



Let There Be Light: Does Lighting Affect Transition Behaviors?

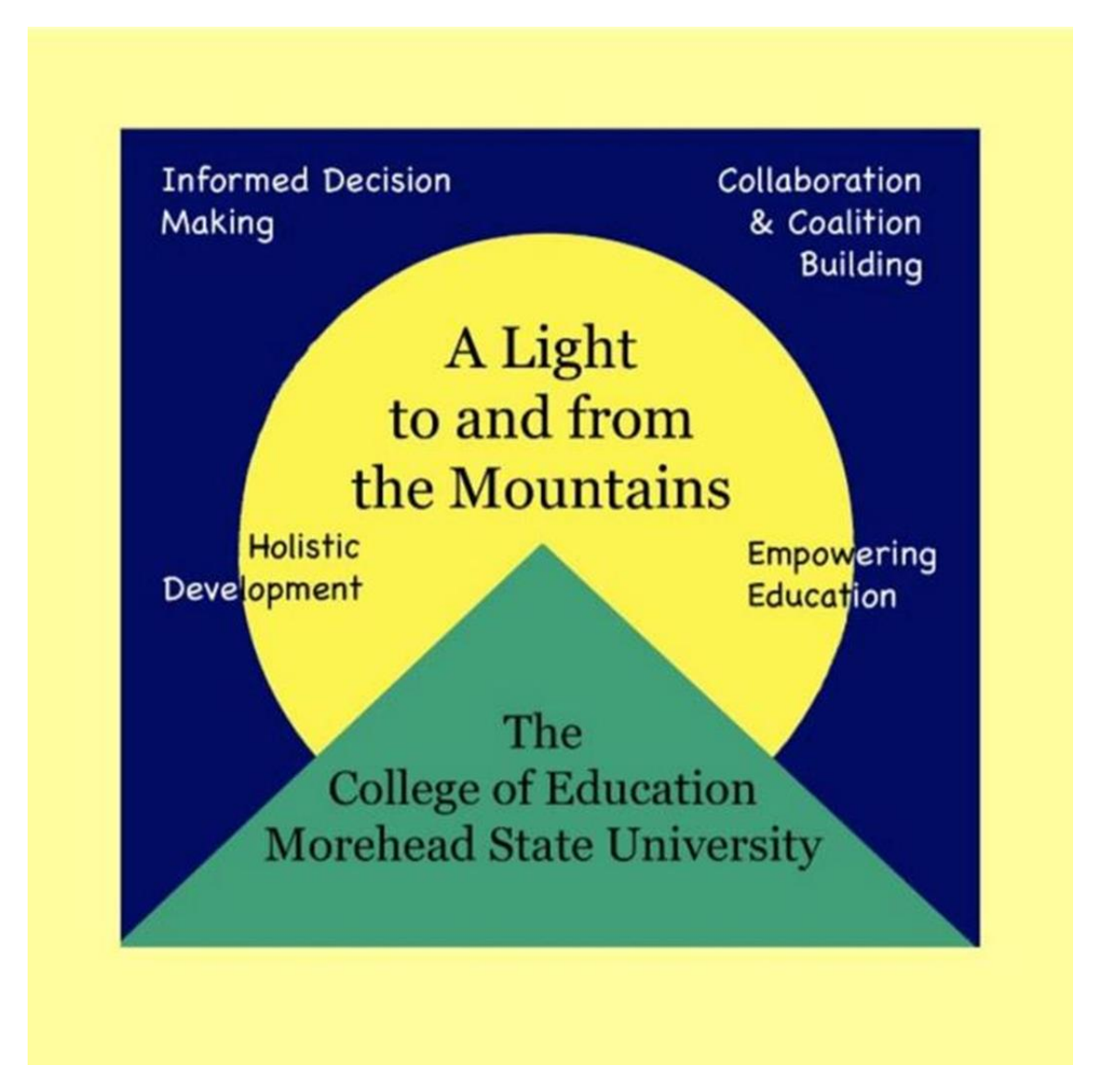
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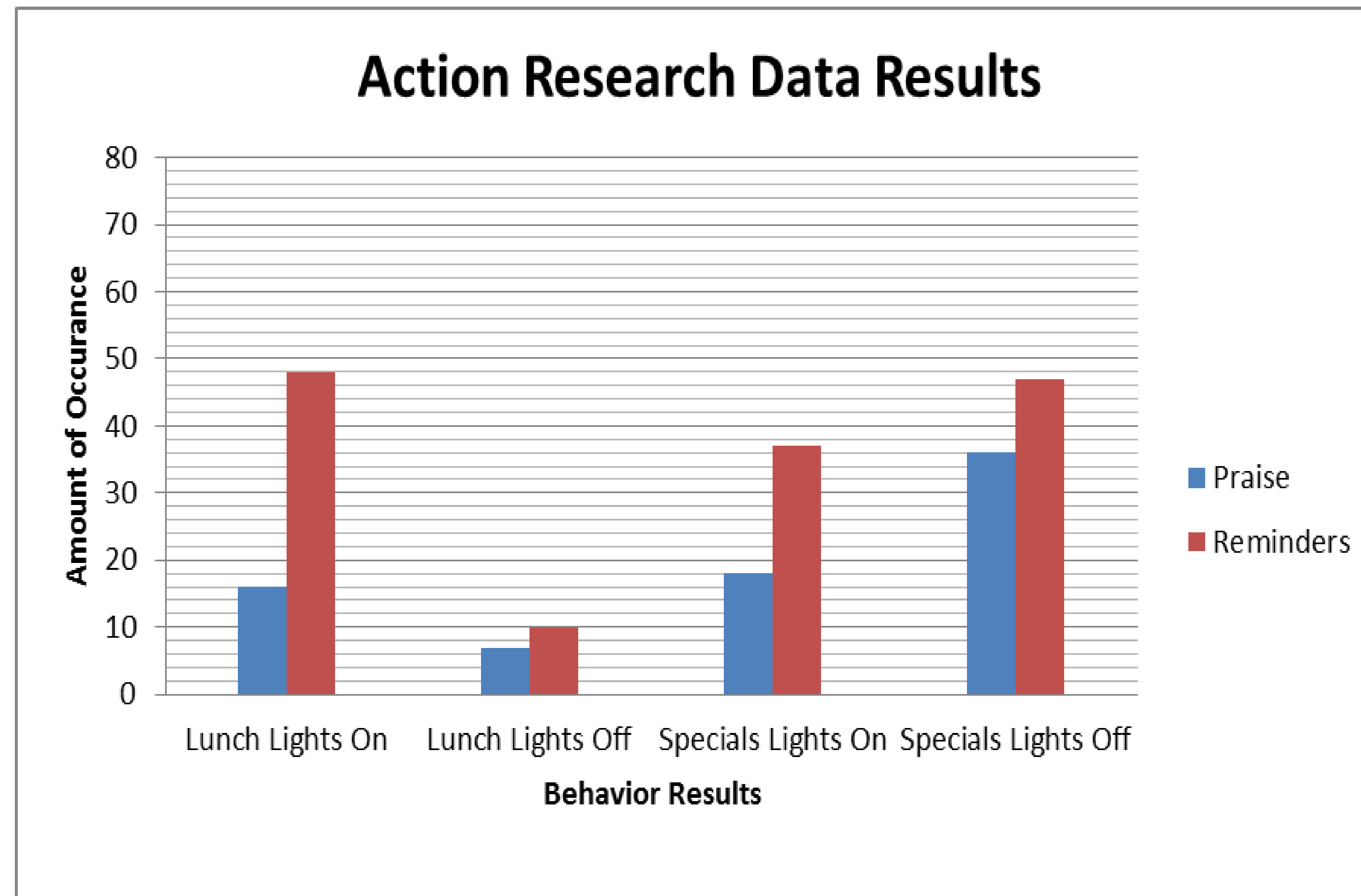


