

Comprehensive School Physical Activity Program (CSPAP)

Research and Future Collaborations



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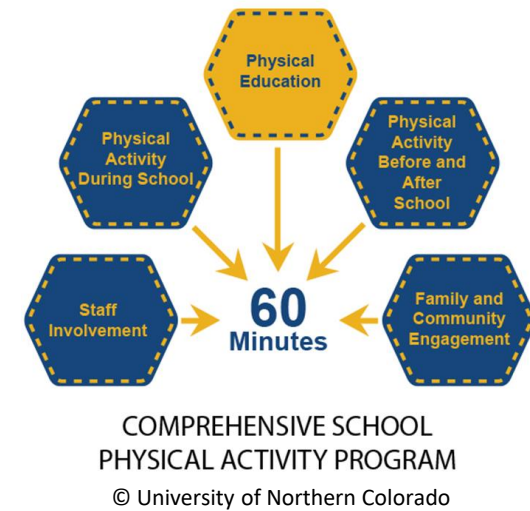
Outline

- Background and evolution
- Conceptual orientations
- Implementation models
- Broad overview of research to date
- Future research directions and collaborations

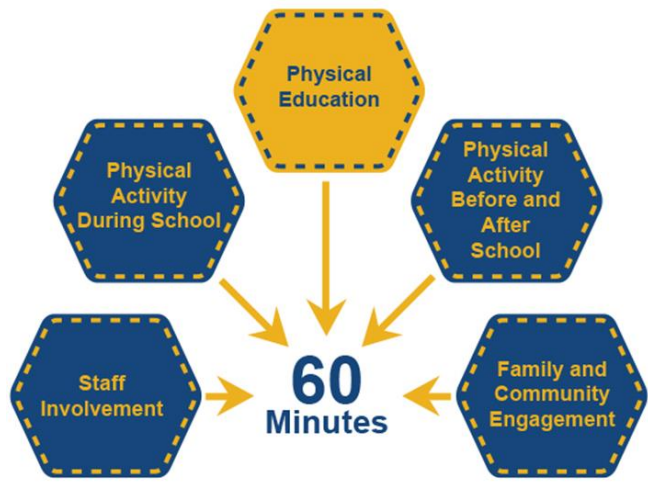
CSPAP: 10 year *Movement*

Since 2008 Position Statement (2013, 2015)

