

## Abstract

The purpose of this action research was to investigate the most efficient transition techniques in terms of time, readiness, and safety in the classroom. The researcher collected data using direct observation and a teacher survey. Four transitioning techniques were explored during the action research: use of a timer, playing music, positive discipline, and explicit teaching. The research was conducted in a sixth grade classroom. Results of the case study showed that the use of explicitly teaching students transition expectations, and the use of positive discipline techniques, are the two most effective forms of transitioning.



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