Procedures

This study was conducted in a kindergarten and first grade split class in a local elementary school. On-task behavior was tracked over the course of six weeks to examine the affect of lighting on behavior during transition time. Lights were alternated between on or off over the weeks during transitional times as students went in or out of the classroom. Data tracked the number of clip up or clip down, along with verbal reminders or praise for behavior. The two transition times that were monitored included lunch and specials. Specials include art, music, and gym.

Results and Limitations

The results of this study indicate that lighting does not significantly affect transition behavior. The only transition time affected by having the lights off were lunch transitions. For this study there are two main limitations. The first limitation was the type of light used. Turning the lights on or off had no affect but different types of lighting may have a more calming effect on behavior. The second limitation includes not considering the type of activities students are transitioning into or from and the excitement students have about those activities.



Further Research

- The first option for further research may be using different types of lighting to examine if light affects behavior. Natural daylight or full spectrum lights may be good choices to examine the relationship between light and behavior.
- A second option for further research may be exploring the relationship between activity types and transition behaviors. Does the upcoming activity affect transition behavior? Does activity level of the previous task affect transition behavior?

References

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- Schreiber, M. E. (1996). Lighting Alternatives: Considerations for Child Care Centers. *Young Children*, 51(4), 11-13.
- Ostrosky, M. M., Jung, E. Y., & Hemmeter, M. L. (2002). *Helping Children Make Transitions between Activities. What Works Briefs.*

