



Implementing classroom-based physical activity: Perspectives from elementary school principals, physical education teachers and classroom teachers

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Background

- School-age youth: do not meet PA guidelines ¹
- Schools: important setting for increasing PA ²
- Classroom lessons: most sedentary/least active segment of children's day ³
- Classroom-based PA (CBPA): emerging strategy with potential PA & academic benefits ⁴
- Understanding the multiple perspectives of school personnel is critical to promoting the adoption and implementation of CBPA.

WV Elementary School PA Policy

- No less than 30 minutes of daily PA required for all K-5 students (Adopted 2014)

Study Methods

- Surveys conducted prior to implementation of a larger research study comparing effectiveness of classroom-based and family-based PA interventions vs control
- 5th Grade Classroom Teachers completed survey about two distinct types of CBPA:
 - Brain Boosters (short bursts of PA)
 - Integrated PA (PA integrated into academic content)
- Physical Education Teachers and Principals completed surveys about
 - Overall support for implementing CBPA
 - Perceptions of its compatibility with school philosophy, instructional practices and complexity derived from the Diffusion of Innovation Theory⁵
 - Barriers to implementation

Analysis

- Descriptive statistics SAS Version 9.4

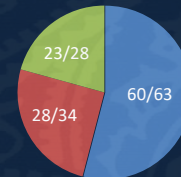
Participants and Findings

Study School Characteristics

Overall Characteristics	Total	AV Student Population	AV % Free or reduced lunch
Participating Schools	33	329	58.6%

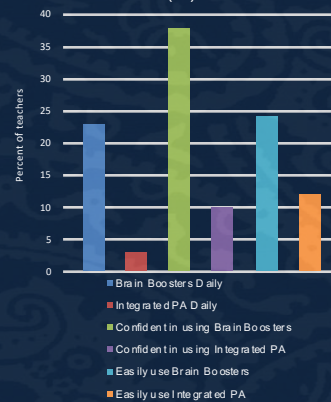
Locale	Rural	Town	Suburb	City: Small
Participating Schools	16	4	4	9

Survey Participants: n=111;
88.8% response rate

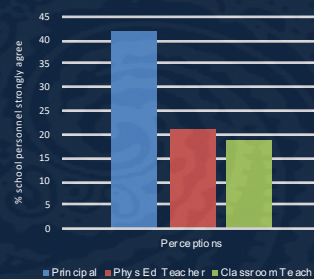


- 5th Grade Classroom Teachers # responded/total #
- Physical Education Teachers # responded/total #
- Principals # responded/total #

Classroom Teacher Practices (%)



CBPA Compatibility with School's Philosophy (%)



Barriers to CBPA	% Classroom Teachers	% PE Teachers
Time	63.33	23.32
Space	32.2	21.05
Student not interested	1.72	0
PA not important	0	0
Not trained	8.62	0
No resources	13.79	0
No clear connection to increased academics	0	0
Parents do not reinforce	0	10.53
PA is PE responsibility	3.39	0
Enough PA - not needed in class	1.72	0
No Support by school admin	0	0
No clear connection to educational standards	3.33	0
Other	7.14	19

Conclusions/Implications

- Daily use of either kind of CBPA by teachers was low
- Fewer teachers expressed strong confidence in ability to use Integrated PA than Brain Boosters
- Fewer teachers strongly agreed they could easily use (complexity) Integrated PA than Brain Boosters
- More principals strongly agreed that using CBPA was compatible with their school's education philosophy than PE and Classroom Teachers
- Most frequently reported barriers to CBPA from PE and Classroom Teachers were time and space
- Support from administrators and other teachers may be key to influencing classroom teachers' use of CBPA ⁶

Limitations

- Self report ~ social desirability bias

References

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⁶ Carlson, J. et al., (2017). Contextual factors related to implementation of classroom physical activity breaks. *Translational Behavioral Medicine*, 1–12.

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