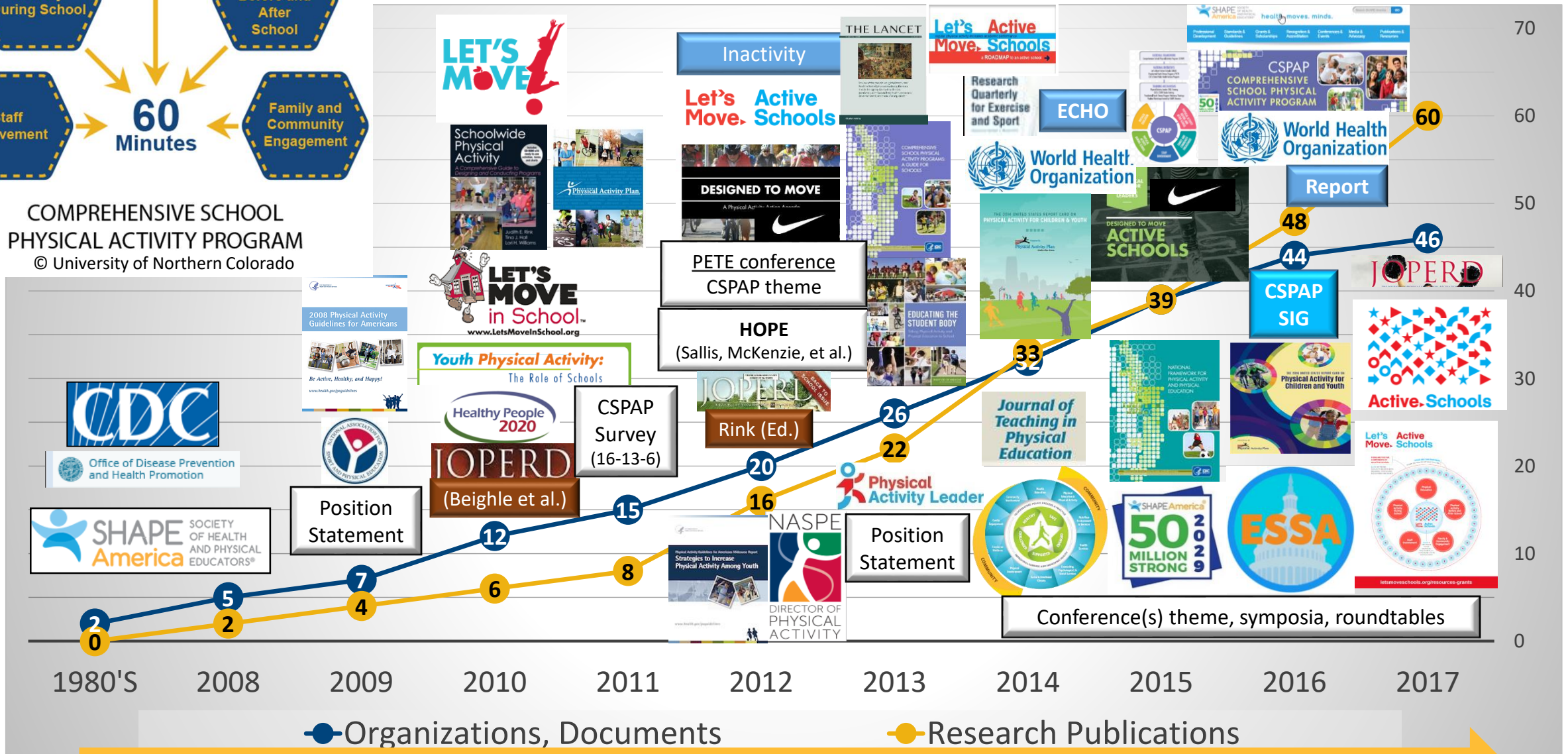
- The national framework for School PE and PA (CDC, 2013, 2015, 2017)
 - School Health Models (CSH, 2008; WSCC, 2014)
 - National Initiatives (LMAS [2013-2016]; **Active Schools** [since 2017]; **Shape America 50MS** [since 2016])
 - Endorsement & Support (IOM, 2013; Nike 2012, 2015; NPAP 2014, 2016; WHO 2014, 2016)
- Professional Development & Teacher Preparation (DPA, PAL [Outstanding PAL], PETE)
- SHAPE America conference theme since 2012 (PETE Las Vegas)
- CSPAP homepage since 2015 (<http://www.shapeamerica.org/cspap>)
- 3 journal special issues (JOPERD 2012, 2017 [12 University programs]; JTPE, 2014)
- 3 Systematic Reviews (Erwin et al., 2013; Chen & Gu, 2018; Hunt & Metzler, 2017)
- 2 Texts (Rink et al., 2010; Edited *Research-to-Practice book*, Spring 2019)
- CSPAP Research SIG since 2016 (Online research community, Leadership Team, Annual Meeting & Awards: *Distinguished Lecture, Innovative Paper Award*)



CSPAP Publications Movement



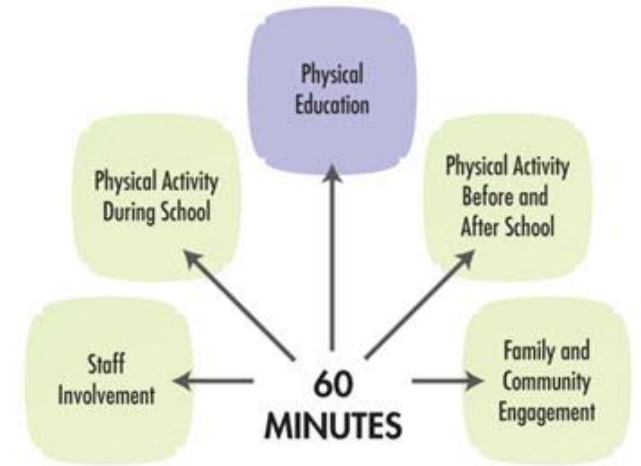
COMPREHENSIVE SCHOOL
PHYSICAL ACTIVITY PROGRAM
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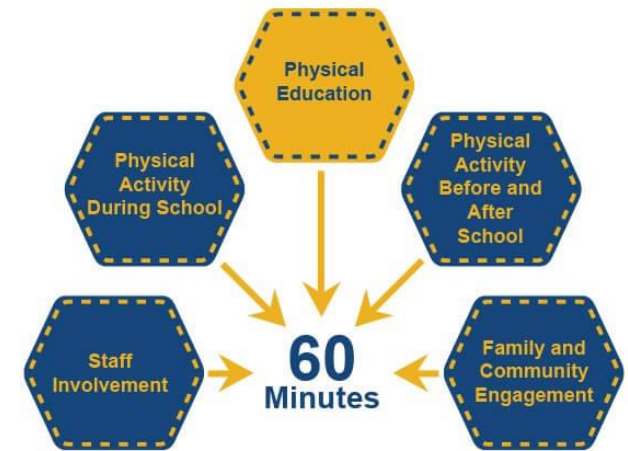
Obesity Crisis ... Epidemic ... Pandemic ...

