



Classroom Physical Activity

Factors for Successful Implementation



center for children's
healthy lifestyles &
nutrition

Introduction

It is well documented that students today do not get enough physical activity, with only 42% of American children ages 6-11 years achieving the recommended 60 minutes a day.¹ Creating opportunities for students to be physically active during normal classroom time is one way to help students be healthier, perform better academically, and improve classroom behavior.

This document was created for stakeholders interested in the implementation of classroom-based physical activity (CBPA) in elementary schools. It was developed by a team at Children's Mercy Kansas City and is based on a study of 37 existing classroom physical activity programs to identify factors that could impact real-world implementation in schools. The purpose of the study was to identify strengths and weaknesses in existing program resources for supporting classroom physical activity.

The purpose of this document is to support successful, ongoing implementation of classroom physical activity by sharing findings from the study, a directory of programs, and recommendations with key stakeholders, such as teachers, parents, school administrators, program developers, and education or public health organizations. The study findings point to important considerations for supporting ongoing school-wide implementation of classroom physical activity and specific strengths of various program resources.

Methods

A systematic Google search was conducted to find existing CBPA programs. Eligible programs were those that 1) were published in the English language, 2) at least partially aimed to increase physical activity in the classroom, and 3) targeted any grade from K-6th. Programs were not eligible if they 1) did not cover classroom physical activity, 2) were created as part of a research study but were not available to the public, 3) were once available but no longer had active websites, or 4) were based outside of the United States. From this search, our team identified 37 programs for inclusion in our study.

Our team then developed a list of 51 program characteristics and implementation factors (described at the end of this document) based on a commonly used implementation framework called the Consolidated Framework for Implementation Research (CFIR).² The materials and resources provided by each of the 37 programs were assessed by our study team, using a rigorous process involving two independent coders.³ For each of the 51 program characteristics and implementation factors, the coders identified whether and to what extent the resources provided by the program addressed each. The findings below represent whether program materials covered each construct (Yes or No). The following pages present our findings and recommendations to assist key stakeholders in supporting ongoing implementation of classroom physical activity.

Findings

Overall, the classroom physical activity programs we reviewed provide schools and teachers with a wide variety of options to choose from, which is beneficial for selecting a program that fits within each school or teacher’s unique needs and environment. However, not all programs provide the same level of resources or support for ongoing implementation.

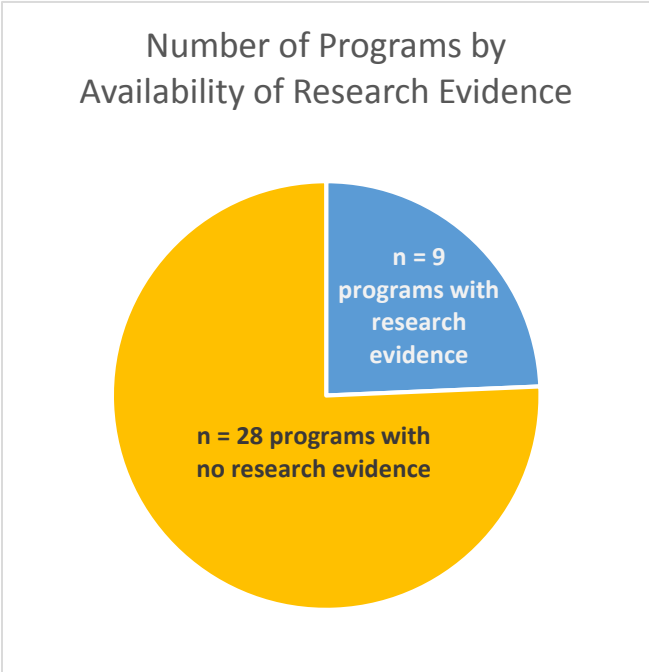
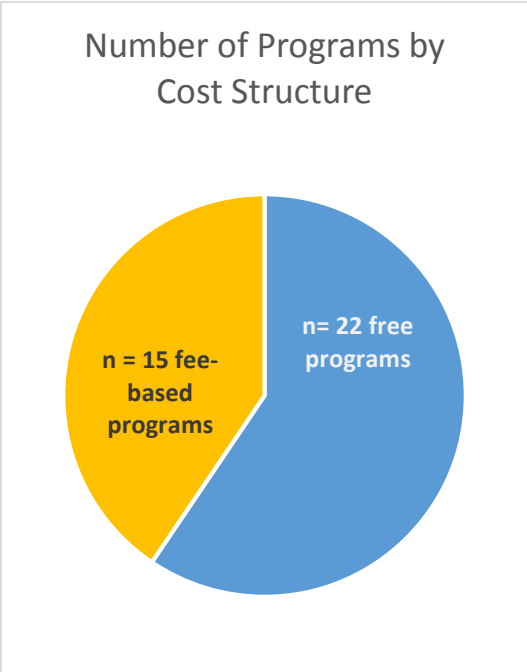
Summary of Key Findings:

STRENGTHS

- 15 of the 37 programs included activities that could be integrated into the academic curriculum, 28 included implementation materials (e.g., manual/guide) rather than only activity instructions, 22 were free to adopt, and 9 had published research evidence.
- For programs that were free (n = 22) versus fee-based (n = 15), there were no significant differences in their coverage of factors impacting implementation. This means that a free program provides content to support implementation just as well as a fee-based program, based on our study.
- Programs that had published research evidence more frequently addressed school-wide implementation factors, such as policy adoption, school readiness, and use of implementation leaders, than programs that did not have published research evidence.
- Programs that targeted the school as a whole, rather than the teachers individually, also more frequently addressed school-wide implementation factors, which include leadership engagement, school climate, marketing, and external involvement.

