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“My Students Have Trouble with Transitions...What Can I Do?”

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Positive Behavior Interventions & Supports Framework

The goal of PBIS is to create a positive learning environment where appropriate behaviors are acknowledged in order to increase academic achievement and instructional time.

Key Implementation Features of a School-Wide Approach to Behavior Management (Prevention Logic for ALL)

- Common purpose and approach to discipline.
- Clear set of positive expectations and behaviors.
- Procedures for teaching expected behaviors.
- Continuum of procedures for encouraging expected behavior.
- Continuum of procedures for discouraging inappropriate behaviors.
- Procedures for on-going monitoring and evaluation

Kinds of Time

- Allocated time is the total amount of hours a students spend in school
(the time periods you *intend* for your students to be engaged in learning activities)
Variables: length of day, lunch, recess, student absences
- Engaged time is the time students spend participating in learning activities/instruction
- Academic learning time is when learning occurs (this is time where students achieve)
Variables: organizational activities, interruptions

To Maximize Instructional Time:

- Routines and procedures run smoothly with minimal prompting from the teacher; students know their responsibilities and do not have to ask questions about what to do.
- Students share responsibility for the operations and routines in the classroom.
- The lesson progresses at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.
- Students are never idle while waiting for the teacher (for example, while the teacher takes attendance or prepares materials).
- The flow of the lesson is never impeded by inappropriate or off-task student behavior, either because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it.

“If a teacher increases instructional time by just fifteen minutes a day through the use of more efficient routines and procedures, students in that classroom would gain forty-five hours of instructional time per year”

*“When students can predict the events throughout their school day, they are more likely to **be engaged** and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year”*
(Kern & Clemens, 2007, p. 67)

What is a Procedure?

- Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom
- Procedures should be succinct, positively stated and in taught in age-appropriate terms
- Keep “Who, what, when, where, why, and how” in mind
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment

What is a Routine?

- Continuous following of procedures will eventually form routines that help students meet expectations stated in the classroom expectation/rules
- Routines provide consistent process for common experiences such as transitions

What is a Transition?

- Time periods that exist *between* times allocated for learning activities
- Transition time is the time it takes to change from one activity to another
- **Transition** refers to a change
- Transitions provides students with an opportunity for learning....preparing for the experience to follow
- Because transition time tends to be less structured, students tend to be more disruptive
- Types of transitions:
 - Transitions between activities
 - Transitions between multiple settings
 - Transitions between programs

Examples:

- Changing from one subject to another
- Moving seats for group activity
- Changing classrooms
- Coming/Going to lunch or PE

- Getting students assembled and attentive
- Getting students attention away from independent reading and preparing for a class discussion
- Ending the reading block and beginning the math block
- Morning arrival from breakfast/bus area into the classroom
- Gathering for circle or meeting time
- Ending the class period and moving into clean up time
- Lining up to go to different places
- Returning from Art and Settling down before next activity
- Changing groups or activities
- Waiting for others to complete assignment and end of period

What Makes Effect and Efficient Transitions?

- Well planned and taught transition procedures
- Clear expectations of student behavior during transition
- Student readiness, to end a current activity and to begin a new one
- Teacher readiness for the next activity
- Transitions that are orderly, efficient, and systematized, and require little teacher direction
- There is minimal prompting from the teacher
- Students know their responsibilities and don't have to ask questions about what to do
- Students are never idle while waiting for the teacher

IMPACT On Behavior (a.k.a. PBIS in the Classroom)

“The goal of effective classroom management is not creating “perfect” children, but providing the *perfect environment* for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”
(Sprick, Knight, Reinke & McKale, 2006, p. 185)

What The Research Says :

- Teachers establish smooth, efficient classroom routines
- Teachers interact with students in positive caring ways
- Teachers provide incentives, recognition, and acknowledgement to promote excellence
- Teachers set clear standards for building and classroom behavior and apply them fairly and consistently.