Public Health Orientation

Comprehensive School Physical Activity Program



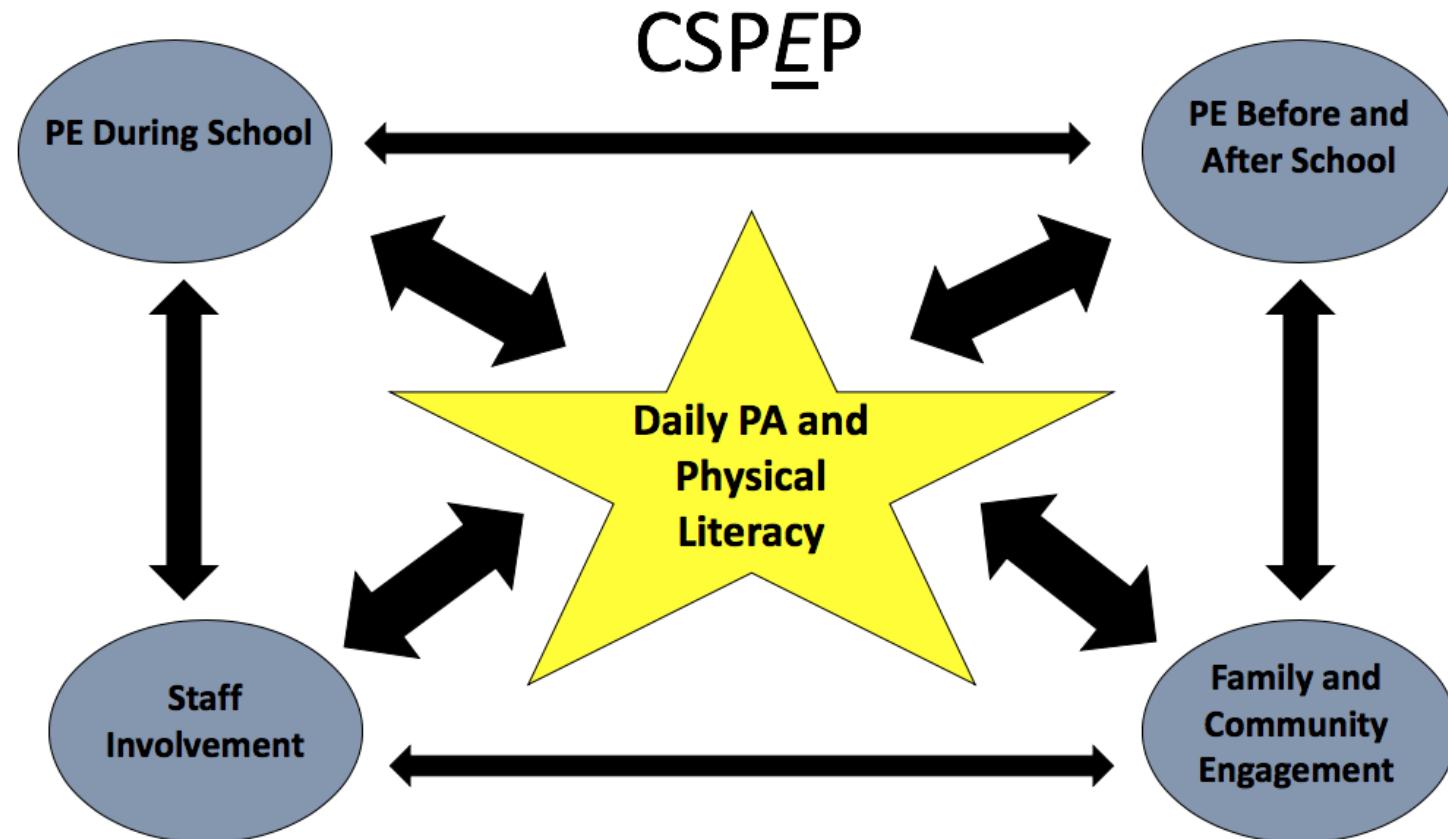
COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM



COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM

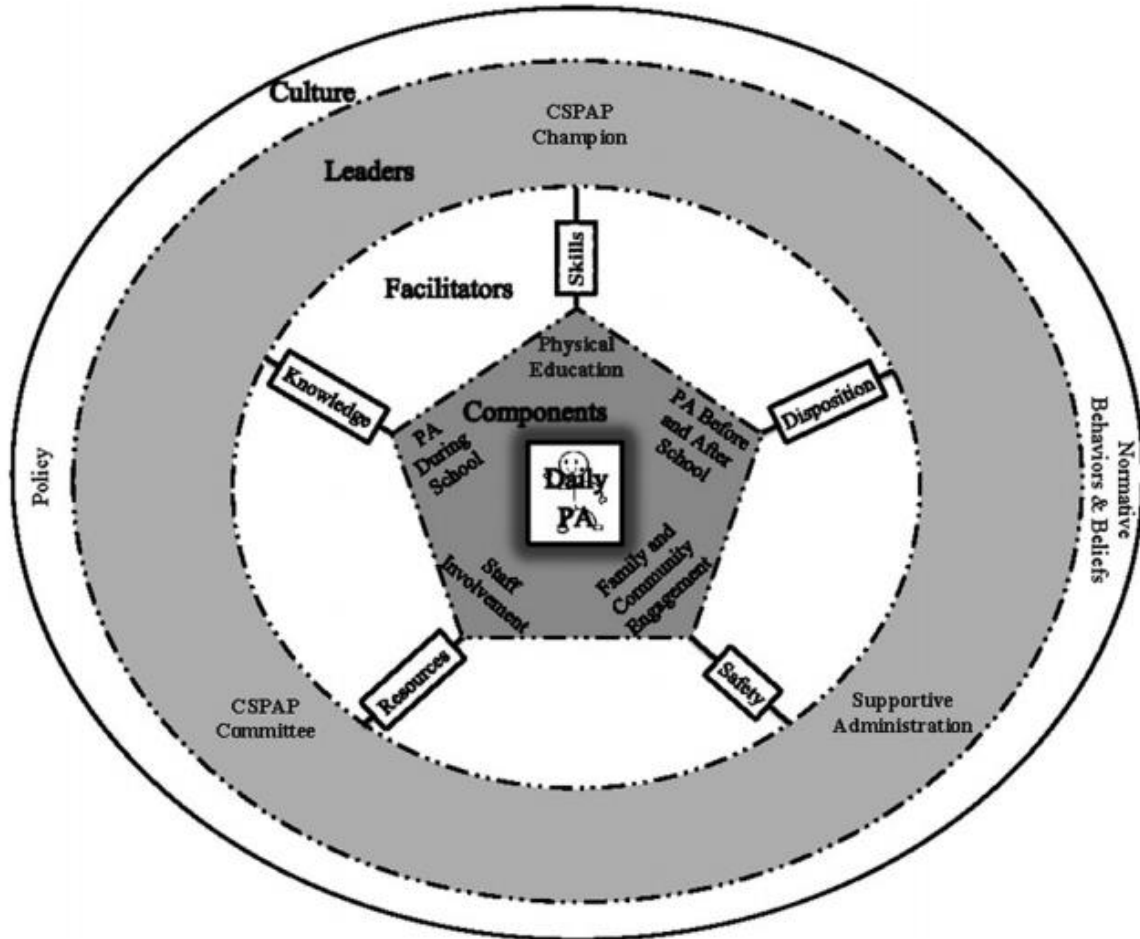
Educational Orientation

Comprehensive School Physical Education Program



Webster, C. A., Stodden, D. F., Carson, R. L., Egan, C. A., & Nesbitt, D. (2016). Integrative Public Health-Aligned Physical Education: and implications for the professional preparation of future teachers and teacher educators/researchers in the field. *Quest*, 68(4), 457-474.