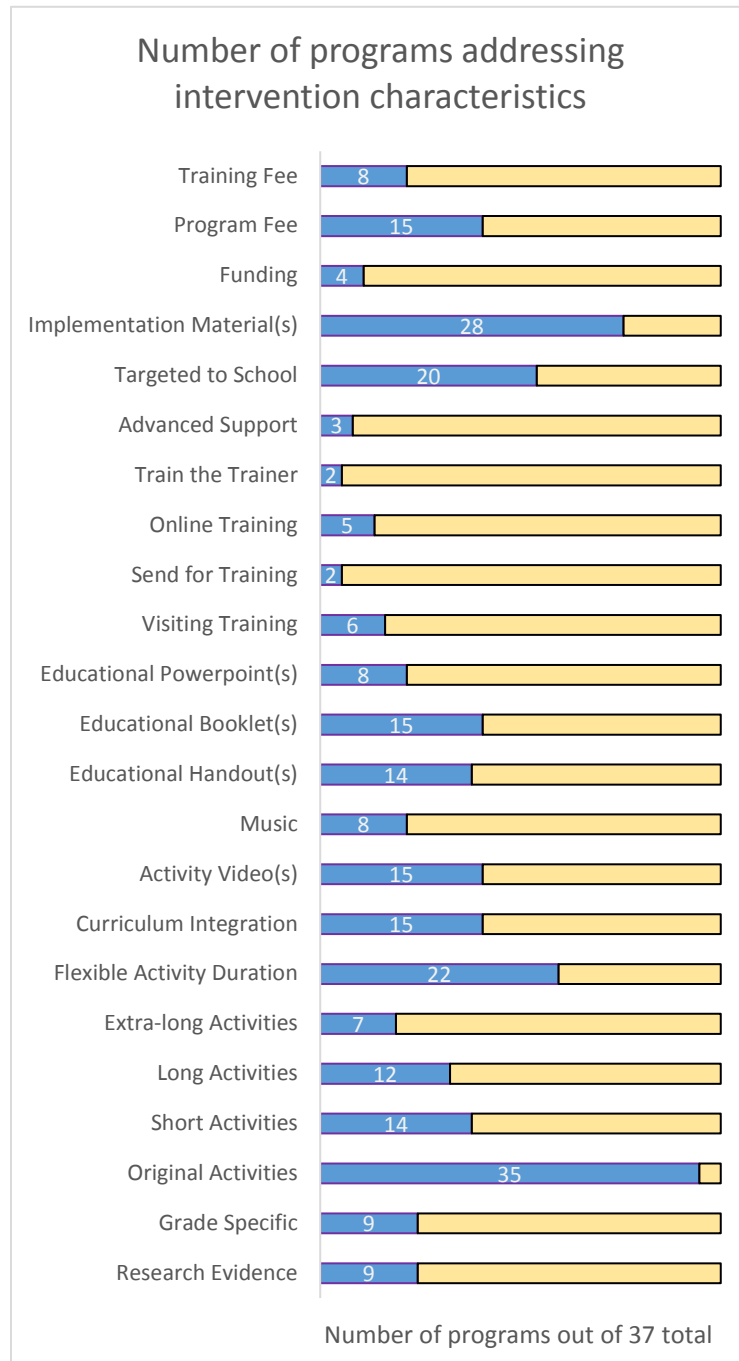
GAPS

- No programs had extensive coverage of implementation factors, with programs covering an average of 8 of the 28 implementation factors assessed.
- Some programs offered detailed support manuals focused on teacher skill-building and/or initial adoption. However, clear gaps emerged, with little content focused on other implementation factors such as school climate (i.e., shared perceptions of individuals), teacher-level behavior change techniques (e.g., goal setting and monitoring), and program maintenance (i.e., ongoing implementation).



The 51 program characteristics and implementation factors our team coded were divided among four categories that are known to impact implementation, including: 1) characteristics of the program or intervention, 2) the inner school setting, 3) characteristics of individuals within the school, and 4) process. Text bolded in **blue** below represent factors covered by a large number of programs (strengths), while text bolded in **gold** represent factors covered by few programs (gaps).

Characteristics of the Program



Intervention characteristics include objective facts about the program and what it provides. More than half of programs provided materials to facilitate implementation (n = 28), were offered for free (n = 22), addressed integrating classroom physical activity into the curriculum (n = 22), and targeted school-level adoption (n = 20).

Implementation materials can guide users in implementing a program by providing instructions for implementation, as well as providing options for implementing the program in a way that fits within the structure of the school or classroom.