IMPACT ON BEHAVIOR FRAMEWORK



Interact Positively with All Students (Encouragement/Reinforcement Procedures)

- Building positive relationship with students
- Interact in a welcoming manner with every student
- Say hello and use students' names
- Show an interest in students – listen, converse
- Provide age-appropriate, non-embarrassing positive feedback
- Strive to interact more frequently with every student when s/h is engaged in positive behavior than when s/he is engaged in negative behavior
- 4:1 ratio of attention to positive versus negative behavior



Monitor /Observe Behavior (Supervise!)

Without monitoring, even responsible adults will push the limits.

In the common areas, this involves organizing supervision to insure that:

- A sufficient number of adults are present.
- Friendly, respectful behavior is modeled.
- The adults are coordinating with and supporting each other
- Students receive consistent information on what is acceptable and not acceptable

Use data to spot long-term trends and set priorities for improvement

Circulate, Visual and Auditory Scanning

Being Active (moving, scanning)

Being Positive (connecting, positive reinforcement)

Responding to Problems & Communicating

P Prepare Effective Instruction (Instructional Pacing)

Maximize student attention and engagement
Perky pace
Connect with kids
Teach with enthusiasm
Opportunities to Respond (OTR's)

A Arrange the Environment for Success

Create a Positive Physical Space
Physical arrangements
Guidelines for Success
Organizational patterns
Expectations for students
Expectations for staff
Arrange and Efficient Daily Schedule
Use an Attention Signal
Design and Teach Effective Routines and Procedures
Determine Level of Classroom Structure
Develop and Display Classroom Rules

Manage Student Assignments:

Procedures for Managing Student Work

- Procedures for assigning classwork and homework
- Procedures for collecting completed work
- Procedures for keeping records and providing feedback to students
- Procedures and policies for dealing with late/missing assignments

Procedures for Managing Independent Work Periods

- Be sure independent work you assign can be done independently by students
- Schedule independent work times in a way that maximizes on task behavior
- Develop a clear vision of what student behavior should look like and sound like during work times
- Provide guided practice on tasks for the first 10-50% of an assignment before “letting them loose”
- Develop a system that enable students to ask questions and get help

C Correction Procedures

Research indicates that consequences are less effective than positive methods in changing student behavior. Consequences should **NOT** be the PRIMARY method of behavioral intervention; however, consequences do serve a purpose when integrated into a teacher's behavioral repertoire.

- Plan to implement the corrective consequence consistently
- Make sure the consequence fits the severity and frequency of the misbehavior
- Plan to implement the consequence unemotionally
- Plan to interact briefly, and without arguing at the time of the misbehavior
- I know what behavior warrants sending students to the office according to my principal or assistant principal's guidelines, and what situations I should handle in my own classroom.

Reminders, warnings and consequences can be communicated aloud, in a whisper, or non-verbally as long as the procedures have been **taught** in advance and delivered with **respect** and **dignity**.

Reminders and Warnings
Nonverbal Reminders
<ul style="list-style-type: none"> ▪ Teacher pause ▪ Teacher looks at student ▪ Teacher give a "teacher look" to the student ▪ Teacher turns and faces the student, with arms at her side ▪ Teacher walks near the student (proximity) ▪ Teacher places hand on the student desk ▪ Teacher points to the work the student is supposed to be doing ▪ Teacher give a nearby student a positive behavior coupon ▪ Teacher picks up a clipboard where she keeps track of individual student behavior ▪ Teacher uses a prearranged hand signal to warn the student
Verbal Reminders
<ul style="list-style-type: none"> ▪ Teacher says the name of student, either privately or in front of the class ▪ Teacher states the class rule aloud to the class ▪ Teacher comments on other student who are behaving appropriately (indirect cuing) ▪ Teacher tells the student-either privately or publically-that, if he continues, a particular consequence will occur ▪ Teacher says to the student "that's one." At "three," the student knows that a particular consequence will occur ▪ Teacher lets the class know that the group motivational system (reward) is in jeopardy ▪ Pre-Correction

