SURVEYING TEACHERS ABOUT THE USE OF STABILITY BALLS AS AN INTERVENTION

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Stability balls, which are commonly used for physical fitness, have become a recent interest among educators as a classroom intervention. Educators implement stability balls as an alternative to traditional classroom seating with the intent to improve classroom behavior and academic engagement. However, little empirical support exists for their use and effectiveness. For the purpose of this study, an 18-item questionnaire was administered to teachers in a Southern Minnesota school district that have and have not implemented stability balls as a classroom intervention. The intent of the questionnaire was to uncover motivations for implementation, perceptions regarding effectiveness, and estimate the prevalence of stability balls in classrooms. It is hypothesized that teachers are motivated to use stability balls based on individual students’ needs and are perceived as a beneficial intervention in lieu of experimental analysis supporting their efficacy.