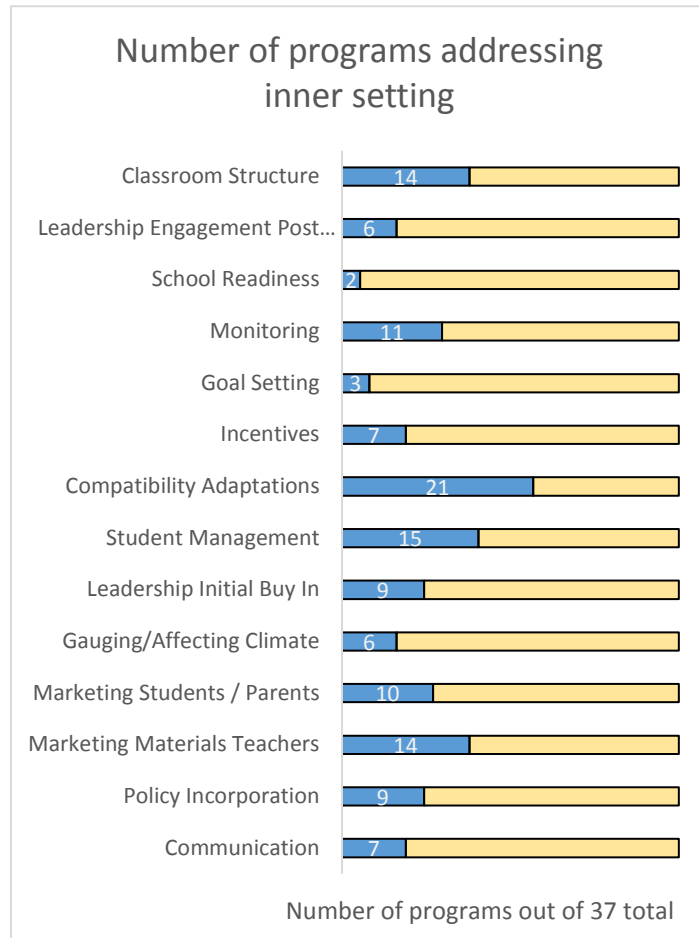
Addressing **curriculum integration** helps teachers (and administrators) get kids active while meeting academic requirements. It has been shown that classroom-based physical activity helps kids learn, further supporting schools in reaching academic standards.

Materials **targeted to the school** can support a culture where classroom physical activity is seen as something to be implemented by the entire school, not just the responsibility of individual teachers.

Less than half of programs offered training (n = 15), activity videos (n = 15), or had published research evidence (n = 9), and very few provided advanced

personal or tailored implementation support (n = 3). Adopting a program that offers **training** and **personalized implementation support** for CBPA can give schools and teachers additional resources to successfully incorporate physical activity into the classroom. Providing activity **videos** can make CBPA more accessible to teachers, while using a program that has been shown to be effective through **research** and evaluation can help support implementation of CBPA initiatives that are likely to have a positive impact on student health, academic achievement, and behavior.

Inner School Setting



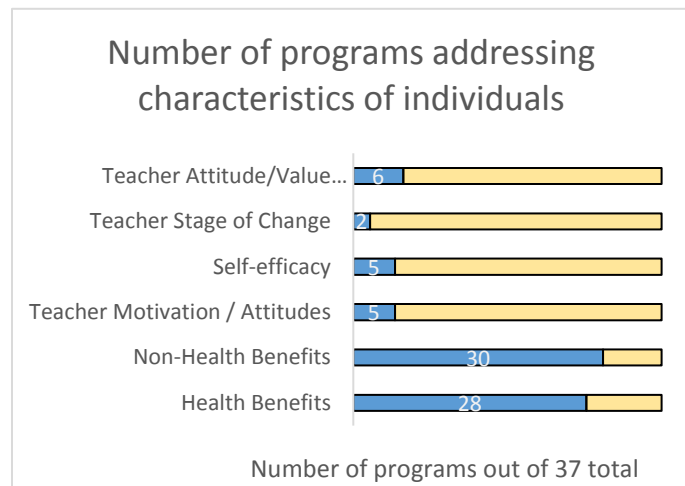
The inner setting includes factors related to internal structure, organizational politics, and culture that can influence program implementation. We coded 14 implementation factors related to the inner setting. Of these, adapting activities based on early implementation and compatibility (**compatibility adaptations**) was addressed by the over half of the programs (n = 21). This provides teachers with information on how to adapt the program to the specific needs of their students.

A few programs provided **marketing materials** to promote implementation by teachers (marketing materials teachers, n = 14). Very few programs addressed **school readiness** for implementing classroom physical activity (n = 2). The school's level of readiness could be an important factor in whether teachers are able to implement CBPA, as a low level of readiness might mean that schools are asking teachers to focus their energy elsewhere. **Leadership engagement** (n = 6), **gauging/affecting**

climate (n = 6), and **policy incorporation** (n = 9) were only addressed by a handful of programs. These factors are important for supporting ongoing, school-wide implementation of classroom based physical activity. Without engaged and supportive school leadership, a positive school climate around classroom physical activity, or the incorporation of CBPA into school wellness policies, teachers may feel they lack the support needed to implement CBPA programs on a consistent and ongoing basis.