Sample Classroom Consequences

- Teacher asks the student to change seats temporarily or permanently
- Teacher alters student's class participation points & records misbehavior
- Student is directed to take a time-away from the activity
- Teacher informs students that "time is owed"
- Private meeting is arranged between teacher and student, either after class, lunch, or after school
- Teacher gives a after-school or lunch detention to the student
- Teacher issues a demerit (3 demerits = ?????)
- Teacher removes an individual privilege, such as time spent at freetime/computer/social time, etc.
- Teacher gives a brief, calm, close verbal reprimand stating expected behavior
- Teacher delivers a signal, gesture, look or points to a "behavior poster Teacher assists student with TEACHING & PRACTICING the expected behavior at the time of the infraction
- Student completes of a self monitoring or reflection/behavior improvement form
- Restitution for the infraction
- Teacher places a warning/referral slip on student's desk with the understanding that if the student "behaves" appropriately until a certain time, he can tear up the slip
- Teacher initiates a parental contact

Sample Common Area Corrections

- Use proximity correction
 - Give a gentle verbal reprimand-some types include: quick one liner, instructional and/or humorous
 - Keep a record of the behavior
 - Written notification to teacher
 - Assign a timeout-"Stay right there for 30 seconds"
 - Assign a timeout in a specified location
- Timeout with supervisor-"Stay with me for 1 minute"
 - Have student fill out a Behavior Improvement Form
 - Require restitution by the student (e. g, apology, go back and walk)
 - Issue a demerit in cafeteria or playground (3 demerits = one to three days of Recess 101 with a highly skilled assistant; Restricted area or assigned table; Assigned to work with counselor; Work detail

T

Teach Expectations (Routines, Procedures, Transitions)

Assumption: Kids come to us ready and willing to learn!

- Teaching Vs. Telling
- Teach in the context of where the behavior(s) need to be displayed
- Explore the goal, expectation and the rationale for the transition
- As a group, identify what it looks like, what it doesn't look like and the "gray" area
- I Do It, We Do It, You Do It
- What's the procedure for teaching new students the expectations?

STRATEGIES FOR IMPROVING CLASSROOM TRANSITIONS

Classroom Transitions

- Communicate clearly when activities will begin and when they will end.
- Maintain a visual schedule that is reviewed and referred to frequently. When changes are to occur in the schedule, point them out in advance.
- Give specific instructions about how students are to switch from one activity to the next.
- Clearly teach, model, and have students practice and rehearse all procedures that will occur during changes of activities. This includes such things as the students' quick and quiet movement from their desks to the carpet area, putting away/taking out materials, and so forth.
- Use **signals** for transitions (e.g. chimes, xylophone, playing a recording of a specific song or part of a song, flashing lights, a clapping pattern, prompts such as "1,2,3...eyes on me").
- A signal indicates that an activity is coming to an end and children need to finish whatever they are doing.
- Some teachers signal and tell students they will have a brief amount of time (3-5 minutes) to finish what they are working on before the next activity, or to clean up. They then set a timer for that amount of time.
- Primary grade teachers typically use songs or chants for transitions (e.g., for cleaning up, moving to the rug).
- Provide direct teacher guidance and prompting to those students who need it during transitions.
- Acknowledge/Reward smooth transitions. Many teachers use individual points or table points to reward students or rows/table clusters of students who are ready for the next activity. The reward is typically something simple like being the first row or table to line up for recess.
- Be organized in advance with prepared materials for the next activity.

Transitioning from out-of-classroom activities back to the classroom

- It is helpful for teachers to meet their students after lunch, PE, recess, and other activities outside of the classroom – and walk them quietly into the classroom.
- Set a goal for the class (e.g., everyone enters class after lunch/recess and is quiet and ready to work by a certain time). On successful days of meeting that goal, the class earns a small reward. See chapter 8 of CHAMPS for Classwide motivational strategies.
- Use relaxation and imagery activities or exercises for calming after recess, lunch, and P.E. Playing music, singing, and/or reading to students at these times is also often effective.
- Explain how you want students to travel within the classroom setting.