Implementation: Social-Ecological Perspective

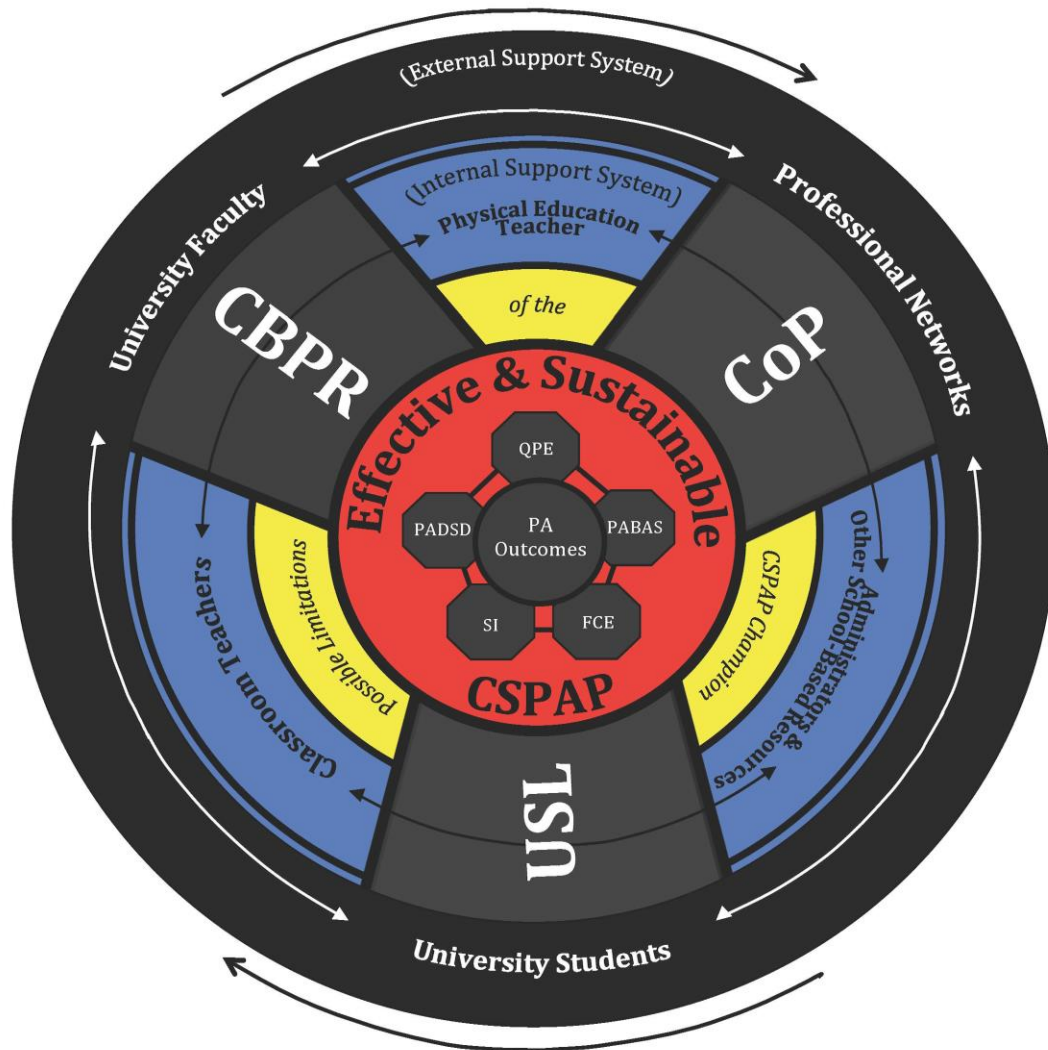


5 Interactive Levels of Influence

- **Epicenter: Daily PA behavior**
- **Micro Level: CSPAP components**
- **Meso Level: CSPAP facilitators**
- **Exo level: CSPAP leaders**
- **Macro level: CSPAP culture**

Carson, R., L., Castelli, D. M., Beighle, A., & Erwin, H. (2014). School-based physical activity promotion: A conceptual framework for research and practice. *Childhood Obesity, 10*(2), 100-106.