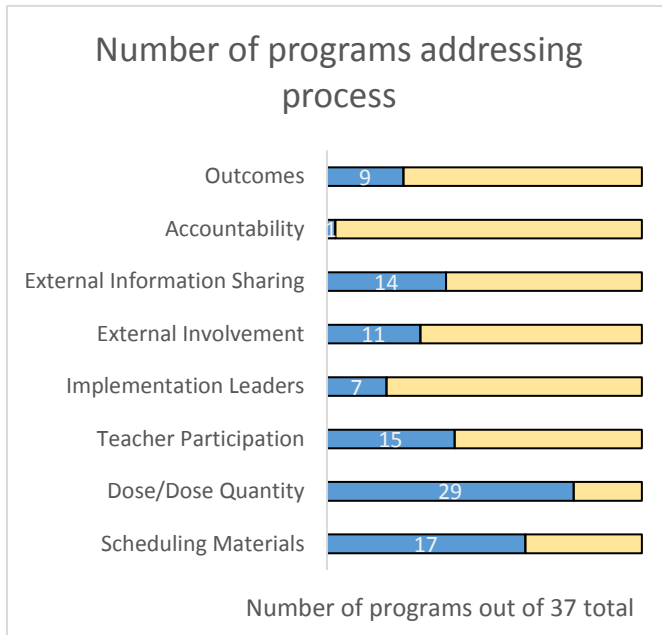
Characteristics of Individuals within the School

The characteristics of individuals category relates to how the beliefs, attitudes, knowledge, and skill of individuals within an organization can impact implementation. We identified 6 implementation factors related to characteristics of individuals within the school setting. Most programs addressed both the **non-health benefits** (n = 30) and the **health benefits** (n = 28) of classroom physical activity. This information highlights the key benefits of classroom physical activity to teachers and administrators, helping to secure their buy-in.



However, very few addressed factors related to gauging a **teacher's stage of change** and tailoring the program accordingly (n = 2), increasing teacher confidence for implementing the program (**self-efficacy**, n = 5), increasing **teacher motivation and attitudes** to implement or support the program (n = 5), or improving teacher attitudes and values about their own physical activity (**teacher attitude/value toward PA**, n = 6). Addressing teacher behavior and attitudes can support teachers valuing the implementation of classroom physical activity and their level of confidence in providing CBPA to students.

Process



The process category includes those factors that impact planning, engaging and executing the program, as well as reflecting and evaluating outcomes of the program. We coded 8 implementation factors related to process. Most programs included a specific number of minutes to engage students in classroom physical activity each day and/or described how frequently activities should be done (e.g. 3, 10-minute activity blocks each day)(**dose/dose quantity**, n = 29). This information can help teachers understand how much time they are contributing to students' total minimum of 60 minutes of physical activity each day.

Several programs also provided materials or resources to help teachers schedule classroom

physical activity, such as indicating the best times to conduct the activities during the day or week (**scheduling materials**, n = 17), as well as providing materials or resources on the importance of **teacher participation** in the activities with students (n = 15). Scheduling CBPA may seem challenging to teachers but offering scheduling materials can help them fit CBPA within existing schedules, while teachers can also benefit from activities by joining in with their students and modeling physically active behavior.

Only one program addressed **enforcement** around or **accountability** for implementing the program (accountability, n = 1). Identifying goals, reporting progress toward goals, and having procedures in place to address lapses in program implementation can encourage teachers and schools to implement the program on an ongoing basis, maximizing the benefits to the school, classroom, and students.⁴

Stakeholder Recommendations

Each of the stakeholders below can support implementation of classroom physical activity. Based on our findings, we provide the following recommendations for supporting and encouraging ongoing implementation of CBPA.

Teachers

- ◆ Be a leader by setting and monitoring goals for incorporating PA breaks in your classroom.
- ◆ Talk to your school administrators about classroom physical activity and create a culture that supports all teachers to be involved
- ◆ Collect “data” on your classroom PA program and the impact it’s having on student behavior, academic achievement, and health (e.g. changes in average classroom test scores, etc.). Share this with your school administrators and students’ parents to gain their buy-in and support.
- ◆ Review the directory of programs available below to identify components of programs that fit your classroom needs and structure.

School Administrators

- ◆ Support teachers in receiving professional development and training opportunities specific to classroom physical activity implementation.
- ◆ Create and support a culture where classroom physical activity is valued.
- ◆ Review the directory of programs available below and consider what would be a match for your school’s needs.
- ◆ Send reminders to teachers to use CBPA via email, newsletters, or announcements
- ◆ Show explicit support in person – give teachers positive feedback when they utilize CBPA in their classroom

Parents/PTA/PTO

- ◆ Talk to your school administrators and teachers about classroom physical activity, and work to gain buy-in to support implementation and a culture where classroom physical activity is valued.
- ◆ Help your kids gain enthusiasm for physical activity by encouraging it at home and throughout the day.

Program Creators

- ◆ Develop support materials for teachers and schools that address ways to overcome organizational- and individual-level barriers to ongoing implementation and maintenance.
- ◆ Develop and provide training and coaching to teachers and schools on creating a culture that supports ongoing school-wide implementation

External Organizations (e.g. Departments of Education)

- ◆ Develop resources that supplement existing CBPA program to address organizational- and individual-level barriers and support schools to establish a culture of ongoing school-wide implementation of CBPA.
- ◆ Conduct research and evaluation to identify effective strategies for supporting increased rates of implementation of classroom physical activity programs.