- Practice moving so students understand the concept of which direction they are supposed to move.
- Acknowledge/Reward students for properly following the directions.
- Post a sign/bulletin board to reinforce the concept.

Signaling Transition Time

- Switch lights on and off
- Use music as a trigger for transition
- Utilize a specific hand-clapping pattern
- Sing a song
- Verbally ask students for their attention (“Eyes on me”)

Out-of-classroom school settings

- Teach, model, and practice appropriate behaviors and expectations for out-of-classroom activities (e.g., in the cafeteria, passing in hallways, during assemblies).
- Assign a buddy or peer helper to assist during these transitional periods and out-of-classroom times.
- It is important to have school-wide rules/behavioral expectations so that all staff members calmly and consistently enforce through positive and negative consequences.
- School-wide incentives and positive reinforcers (e.g., “caught being good tickets” redeemable for school prizes) are helpful in teaching and motivating appropriate behaviors outside of the classroom.
- For students who have behavioral difficulty on the bus, an individual contract or including the bus behavior on a Daily Report Card should be arranged (with the cooperative efforts of the school, bus driver, and parent).
- Special contracts or some type of individualized behavior plan with incentives for appropriate behavior may need to be arranged for the playground, cafeteria, or other such times of the day.
- If using a Daily Report Card or monitoring form of some type), no reports of behavioral referrals or incidents in out-of-classroom settings for the day can result in bonus points on the report card.
- Increase supervision outside of the classroom, and provide more choices of activities that children can engage in (e.g., hula hoops, jump rope, board games, library/computer, supervised games).
- It is important that all staff is aware of the struggles children with ADHD have in non-structured environments. Awareness training of ADHD should be provided for personnel involved with supervision outside of the classroom
- Staff members should identify and positively target those students in need of extra support, assistance, and careful monitoring outside of the classroom.
- Increase supervision during passing periods, lunch, recess, and school arrival/dismissal.
- It is helpful to have organized clubs and choices for students before and after school, and during the break before/after lunch.

- Plan your transition activities each day. Include them in your written lesson plans. They, too, have a beginning, middle, and end like other lessons you develop.
- Make sure all of your teaching materials and children's materials are ready for the day and accessible to the activity area. Any missing part of this preparation may cause a wait time for the children.
- Reduce the total number of transitions in your day.
- As much as possible, eliminate waiting time until everyone is finished.
- Give children warnings before transitions occur. When children are actively playing, they might resist having play disrupted. Give children notice three to five minutes before they have to put the toys away. This shows respectful caring.
- Give children who take a long time or have difficulty with transitions individual guidance. Give them a five-minute warning versus three for other children. Model clean up and physically give them help to get them through the routine change.
- Give advance publicity for the next activity. Make sure enjoyable activities follow less motivating periods. "After we clean up, we're going to make a delicious snack with peanut butter."
- Use one-step, two-step, or three-step directions appropriate for the age of the child. The young child or a child with a cognitive or language delay needs fewer directions. A good rule of thumb is one direction for each year (or less).
- Touch, physically guide, and speak individually to younger or less mature children and those new to the program, to help them through the transition.
- If possible, position one staff member at the new area to engage children in the new activity. Do or have something to grab their attention. Motivate them to come.
- Give children a task if they must wait. Daily routine and transitions are invaluable learning times for children. This is a great opportunity to practice cognitive skills such as counting; or social language, or eye hand coordination skills. Encourage cooperation between children. Ask them to work together to set out the lunch, bring in the bikes or take down decorations.
- Avoid moving the whole group from one activity to another when possible. Divide children into smaller groups to move them from one place to another. This cuts down on confusion, distractions and milling around.
- Develop a bag of tricks to help you out of sticky situations

