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


• 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])

• 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)
Comprehensive School Physical Activity Program
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CSPAP Publications Movement


- Organizations, Documents
- Research Publications

Obesity Crisis ... Epidemic ... Pandemic...

1. Position Statement (Beighle et al.)
2. Research Quarterly for Exercise and Sport
3. CSPAP Survey (16-13-6)
4. ECHO Conference(s) theme, symposia, roundtables
5. Rink (Ed.)
6. HOPE (Sallis, McKenzie, et al.)
7. Inactivity
8. PETE conference CSPAP theme
9. Journal of Teaching in Physical Education
10. Physical Activity Leader
11. 50% STRONGER
12. ESSA
13. Let's Move in School
14. Let's Move. Active Schools
15. Designed to Move
16. The Lancet
17. Let's Move Schools
18. Let's Move!
19. Let's Move!
20. Healthy People 2020
21. Youth Physical Activity: The Role of Schools
22. IOPERD
23. IOPERD Conference(s) theme, symposia, roundtables
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60. IOPERD Conference(s) theme, symposia, roundtables
Public Health Orientation

Comprehensive School Physical Activity Program

60 minutes a day

Physical Education

Physical Activity During School
Physical Activity Before and After School
Family & Community Engagement
Staff Involvement

60 MINUTES

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM
Educational Orientation

Comprehensive School Physical Education Program

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

Implementation: Partnership Perspective

3 Internal-External Partnership Approaches

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

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

Percent of U.S. Schools with CSPAPs


Webster et al. (in review)
Surveillance Studies

• Prevalence and characteristics of CSPAP (pre)professional preparation

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


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

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

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., AIESEP 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

http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm
Questions?

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