Directory of Classroom Physical Activity Programs

Use this directory of classroom physical activity programs to identify a program or components of a program that fit the needs of your classroom or school. This is not meant to be an exhaustive list of programs or an endorsement of any particular program, but includes those reviewed as part of the Children's Mercy research study. Each of these programs was available online at the time this study was conducted and the information provided was collected in the fall of 2017.

Key: The following icons are used in the directory to identify key intervention characteristics and implementation factors provided in each program.



Research evidence published on program

K-6

Grade-specific activities



Short activities



Long activities



Curriculum integration



Equipment available



Includes activity videos



Includes music



Manuals, guides, or other informational handouts or website content



Training available



Free/No cost



Marketing materials targeted to students, parents, or teachers



Information on getting leadership buy-in



Addresses student behavior management



Information on health or non-health benefits



Information on motivating teachers and increasing confidence to implement



Scheduling materials or information

Programs are listed alphabetically

5210 Let's Go!

Website: <http://www.5210letsgo.com/>

Contact: Feedback5210@flhealth.gov



Active Academics

Website: <http://www.activeacademics.org/>

Contact: Derek Belcher

belcherds@concord.edu



Active and Healthy Schools

Website:

<https://www.gophersport.com/resources/active-healthy-schools>

Contact: Contact form on website



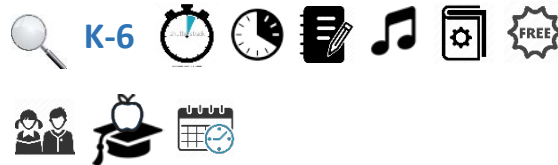
Activity Bursts in the Classroom

Website:

<http://nps.nssk12.org/cms/One.aspx?portalId=203828&pageId=567795>

Contact: Dr. David L. Katz

davkatz7@gmail.com



Activity Works

Website: <https://activityworks.com/>

Contact: info@activityworks.com



Adventure to Fitness

Website: <http://adventuretofitness.com/>

Contact: promotions@adventuretofitness.com



AHA In-School Activity Breaks

Website:

http://www.heart.org/HEARTORG/Educator/FortheClassroom/NFLPlay60Challenge/Teacher-Resources_UCM_453019_Article.jsp#.WxgakO4vxhF

Contact: Contact form on website



Alliance for a Healthier Generation

Website: <https://www.healthiergeneration.org/>

Contact: Contact form on website



Brain Breaks

Website:

<https://www.teacherspayteachers.com/Product/Brain-Breaks-120-Classroom-Activities-For-Grades-K-6-1624649>

Contact: N/A



Brain Breaks: 60 Quick and Engaging Brain Break Cards

Website:

<https://www.teacherspayteachers.com/Product/Brain-Breaks-Cards-60-Super-Fun-Brain-Break-Activity-Cards-956957>

Contact: Rachel Lynette, reallyrachel@gmail.com



Energizers

Website:

<http://eatbettermovemore.org/sa/enact/school/documents/afterschool.pa.programs.K-5-Energizers.pdf>

Contact: dubosek@ecu.edu



Energizing Brain Breaks

Website: <http://www.energizingbrainbreaks.com/>

Contact: dsladkey@naperville203.org



Exercise Breaks in the Classroom

Website:

http://exercisebreaksplus.com/Exercise_Breaks_in_the_classroom.html

Contact: Bobbi Jarvis,

info@exercisebreaksplus.com



FitWizard

Website: <http://fitwizard.org>

Contact: contact@fitwizard.org



Fuel Up to Play 60

Website: <https://www.fueluptoplay60.com/>

Contact: help@fueluptoplay60help.com



Get Fit TN

Website: <https://www.getfit.tn.gov/>

Contact: getfit.info@tn.gov



GoNoodle

Website: <https://www.gonoodle.com/>

Contact: support@gonoodle.com



GoNoodle Plus

Website: <http://about.gonoodle.com/plus>

Contact: support@gonoodle.com



Instant Recess

Website: <http://www.instantrecess.com/>

Contact: Darlene,

dedgley@yanceyfellowship.org



JAM

Website: <http://www.healthetips.com>

Contact: info@healthetips.com



Kid's Health

Website: <https://kidshealth.org/>

Contact: coleman@ActionforHealthyKids.org



Let's Move Active Schools (West Virginia)

Website:

<https://wvde.state.wv.us/healthyschools/LetsMove.php>

Contact: Keith Burdett,

kburdett@access.k12.wv.us



Math in Your Feet

Website: <http://www.mathinyourfeet.com/>

Contact: Malke Rosenfeld, mjrbton@gmail.com



Move4Thought

Website: <https://moveforthought.ning.com/>

Contact: Patti Delger and Carrie Scheidel,

patti.delger@iowa.gov, carrie.scheidel@iowa.gov



Move to Improve

Website:

<http://schools.nyc.gov/Academics/Wellness/WhatWeOffer/MoveImprove/default.htm>

Contact: MTI@schools.nyc.gov



Physical Activity Cards for Kids

Website: <https://extension2.missouri.edu/n862>

Contact: Contact form on website

K-6

Physically Active Classroom Institute

Website:

https://propertibazar.com/article/physically-active-classrooms-institute_5a6af90bd64ab23e2a854e4c.html