Adapted from Angela Powell's: Transition Tips and Techniques

- **Make sure you have your kids' FULL attention before giving directions.** You can do a 'hand check', in which you say those exact words and kids raise both hands in the air, waiting for your directions (which you don't give until you see EVERYONE'S hands). You can say, "Hands up" (kids do it) "Make them friends" (they clasp hands together in the air, "In your lap/ on your desk" (kids lower clasped hands and listen). Or you can say, "1,2,3, eyes on me" and even have the kids say back, "1, 2, eyes on you." You can sing a special song or recite a poem. It doesn't have to be about transitioning, just something they know and can participate in. Use a variety of techniques if you like but make sure you are not talking before they are listening. Attention grabbers such as bells, chimes, music can get kids attention before and after a transition.
- **Keep instructions as brief as possible.** The younger your students, the less they will be able to remember. Multi-step directions are nearly impossible for many children...so be mindful of their needs, as well. Sometimes it's not that children aren't listening or paying attention; they just can't process everything that we have said.
- **Teach your students never to start any task before you give the signal.** If you ask them to take out a book and turn to a certain page, most will immediately start banging around in their desks for the book and won't even hear the page number. Instead, say, "When I give the signal, please take out your crayons and math workbook. Okay." Your signal could be a hand gesture, bell, clicker, code word, or just "go." Beware that most kids associate the word "go" with a race, so if you don't want them rushing, choose another word. My co-worker calls her signal word the "magic word" and often chooses something silly, such as "pepperoni," as in, "When I say the magic word pepperoni, you will clear your desks. (Pause). Pepperoni."
- **Have students repeat multi-step directions back to you.** If you want the children to put away a journal and pencil and take out a library book, say so and then ask, "What two things do you need to put away? Right. And who can tell us what you need to take out?" Or, say to a child on the furthest end of the room, "Robert, could you repeat the directions for anyone who didn't hear them?" Having the directions repeated by a peer is helpful because the child will likely paraphrase, giving students the opportunity to hear things in a different way, and students not sitting near you may be able to hear better if a neighbor announces them.
- **When moving from one subject to another, get the kids immediately focused on what's coming next.** "We will be learning a new vocabulary word in science today. When I give the signal, you're going to put away your math books and look for the new word in your science books on page 64. Raise your hand as soon as you find it. [Pause to let the directions sink in]. When I give the signal [pause], please put away your math books and take out your science texts. Okay, "go." Write "New vocab word pg. 64" on the board because some students will not be able to remember what to do after putting away their math books: this helps visual learners, as well. The kids will be too busy trying to be first to discover the new word to play around in their desk or talk, and already they are

getting in the science mindset.

- **When you're ready to start teaching, start a backwards countdown from 5 or 10.** This is AFTER you've given directions and the majority of the class is ready: a countdown rushes the stragglers and gets the whole class focused. The countdown should be quick most of the time, not drawn-out, or the kids will lose interest. There doesn't necessarily have to be a consequence for students who aren't ready after the countdown. When you get to zero, just start your lesson. "5,4,3,2,1,0... Okay. Someone tell your partner what you learned yesterday about the 3 types of astronauts." There will usually be 1-3 kids who are still not ready, no matter what you do. At that point, move on without them, giving gentle reminders to them individuals as needed.
- **Use timers, bells, or music to signal the beginning and end of activities.** You can play a specific song when it is time to clean up, or ring a bell when a group project needs to be done. Decide whether you want your students to freeze when they hear the sound and wait for directions, or immediately respond to what they heard, and teach them accordingly.
- **Decide if you want your kids at their desks/tables or on the floor, and move them only once.** Start on the floor and then go to desks or vice versa. If it takes two minutes to get them to the next place, and another minute or two to get them re-focused on the lesson, plus two more minutes to return the original spot and two to get re-focused, that's 8 minutes wasted.
- **Teach your students to look at the board for directions (usually a warm up) every time they enter the classroom.** Students shouldn't sit down in their seats and start talking or playing around while they wait for you to get your stuff together, nor should you expect yourself to be ready to teach the moment you walk in the door. After recess, I often need several minutes to speak to individuals about playground problems, examine cut knees, give permission to retrieve forgotten coats, etc. I have a coat closet monitor who makes sure things are orderly in the classroom while the class files in five at a time to hang up their things and get drinks.
- **Passing out and collecting students' papers.** Have 2 helpers do this job for an entire month. Switching jobs daily or even weekly will lengthen the amount of time it takes to pass out materials as the new helpers learn the routine. Train those two people where to get the supplies, how to circulate among the desks to make sure everyone gets what they need quickly, and how to put supplies away, and those two people can train the helpers for the following month.
- **Do lots of modeling in the beginning of the year and throughout as needed.** Have the class watch certain students "show us how to do it" (vary the students so as not to have "favorites"). Make a class list of diagram what a clean desk looks like, or what the classroom looks and sounds like when children are cleaning up. Brainstorm qualities of a clean room together. Be specific about what you want and teach for it.
- **Don't assume that kids have any seen any sort of organization before.** I once said to a child, "These books are all facing different directions! Is this how you put away books at home?" He blinked and said, "No, I just put them all