Implementation: Partnership Perspective



3 Internal-External Partnership Approaches

- **Communities of Practice (CoP)**
- **Community-Based Participatory Research (CBPR)**
- **University Service Learning (USL)**

C ∞ **PAP**

Webster, C. A., Beets, M. W., Weaver, R. G., Vazou, S., & Russ, L. (2015). Rethinking recommendations for implementing Comprehensive School Physical Activity Programs: A partnership model. *Quest*, 67(2), 185-202.

Theoretical Perspectives

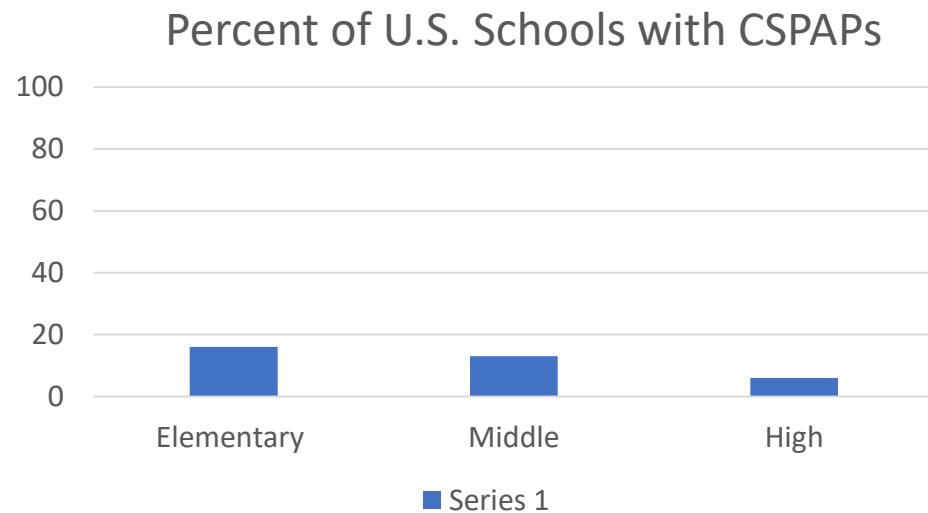
- PA behavior
 - Why are some kids more active than others? (e.g., motivation, built environment)
- PA promotion behavior
 - Why do some people promote physical activity more than others? (e.g., social learning, planned behavior)
- Organizational/systems change
 - Why do some schools have CSPAPs and others don't? (e.g., diffusion of innovations)
 - What are the most effective ways to grow and sustain CSPAPs? (???)

Broad Overview of Research To Date

- Surveillance studies
- Instrument development studies
- Case studies
- Correlational studies
- Experimental studies