Contact: N/A



Power Up to 30

Website: <http://georgiashape.org/story/power-30-0>

Contact: info@georgiashape.org



Promoting Physical Activity and Health in the Classroom

Website: <https://www.amazon.com/Promoting-Physical-Activity-Health-Classroom/dp/0321547624>

Contact: N/A



Recess Rocks

Website: <http://www.recessrocks.com/>

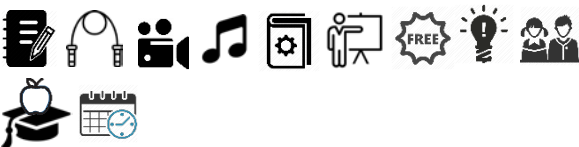
Contact: Eliza@chc1.com



Spark ABC

Website: <https://sparkpe.org/abc/>

Contact: Anthony Denaro and Leticia Gonzalez,
anthony.denaro@sportime.com;
leticia.gonzalez@sportime.com



Take 10!

Website: <http://take10.net/>

Contact: rf@ilsis.org



Take a Break! Teacher Toolbox

Website:

<http://www.coloradoedinitiative.org/resources/teacher-toolbox-activity-breaks/>

Contact: info@coloradoedinitiative.org



Teach Healthier App (It's Time Texas)

Website: <https://itstimetexas.org/teachhealthier/>

Contact: Contact form on website



The Happy Teacher: Brain Break Cards

Website:

<http://www.thehappyteacher.co/2012/08/brain-breaks.html>

Contact: Liz Pledger,
TheHappyTeacherTPT@gmail.com



The Learning Station

Website: <http://www.learningstationmusic.com/>

Contact: TheLearningStation@cfl.rr.com



Yoga4Classrooms

Website: <http://www.yoga4classrooms.com/>

Contact: lisa@childlightyoga.com



Table 1. Brief descriptions of coded classroom physical activity implementation factors.

Implementation Factor	Brief Description
Intervention Characteristics	
Research Evidence	Published research on the classroom PA part of the program.
Grade Specific	Separate activities targeted at different/specific grade levels.
Original Activities	Original activity ideas or instructions.
Short Activities	Activities of 5 minutes or less.
Long Activities	Activities of 6-10 minutes.
Extra-long Activities	Activities of more than 10 minutes.
Flexible Activity Duration/No Duration Listed	Activity duration is flexible.
Curriculum Integration	Activities that are integrated into the academic curriculum.
Activity Video(s)	Videos to use during classroom PA.
Music	Music to use during activities.
Educational Handout(s)	Brief materials/resources detailing the program or school PA.
Educational Booklet(s)	More extensive resource guides or manuals.
Educational Powerpoint(s)	Visual slide show for training.
Visiting Training	Trainer(s) come to the school/district.
Send for Training	Teachers/staff are sent to program's facility for training.
Online Training	Teachers/staff complete online training.
Train the Trainer	Few individuals receive training on how to train others.
Advanced Implementation Support	Person/consultant that provides tailored/custom support.
Targeted to School	Material that targets school-level adoption.
Funding	Materials/resources addressing how/where to apply for funds to support implementation.
Program Fee	Fee to obtain program (excluding cost for training).
Training Fee	Fee-based training offered.
Inner Setting	
Communication	Creating a network or changing the communication structure.
Policy Incorporation	Incorporating the program into policy, or reference school/district policy.
Marketing Materials Teachers	Post school-level adoption marketing focusing on teacher-level implementation.
Marketing Materials Students/Parents	Post school-level adoption marketing targeting students and/or parents.
Gauging/Affecting Climate	Gauging or affecting the school climate regarding classroom PA.
Leadership Initial Buy In	Increasing administrator buy-in for program adoption.
Student Management	Managing student behavior in the classroom during PA.
Compatibility Adaptations	Adapting activities based on early implementation and compatibility.
Incentives	Providing incentives for teachers.

Goal Setting	Setting goals to support teacher implementation of classroom PA.
Monitoring School Readiness	Monitoring teacher implementation of classroom PA. Scaling/tailoring the program based on the school's level of readiness.
Leadership Engagement Post Adoption	Increase leadership support and/or involvement around implementation.
Classroom Structure	Restructuring the physical classroom environment or tailor activities based on classroom structure.
Characteristics of Individuals	
Health Benefits	Health benefits of classroom PA.
Non-Health Benefits	Non-health benefits of classroom PA (e.g. academics, behavior management).
Teacher Motivation/Attitudes Around Program	Increasing teacher motivation/attitudes to implement/support the program.
Self-efficacy	Increasing teacher confidence/self-efficacy for implementing the program.
Teacher Stage of Change	Gauging a teacher's stage of change and/or tailoring approaches on this.
Teacher Attitude/Value toward PA	Improving teacher attitudes/values about their own PA.
Process	
Scheduling Materials Dose/Dose Quantity	Scheduling classroom PA. A specific number of minutes and/or frequency of activity blocks.
Teacher Participation Implementation Leaders	Increasing teacher participation in the activities. Identifying/appointing champions or creating new leadership roles for implementation.
External Involvement	Involving parents or community members to support/assist in the intervention.
External Information Sharing	Networking or sharing implementation information with external organizations or individuals?
Accountability Outcomes	Enforcement or accountability. Assessing desired outcomes.