under my bed!" This isn't about socio-economics, not necessarily. Some parents, just like some people, are more organized than others. Your classroom might be the first time a child is asked to stack something neatly or keep a desk tidy. The children NEED to learn to organize themselves, especially at school. I had a particularly messy child (from a disorganized family) who told me at the end of the year, "This was the first time I ever knew where anything was in my desk." I smiled and asked her, "Doesn't that feel good, to know that you are taking care of your things and you know how to find them?". She was beaming [smiling] from ear-to-ear.

Classroom Procedures, Routines & Transitions

Transition/Procedure	Student Behaviors	Teacher Behaviors
Entering the Classroom	<ul style="list-style-type: none"> ✓ enter the room quietly ✓ greet teacher/students ✓ use a conversational (level 2) or 'inside voice' ✓ keep hands, feet, objects to self ✓ walk ✓ move directly to desk or assigned area ✓ hand in homework ✓ begin bell work activity ✓ sit quietly & be ready for class 	<ul style="list-style-type: none"> ✓ greet students ✓ circulate and scan ✓ praise compliance ✓ make reference to schedule ✓ assist with questions regarding bell work
Opening Activities		
Tardy/Coming in Late		
Not Prepared with Materials		
Returning After an Absence		
Wrapping Up End of Day/Class		
Dismissal		
Teacher-Directed		
Small Group		
Class Discussion		
Partners		
Independent Work		
Coming into Classroom		
Activity to Activity		
Classroom to Special		
Whole Group to Small Group		
Class Discussion		

THE TIMELY TRANSITIONS GAME: REDUCING ROOM-TO-ROOM TRANSITION TIME

Room-to-room transitions are likely scenarios for inappropriate and disruptive behavior because students are physically closer to each other, the situation is less structured, and teachers have more difficulty monitoring behavior. This game-like intervention encourages students to make rapid, disruption-free transitions with a combination of overt timing, publicly posted feedback, and an interdependent group contingency with randomly selected transitions and time criteria.

Materials

Stopwatch or watch with second hand

Two plastic containers, with press-on paper labels and slips of paper, as follows:

Label the first container "Transitions." place in the container six slips of paper with one of the following phrases written on each slip: "Going to recess," "Returning from recess," "Going to lunch," "Returning from lunch," "Going to specials," "Returning from specials." (Modify the descriptions to reflect targeted transitions. Skip this step if you are implementing Variation 2)

Label the second container "What it takes to win." Place in the container 13 slips of paper with a range of acceptable transition times

"Timely Transitions Feedback Chart," consisting of a poster board chart or section of the chalkboard with nine columns, as follows:

a. Label the first column: "Date," the next six columns for each of the targeted transitions, the eighth column "Randomly Selected Time," and the ninth column "P-A-R-T-Y"

Brightly colored construction paper letters (optional)