Surveillance Studies

- Prevalence and characteristics of CSPAPs



75%

2011



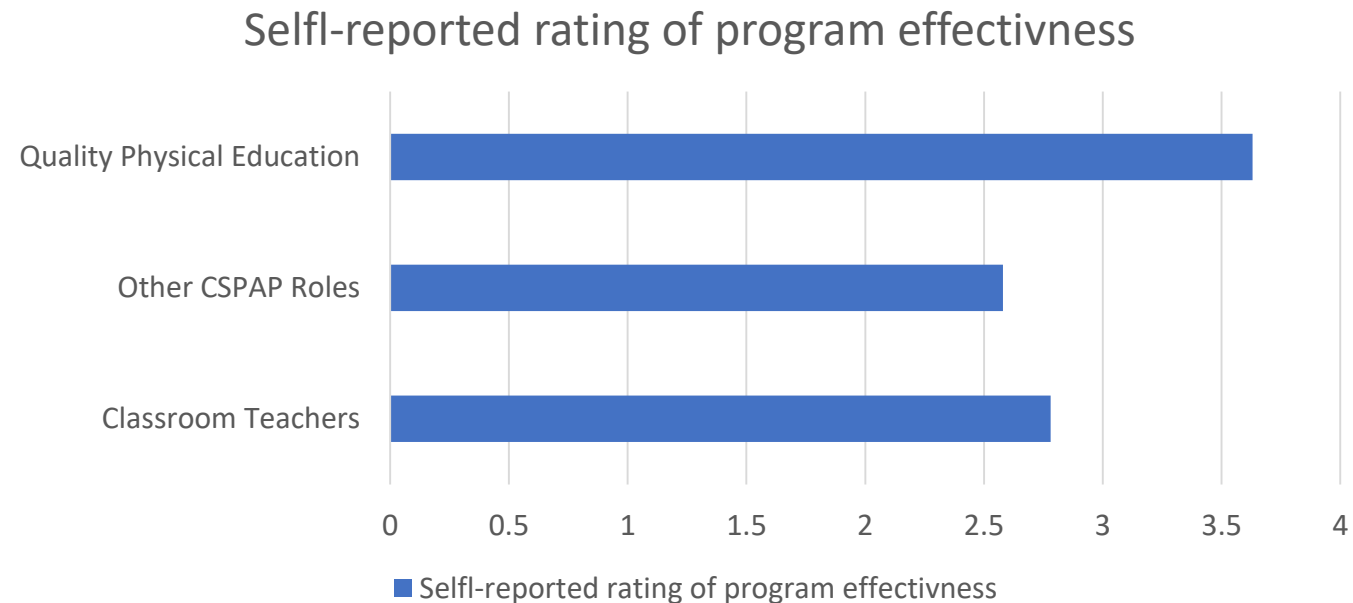
2018

American Alliance for Health, Physical Education, Recreation and Dance. (2011). 2011 Comprehensive School Physical Activity Program (CSPAP) Survey. Reston, VA: Author.

Webster et al. (in review)

Surveillance Studies

- Prevalence and characteristics of CSPAP (pre)professional preparation



Webster, C. A., Russ, L., Webster, L., Molina, S., Lee, H. Cribbs, J. (2016). PETE faculty beliefs concerning the preparation of preservice teachers for CSPAP roles: An exploratory study. *The Physical Educator*, 73, 315-339.

Instrument Development Studies

- SOFIT (physical education) (McKenzie et al., 1992)
- SOPLAY (recess/playgrounds) (McKenzie et al., 2000)
- SOPARC (parks and recreation settings) (McKenzie et al., 2006)
- SOSPAN (after school programs) (Weaver et al., 2014)
- SOFIT+ (physical education with enhanced PA focus) (Weaver et al., 2016)
- SOSMART (general education classrooms) (Russ et al., 2017)

“Groundtruthing”

Case Studies

- Importance of a CSPAP champion
- Practical budgeting strategies (fundraising, discretionary funds, partnerships)
- It takes a village
- Different schools, different goals

Doolittle, S., & Rukavina, P. B. (2014). Chapter 6: Case study of an institutionalized comprehensive school physical activity program. *Journal of Teaching in Physical Education, 33*(4), 528-557.

Jones, E. M., Taliaferro, A. R., Elliott, E. M., Bulger, S. M., Kristjansson, A. L., ... Allar, I. (2014). Chapter 3: Feasibility study of comprehensive school physical activity programs in Appalachian communities: The McDowell CHOICES Project. *Journal of Teaching in Physical Education, 33*(4), 467-491.

Case Study of a CSPAP's Sustainability

- Initial supports included:
 - External funding
 - 7 physical education teachers
 - Principal buy-in
 - Good school facilities and space
 - University research team (5 members)
- Most aspects of program were not sustained at 2 years post implementation because of:
 - Loss of external funding
 - Not sufficiently planning for sustainability
 - Not initially conducting a needs assessment
 - Reduced communication between university research team and school



Egan et al. (Manuscript in review)

Correlational Studies

- What variables are related to teachers' physical activity promotion?
 - Biographical and social learning variables
 - Diffusion of innovations variables
 - Motivational variables

Webster, C. A., Buchan, H., Perreault, M., Doan, R., Doutis, P., & Weaver, R. G. (2015). An exploratory study of elementary classroom teachers' physical activity promotion from a social learning perspective. *Journal of Teaching in Physical Education*, 34, 474-495.