Table 2. Individual Program Coverage of Intervention Characteristics.*

Program Name	Research Evidence	Grade Specific	Original Activities	Short Activities	Long Activities	Extra-long Activities	Flexible Duration Activities	Curriculum Integration	Equipment	Activity Videos	Music	Educational Handouts	Educational Booklets	Educational PowerPoints	Visiting Training	Send for Training	Online Training	Train the Trainer	Advanced Support	Program Fee	Training Fee	Funding
5210 Let's Go!	1	0	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Active Academics	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0
Active and Healthy Schools	1	1	1	1	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0
Activity Bursts in the Classroom	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0
Activity Works	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	1	0
Adventure to fitness	0	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
AHA In School Activity Breaks	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Alliance for a Healthier Generation	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0
Brain Breaks	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Brain Breaks: 60 Quick and Engaging Brain Break Cards	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0
Energizers	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Energizing Brain Breaks	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0
Exercise Breaks in the Classroom	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	1	1	0
FitWizard	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Fuel up to Play 60	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Get Fit TN	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GoNoodle	0	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
GoNoodle Plus	0	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Instant Recess	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0
JAM	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Kid's Health	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Let's Move Active Schools (WV)	0	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0
Math in your Feet	0	0	1	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	1	0
Move 4 Thought	1	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Move to Improve	1	0	1	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0
Physical Activity Cards for Kids	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Physically Active Classroom Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Power Up for 30 Promoting Physical Activity and Health in the Classroom	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0
Recess Rocks	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	1	1
Spark ABC	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1
Take 10!	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0
Take a Break! Teacher Toolbox	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Teach Healthier App (It's Time Texas)	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Happy Teacher: Brain Break Cards	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
The Learning Station	0	0	1	0	0	0	1	0	0	1	1	1	0	0	0	1	0	0	0	1	1	0
Yoga 4 Classrooms	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0

* 1 indicates the program covered the factor and 0 indicates the program did not cover the factor.

Table 3. Individual Program Coverage of Inner Setting.*

Program Name	Communication	Policy Incorporation	Marketing Materials Teachers	Marketing Materials Students or Parents	Gauging Affecting Climate	Leadership Initial Buy-In	Student Management	Compatibility Adaptations	Incentives	Goal Setting	Monitoring	School Readiness	Leadership Engagement Post Adoption	Classroom Structure
5210 Let's Go!	0	1	1	1	1	0	1	1	0	0	0	1	0	1
Active Academics	0	0	0	0	0	1	1	0	1	0	0	0	1	1
Active and Healthy Schools	1	1	1	1	1	1	0	0	1	0	1	0	1	1
Activity Bursts in the Classroom	0	0	0	0	0	1	1	1	0	0	1	0	0	1
Activity Works	0	0	0	1	0	0	0	0	0	0	1	0	0	0
Adventure to fitness	0	1	1	0	0	1	0	0	0	0	1	0	0	0
AHA In School Activity Breaks	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Alliance for a Healthier Generation	1	0	0	0	1	1	0	1	0	0	0	0	0	0
Brain Breaks	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brain Breaks: 60 Quick and Engaging Brain Break Cards	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Energizers	0	1	1	0	0	1	0	1	0	0	0	0	0	1
Energizing Brain Breaks	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Exercise Breaks in the Classroom	0	0	1	1	0	0	1	1	0	0	0	0	0	1
FitWizard	1	0	1	0	1	0	1	1	1	0	0	0	0	0
Fuel up to Play 60	1	0	1	1	0	1	1	1	0	0	1	0	1	0
Get Fit TN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GoNoodle	0	0	0	1	0	0	0	0	0	0	0	0	0	0
GoNoodle Plus	0	0	1	0	0	0	0	1	0	0	1	0	0	0
Instant Recess	0	0	1	1	0	0	0	0	0	0	0	1	0	0
JAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kid's Health	0	0	1	1	0	0	0	1	0	0	0	0	0	0
Let's Move Active Schools (WV)	1	0	0	0	1	0	0	1	0	1	1	0	1	1
Math in your Feet	0	0	1	0	0	0	1	1	0	0	0	0	0	1
Move 4 Thought	1	0	0	0	0	0	1	1	0	0	1	0	0	1
Move to Improve	0	1	0	0	0	0	1	1	1	0	0	0	1	0
Physical Activity Cards for Kids	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physically Active Classroom Institute	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Power Up for 30	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Promoting Physical Activity and Health in the Classroom	0	1	0	0	0	0	1	1	0	0	0	0	0	1
Recess Rocks	0	1	0	1	0	1	1	1	1	1	1	0	0	0
Spark ABC	0	0	1	1	0	0	1	1	0	0	0	0	0	1
Take 10!	0	0	1	0	0	0	0	1	1	0	1	0	0	0
Take a Break! Teacher Toolbox	0	1	1	0	0	0	0	1	0	0	0	0	0	1
Teach Healthier App (It's Time Texas)	1	0	0	0	0	0	0	1	0	0	0	0	0	0
The Happy Teacher: Brain Break Cards	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Learning Station	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Yoga 4 Classrooms	0	1	0	0	0	1	1	0	0	1	1	0	0	1

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Table 4. Individual Program Coverage of Characteristics of Individuals.*