Materials for a class party, such as popcorn, videos, DVDs, or music CDs

Intervention Steps

Introduction and Training

1. Explain to the students that they will be learning a game that will help them get to recess, lunch, and special faster and will give them a chance to earn a class party for appropriate behavior
2. Guide students through the transition procedures, as described below: **STEP 1: REVIEW APPROPRIATE TRANSITION BEHAVIOR**
 - a. Review appropriate ready-to-line-up behavior as follows:

- (1) Clear your desk
- (2) Sit in your seat quietly
- (3) Wait for your row or table to be called
- b. Review appropriate in-line behavior as follows:
 - (1) Get in line promptly when your row or table is called
 - (2) Stand quietly, facing forward
 - (3) Keep your hands and feet to yourself
 - (4) Wait for directions

THE TIMELY TRANSITIONS GAME: REDUCING ROOM-TO-ROOM TRANSITION TIME

STEP 2: DEMONSTRATE THE TIMING PROCEDURE AND CONDUCT A PRACTICE TRANSITION

- a. Tell the students that they will have a chance to practice making effective transitions by going to and from the specials room (or some other destination)
- b. Display the stopwatch and tell the students that you will start it when the transition begins and let it run until they are ready to leave the classroom
- c. Say, "It is time to line up now to go to the specials room," and start the stopwatch. When all of the students are displaying ready-to-line-up behavior, have them line up by rows, tables, or some other arrangement. When all of the students are exhibiting appropriate in-line behavior, stop the stopwatch and direct them to file out of the classroom and walk toward the destination room
- d. If students misbehave at any time while they are in the hallway during the transition, stop the class and start the stopwatch again. When students are again displaying appropriate in-line behavior, stop the stopwatch and instruct them to continue transitioning. The transition is over when the last student crosses the threshold of the destination room. Record the transition time on a slip of paper or a sheet of paper attached to a clipboard
- e. Conduct another practice transition back to the classroom. As before, start the stopwatch after you direct students to line up and stop it when they are exhibiting appropriate in-line behavior. If students exhibit inappropriate behavior during the transition, stop the class and start the stopwatch. When students are behaving appropriately again, stop the stopwatch and resume the transition
- f. When you reach the classroom, start the stopwatch again when the first student crosses

the threshold and stop it when all students are in their seats and have been sitting quietly for 5 seconds

- g. Tell students what their transition times were going to and from the destination room and record those times on the board

STEP 3: EXPLAIN THE GROUP ACKNOWLEDGMENT PROCEDURE

- a. Display the “Transitions” and “What it takes to win” containers. Explain that you will write the date and each targeted transition time on the Timely Transitions Feedback Chart each day. At the end of the day, you will draw a transition from the “Transitions” container to select the transition time that will be used to determine whether the class meets the criterion for earning the reward
- b. Show the students the slips of paper with the criterion times and list the times on the board. To ensure that students understand the times, write times over 1 minute in minutes and seconds
- c. Explain that you will select a criterion time from the “What it takes to win” container and compare it with the students’ actual time for the transition you have drawn. The class will earn a letter in the word P-A-R-T-Y if their time is less than the criterion time drawn from the container. If the actual time is greater than the criterion, you will put a dash on the chart to indicate that no letter was earned. After the word *party* is spelled, the class will celebrate with a popcorn party (or some other type of party)

Implementation

1. Remind students about the Timely Transitions Game at the start of each school day

THE TIMELY TRANSITIONS GAME: REDUCING ROOM-TO-ROOM TRANSITION TIME

2. Using the stopwatch or watch with a second hand, record transition times for each targeted transition. When students return from a destination room or area, announce the number of seconds required to go to and return from the destination and record the two transition times on the Timely Transitions Feedback Chart. Repeat this process throughout the school day
3. At the end of the day, draw a slip of paper from the “Transitions” container to indicate the selected transition and put a star beside that time on the chart (or have a student do this)
4. Then draw or have another student draw a slip of paper from the “What it takes to win” container and record the selected time in the eighth column on the chart. If the actual time for the selected transition is less than the criterion, record a letter in the last column and praise the class. If desired, tape a large construction paper letter (e.g., “P,” “a”) to the top of the board each day that the class met the criterion
5. If the actual time is greater than the criterion, enter a dash in the last column on the chart

and encourage the class to do better the next day

6. Deliver the group reward when the word *party* is spelled out on the chart

Evaluation (Select one or both)

