RESEARCH ABSTRACT

THE EFECTS OF A MOVEMENT-BASED LEARNING STRATEGY, KNOWN AS, BAL-A-VIS-X—ON STANDARIZED READING SCORES from the DIBELS. September 2005-March 2006, Cosgrove, Candi; Ryan, Sarina, co-author Koester, Cecilia.

The purpose of this study was to determine if using a movement-based learning strategy, commonly known as Bal-A-Vis-X has an effect on the reading scores and reading abilities of students in the first and second grades, as indicated by a comparison of standardized test scores taken in September 2005 and Spring 2006. This learning strategy was chosen because it uses simple movement that is believed to enhance brain functioning and it is believed that it can be easily incorporated into the daily schedule of any classroom. A group of 24 students were assigned to either the BAVX group or the control group. Throughout the six-month time period of this study, the students met 3-4 times per month to learn a specific sequence using the BAVX learning strategy. The BAVX group met for 45-60 minute class period while the control group remained in their classrooms without this pull-out instruction. This study was completed at an elementary school in Haverhill, Massachusetts, USA.

The BAVX group learned, during this time, a specific sequence using BAVX that included (a) the Visual Tracking and Remediation (VISTAR) ball (b) specific sandbag activities (c) specific sequenced ball activities. The control group received the same classroom instruction and had the same teachers. The only significant difference between the two groups was the intervention of BAVX.

Scores from the DIBELS indicate that 88% of the students in the first grade BAVX group had met their benchmarks by March 2006 as compared to 50% of the students in the first grade control group had met their benchmarks on the subtest titled *Nonsense Word Fluency*. Scores from the DIBELS also indicate that 75% of the students in the first grade BAVX group had met their benchmarks by March 2006 as compared to 56% of the students in the first grade control group had met their benchmarks on the subtest titled *Oral Reading Fluency*.

RESULTS

The scores indicate that using BAVX as a learning strategy caused a rise in test scores and enhanced reading abilities. This improved reading ability has been determined by the increase in test scores of the BAVX group as compared to the control group. Also, the reports from the classroom teachers regarding the BAVX group, and a positive shift in the student's behaviors as observed by the classroom teachers, led to the conclusion that using BAVX as a learning strategy to enhance reading skills has great merit.

chart # 4
Six Month Comparison of READING Performance
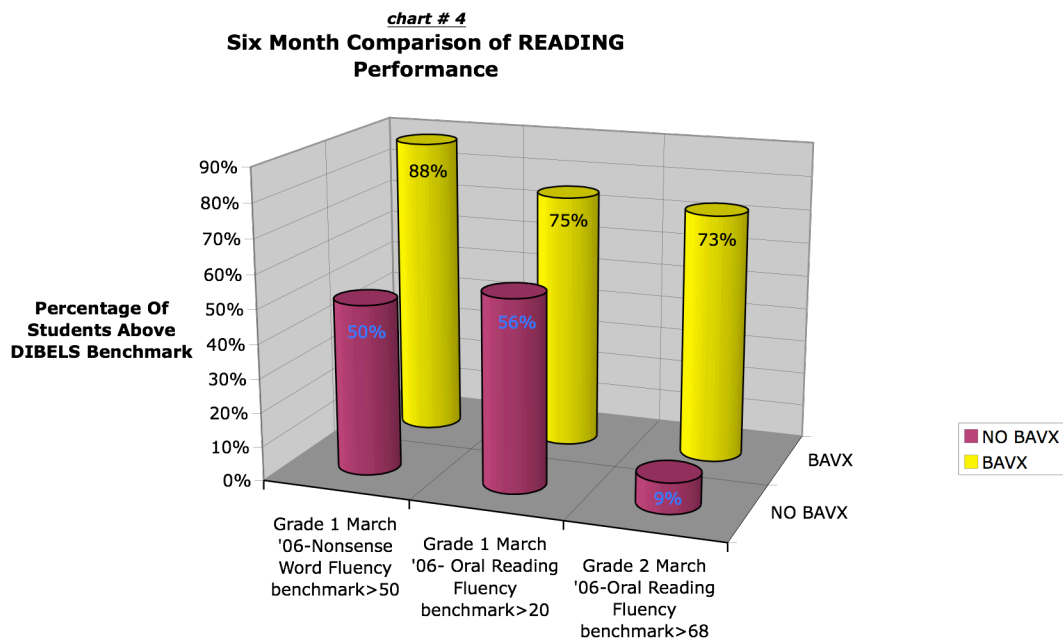
	Grade 1 March '06-Nonsense Word Fluency benchmark>50	Grade 1 March '06- Oral Reading Fluency benchmark>20	Grade 2 March '06-Oral Reading Fluency benchmark>68
NO BAVX	50%	56%	9%
BAVX	88%	75%	73%

Researchers: Sarina Ryan, M.Ed.& Candi Cosgrove, M.Ed., www.candicosgrove.com
Bal-A-Vis-X® www.bal-a-vis-x.com

This study was completed using a quasi-experimental design with a non-equivalent control group. 24 students were assigned to either the BAVX or control group. From September 2006 through March 2006, 24 students left their classroom to attend a 45-60 minute period to practice and learn the BAVX strategies. The control group was the 24 children who remained in the classroom. Each group had the same teacher/s and same classroom instruction. The results indicated that those children in the BAVX group improved their reading scores, as measured by a standardized test. In addition, observations by classroom teachers of the students in the BAVX group included improved comments of self-esteem by the BAVX group that translated into a zone of exploration, accomplishment, fortitude and determination with regard to reading abilities as well as personal growth.