>
<td>Kidwriting @ tables</td>
<td>Carpet</td>
<td>3 mins. 5 secs.</td>
<td>2 students talking/ 1 student visiting with teacher</td>
</tr>
<tr>
<td>3/23</td>
<td>Cubbies</td>
<td>Brain Break on Carpet</td>
<td>1 min. 59 secs.</td>
<td>2 students talking &amp; visiting/ 3 students moving slowly</td>
</tr>
<tr>
<td>3/24</td>
<td>Morning Work @ tables</td>
<td>Opening on the Carpet</td>
<td>25 secs.</td>
<td>1 student eating breakfast</td>
</tr>
<tr>
<td>3/24</td>
<td>Cubbies</td>
<td>Brain Break on the Carpet</td>
<td>3 mins. 4 secs.</td>
<td>3 students talking/ 1 student moving slowly/ 1 student visiting</td>
</tr>
<tr>
<td>3/24</td>
<td>Brain Break on the carpet (putting things away)</td>
<td>Carpet</td>
<td>1 min. 20 secs.</td>
<td>4 students talking/ 1 student visiting with adult/ 2 students moving slowly</td>
</tr>
<tr>
<td>4/2</td>
<td>Morning Work at tables</td>
<td>Opening on the carpet</td>
<td>25 seconds</td>
<td>2 students eating breakfast/ 1</td>
</tr>
</tbody>
</table>
“Time for Circle, time for circle. Oh, it’s circle time again. Time to gather, on the carpet, as we sit beside our friends”

**Systematic Observation using Song (3/24/09)**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Student 2</td>
<td>Student 3</td>
<td>Student 4</td>
<td>Student 5</td>
</tr>
<tr>
<td>NT</td>
<td>NT</td>
<td>RTI</td>
<td>RTI</td>
<td>NT</td>
</tr>
<tr>
<td>Student 6</td>
<td>Student 7</td>
<td>Student 8</td>
<td>Student 9</td>
<td>Student 10</td>
</tr>
<tr>
<td>BR</td>
<td>NT</td>
<td>NT</td>
<td>V</td>
<td>NT</td>
</tr>
<tr>
<td>Student 11</td>
<td>Student 12</td>
<td>Student 13</td>
<td>Student 14</td>
<td>Student 15</td>
</tr>
<tr>
<td>NT</td>
<td>NT</td>
<td>NT</td>
<td>NT</td>
<td>A</td>
</tr>
<tr>
<td>Student 16</td>
<td>Student 17</td>
<td>Student 18</td>
<td>Student 19</td>
<td></td>
</tr>
<tr>
<td>NT</td>
<td>NT</td>
<td>NT</td>
<td>RTI</td>
<td>NT</td>
</tr>
</tbody>
</table>

Key:
- 🗣️: Talking
- 🚿: Bathroom
- 🎀: Visiting w/ Adult
- NT: Not talking/ready to go
- 🍔: Drinks
- 🚿: Blowing Nose
- 🏃️: Slow Moving
- BR: Breakfast
- A: Absent
- RTI: As needed
Systematic Observation with no Strategy (3/24/09)

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
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<td>NT</td>
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Key:
- T - Talking
- NT - Not talking/ready to go
- N - Blowing Nose
- B - Bathroom
- V - Visiting with Adult
- D - Drinks
- S - Slow Moving
- AB - Absent
Attention Getters:

Stop-

Hello boys and girls, show me your smile

Give S-T-O-P, what does that spell?

\( \cap \) = means transitioned quickly
\( \nabla \) = needs some work
Appendix G: Students Interviews

<table>
<thead>
<tr>
<th></th>
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<th>Through counting</th>
<th>Timing with clock</th>
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<tr>
<td>Student 10</td>
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<td>2</td>
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1 = Likes the best
3 = Likes the least
Appendix H: Data Analysis

Student Survey Analysis

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<th>Transitioning as a Whole Group</th>
<th>Transitioning Quietly</th>
<th>Transitioning Quickly</th>
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Comparing Average Times
Baseline Morning and Afternoon Times

Number of Reminders Given
Efficient Transitions

Analysis of Parent Survey

Reminders

Follows a routine

No

Yes

Boys (12)

Girls (22)