Option 1

1. Compare the number of seconds required for students to complete one or more transitions before and after implementation

Option 2

1. Compare the frequency of disruptive behaviors during one or more transitions before and after implementation

Variation: Single-Transition Variation

1. Select a single problematic transition, such as entering the classroom and settling down after lunch or recess. Prepare a “What it takes to win” container containing slips of paper with a range of acceptable times. Record the amount of time needed to complete the selected transition and write it on the chalkboard. At the end of the day, draw a slip of paper from the container and record a letter on the Timely Transitions Feedback Chart if the class time beats the time you have drawn

Notes

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1. To maintain student motivation, vary the reinforcers after the class earns each reward. Other rewards in the original studies included listening to music during independent seatwork (M-U-S-I-C), going outside for lunch (P-I-C-N-I-C), watching a brief video (M-O-V-I-E), and eating treats brought by students (C-U-P-C-A-K-E-S).
 2. As students become more successful in making rapid transitions, use longer words or phrases to represent rewards, such as F-I-E-L-D-T-R-I-P-T-O-Z-O-O, and replace longer times in the time criteria pool with shorter items

CHAMPS Classroom Transition Worksheet

Transition: _____

Student Behaviors:

<p><u>Conversation</u></p> <ul style="list-style-type: none"> ▪ Can students engage in conversations with each other during this transition? ▪ If yes, at what voice level? ▪ To whom? ▪ If yes, clarify how (so that they are keeping their attention on completing the transition). 	
<p><u>Help</u></p> <ul style="list-style-type: none"> ▪ How should students get questions answered during this activity? ▪ How should students get the teacher's attention? 	
<p><u>Activity</u></p> <ul style="list-style-type: none"> ▪ Explain transition, what will be different afterward (e.g. change in location, use of different materials, etc.)? ▪ Include the time criteria (i.e., how long it should take). 	
<p><u>Movement</u></p> <ul style="list-style-type: none"> ▪ If the transition itself DOES NOT involve getting out of seats, can students get out of their seats for any reason during this transition? ▪ If "yes," acceptable reasons include: <ul style="list-style-type: none"> <input type="checkbox"/> Pencil <input type="checkbox"/> Restroom <input type="checkbox"/> Drink Hand in/pick up materials Other: _____ ▪ Do they need permission from you? 	
<p><u>Participation</u></p> <ul style="list-style-type: none"> ▪ What behaviors show that students are participating fully and responsibly? ▪ What behaviors show that a participant is not participating? 	

Adapted from CHAMPS®, *A Proactive and Positive Approach to Classroom Management, Discipline in the Secondary Classroom* and materials developed by Teaching Strategies

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Trainer - Tom Stacho As BehaviorInSchools (BIS) Staff Development & Training Director, Thomas J. Stacho, Ed.S. is responsible for the creation and implementation of the professional development services offered from BehaviorInSchools. He oversees all consultation and professional development services implementing evidenced-based practices when working with educators.



Tom's career spans almost 30 years and includes a variety of positions ranging from classroom teacher to school psychologist to program coordinator. He holds an Education Specialist (Ed.S.) degree in school psychology from Kent State University.

Tom is a member of the Adjunct Faculty at Ashland University. He has provided workshops and presentations at numerous professional conferences, and has been involved in training and consultation with schools, agencies, and alternative programs throughout the United States. Tom is a member of the National Association of School Psychologists (NASP). He enjoys biking, hiking and progressive rock music. His positive and proactive approach to behavior management is brought to life through *BehaviorInSchools* professional development and consultation.