Program Name	Health Benefits	Non-Health Benefits	Teacher Motivation Attitudes Around Program	Self-efficacy	Teacher Stage of Change	Teacher Attitude Value toward PA
5210 Let's Go!	1	1	0	0	0	1
Active Academics	1	1	0	0	0	0
Active and Healthy Schools	1	1	0	0	0	1
Activity Bursts in the Classroom	1	1	0	0	0	1
Activity Works	1	1	0	0	0	0
Adventure to fitness	1	1	0	0	0	0
AHA In School Activity Breaks	1	1	0	0	0	0
Alliance for a Healthier Generation	1	1	0	0	0	0
Brain Breaks	0	1	0	0	0	0
Brain Breaks: 60 Quick and Engaging Brain Break Cards	0	1	0	0	0	0
Energizers	1	0	0	1	0	0
Energizing Brain Breaks	1	1	0	0	0	0
Exercise Breaks in the Classroom	1	1	0	1	0	0
FitWizard	1	1	0	0	1	0
Fuel up to Play 60	0	1	1	0	0	0
Get Fit TN	0	0	0	0	0	0
GoNoodle	1	0	0	0	0	0
GoNoodle Plus	1	0	0	0	0	0
Instant Recess	1	1	0	0	0	0
JAM	0	0	0	0	0	0
Kid's Health	1	1	0	0	0	1
Let's Move Active Schools (WV)	1	1	0	0	0	0
Math in your Feet	0	1	0	1	1	0
Move 4 Thought	1	1	1	1	0	0
Move to Improve	1	1	0	0	0	0
Physical Activity Cards for Kids	0	0	0	0	0	0
Physically Active Classroom Institute	0	1	0	0	0	0
Power Up for 30	1	1	0	0	0	0
Promoting Physical Activity and Health in the Classroom	1	1	1	0	0	1
Recess Rocks	1	1	0	0	0	0
Spark ABC	1	1	0	0	0	0
Take 10!	1	1	0	0	0	0
Take a Break! Teacher Toolbox	1	1	1	0	0	0
Teach Healthier App (It's Time Texas)	0	0	0	0	0	0
The Happy Teacher: Brain Break Cards	1	1	0	0	0	0
The Learning Station	1	1	0	1	0	0
Yoga 4 Classrooms	1	1	1	0	0	1

* 1 indicates the program covered the factor and 0 indicates the program did not cover the factor.

Table 5. Individual Program Coverage of Process.*

Program Name	Scheduling Materials	Dose & Dose Quantity	Teacher Participation	Implementation Leaders	External Involvement	External Information Sharing	Accountability	Outcomes
5210 Let's Go!	1	0	1	1	1	1	0	1
Active Academics	0	1	0	0	0	1	0	0
Active and Healthy Schools	1	1	1	1	1	0	1	1
Activity Bursts in the Classroom	1	1	0	0	0	0	0	0
Activity Works	1	1	1	0	0	0	0	1
Adventure to fitness	1	1	1	0	1	1	0	1
AHA In School Activity Breaks	0	1	1	0	0	0	0	0
Alliance for a Healthier Generation	0	1	0	0	1	1	0	0
Brain Breaks	0	1	0	0	0	0	0	0
Brain Breaks: 60 Quick and Engaging Brain Break Cards	0	1	0	0	0	0	0	0
Energizers	0	1	1	0	0	0	0	0
Energizing Brain Breaks	1	1	0	0	0	0	0	0
Exercise Breaks in the Classroom	1	1	1	0	1	0	0	0
FitWizard	0	1	0	0	0	1	0	0
Fuel up to Play 60	1	1	1	1	1	1	0	1
Get Fit TN	0	0	0	0	0	1	0	0
GoNoodle	0	0	0	0	0	0	0	0
GoNoodle Plus	1	0	0	0	0	1	0	0
Instant Recess	0	1	0	1	0	0	0	0
JAM	0	1	0	0	1	0	0	0
Kid's Health	0	1	1	0	1	0	0	0
Let's Move Active Schools (WV)	1	1	0	1	0	0	0	0
Math in your Feet	0	1	1	0	0	1	0	1
Move 4 Thought	0	1	0	0	0	1	0	0
Move to Improve	1	1	0	1	0	0	0	0
Physical Activity Cards for Kids	0	0	0	0	0	0	0	0
Physically Active Classroom Institute	0	0	0	0	0	0	0	0
Power Up for 30	0	1	0	0	0	1	0	0
Promoting Physical Activity and Health in the Classroom	0	1	1	0	1	0	0	0
Recess Rocks	1	1	1	0	1	1	0	1
Spark ABC	1	1	0	0	0	0	0	0
Take 10!	1	1	0	0	0	0	0	1
Take a Break! Teacher Toolbox	1	1	1	0	0	0	0	0
Teach Healthier App (It's Time Texas)	0	1	0	0	0	0	0	0
The Happy Teacher: Brain Break Cards	0	0	0	0	0	1	0	0
The Learning Station	1	0	1	0	0	0	0	0
Yoga 4 Classrooms	1	1	1	1	1	1	0	1

* 1 indicates the program covered the factor and 0 indicates the program did not cover the factor.

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Thank you do Emily DeWitt for her thoughtful review of the information in this report.

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