

Research Study

The Moving Classroom: Results of a School District Research Study, Dorothea Beigel, NDT (Germany) During a period six months with fifteen minutes of movement before school

Who was in the Study?

- 18 eight year old second graders
- no prior daily movement activities in the classrooms all had difficulties reading
- three randomly assigned groups
- three groups received same amount of attention

Three groups consisted of

- **blue group:** big room to play (construction toys, legos, learning games, scooters and movement play)
- **green group:** gymnasium using balls, rope, etc.
- **red group:** Brain Gym® movements and repatterning

University students tested all 3 groups once a week for 6 weeks

RESULTS

A double-blind statistical analysis of the data indicated that the children who had done the Brain Gym activities read faster, made fewer mistakes, and had better comprehension of the text material than did the two other comparison groups.



In addition, parent and teacher responses to the questionnaires told us the most of the children in the Brain Gym group gained in their self-confidence and enjoyment of school work and had more success in writing, mathematics, and reading comprehension.

At the end of the study, we wanted to see what would happen when we offered the Brain Gym program to those children who had been in the green and blue groups. We extended the study an additional six weeks, doing the same Brain Gym program with these two groups of children. The results of the second part of the study corresponded to those of the first. We then initiated Brain Gym programs in many schools besides those in our own school district.

REFERENCES: Beigel, Dorothea, Waltraud Steinbauer, and Kurt Zinke. *The Moving Classroom: Results of a Research Project with Suggestions for School Implementation*. VAK Verlags GmbH, Kirchzarten bei Freiburg, Germany: 2002 (in German)