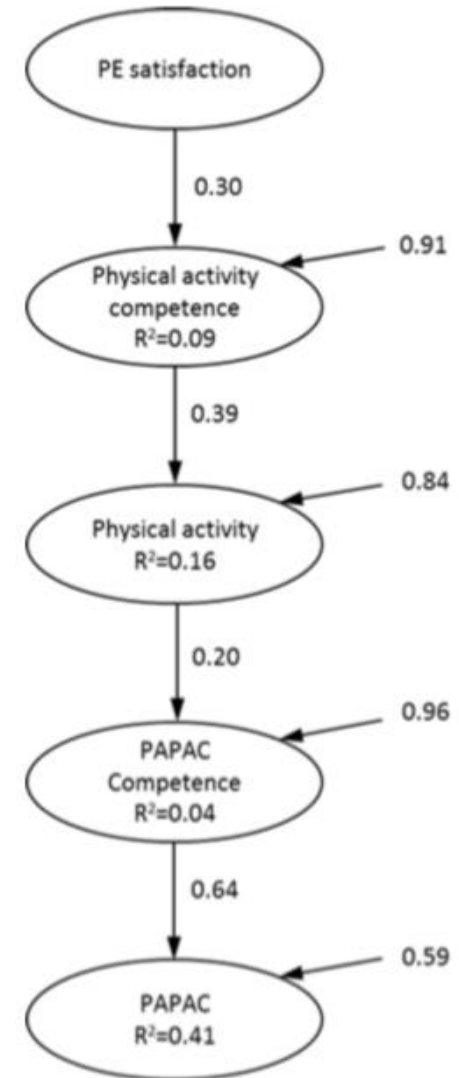
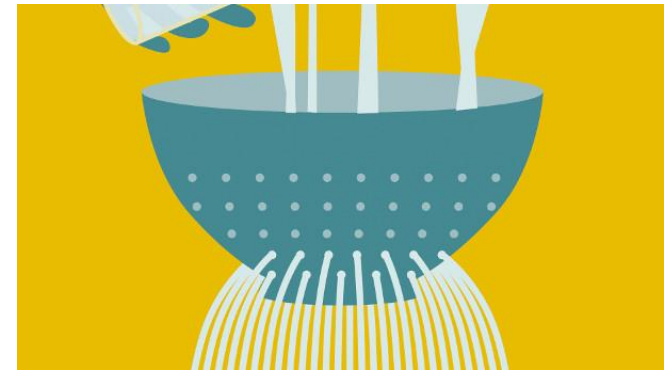


Figure 1 — Standardized solution of Model 2

Experimental Studies

- One systematic review to date:
 - Studies had to have at least 2 CSPAP components with one component at school
 - 14 studies included
 - All included FCE
 - 12 included PE
 - 5 included PADS
 - 2 included SW
 - 1 included PABAS
 - No studies included all 5 components
 - **Intervention impact on PA was small**



Russ, L. B., Webster, C. A., Beets, M. W., & Phillips, D. S. (2015). Systematic review and meta-analysis of multi-component interventions through schools to increase physical activity. *Journal of Physical Activity and Health, 12*, 1436-1446.

Future Research Directions and Collaborations

- More descriptive research
 - Understanding perspectives and needs of key stakeholders and decision-makers
 - Data Sharing & Coaching (Carson et al., *ALR 2018*)
 - Students, Teachers, and Principals (McMullen et al., *AISEEP 2018*)
- Evidence-based interventions
 - Within and Across CSPAP components
 - WSCC Menus for Evidence-based Practices (Hub 2018) ; Active Schools Repository (*in progress*)
 - CSPAP Implementers – Equipping and Supporting PALs
 - Teacher Trainings (Carson et al., 2014, *Prev Med*; Singletary et al., *in review*)
 - Teacher Coursework (Carson et al., *SHAPE America 2018*; von Klinggraeff et al. *PHiR 2018*)





CSPAP & SWWG Alignment



- Bridge Gap between school PA research, policy and practice.
- Transdisciplinary Perspectives
 - Educational and Public Health Experiences & Orientations
- Translational Skills
 - Research-to-Practice
 - Practice-to-Research
- WSCC Alignment

Questions?

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