

Evaluation of the Walkabout Program that Integrates Physical Activity with Academic Subjects in the K-2nd Grade Classroom

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Academic achievement reports have indicated that student achievement in Science, Technology, Engineering, and Mathematics (STEM) in the United States is failing to meet national goals. The purpose of this study was to examine the effect of integrated physical activity with academic subjects using the “Walkabout” program, compared to traditional lessons, on inattention and hyperactivity among preK to 2nd grade students over an 8-week period. Eleven teachers from three schools in a school district in Iowa completed the SWAN scale for each of their students ($N= 245$), which measures hyperactivity and inattention in the classroom, before and after the intervention by both groups ($n= 158$ Intervention; $n= 87$ Control). Results showed that children assigned in the intervention group improved significantly more, compared to the control group, in both inattention and hyperactivity, whereas children in the control group had a decrease in their performance over the 8-week period. The results did not differ based on the gender of the students. The findings highlight the value of including the integrated Walkabout activities with academic content in order for students to be less hyperactive and more attentive and focused on the lesson in the classroom from the preschool to the second grade.