

# Extension Support of a School-Based Physical Activity Program in Elementary Schools

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## Background

- BE Physically Activity 2Day (BEPA 2.0) is a K-5 classroom-based physical activity program aligned to state and national health and PE standards.
- BEPA 2.0 is being disseminated to low-income schools throughout Oregon in partnership with Cooperative Extension.



Figure 1: A BEPA 2.0 Toolkit

**K-5 students are required to receive 150 min/week of PE**

- Since 2017, Oregon K-5 PE minute requirements have risen without a subsequent increase in resourcing or PE teachers.
- BEPA 2.0 is an approved program that K-5 teachers can use to provide PE and meet minute requirements.

## Purpose

- Evaluate BEPA 2.0 implementation among teachers to gain insights into how the program can be improved
- Identify barriers to BEPA 2.0 implementation
- Understand relationships between implementation factors

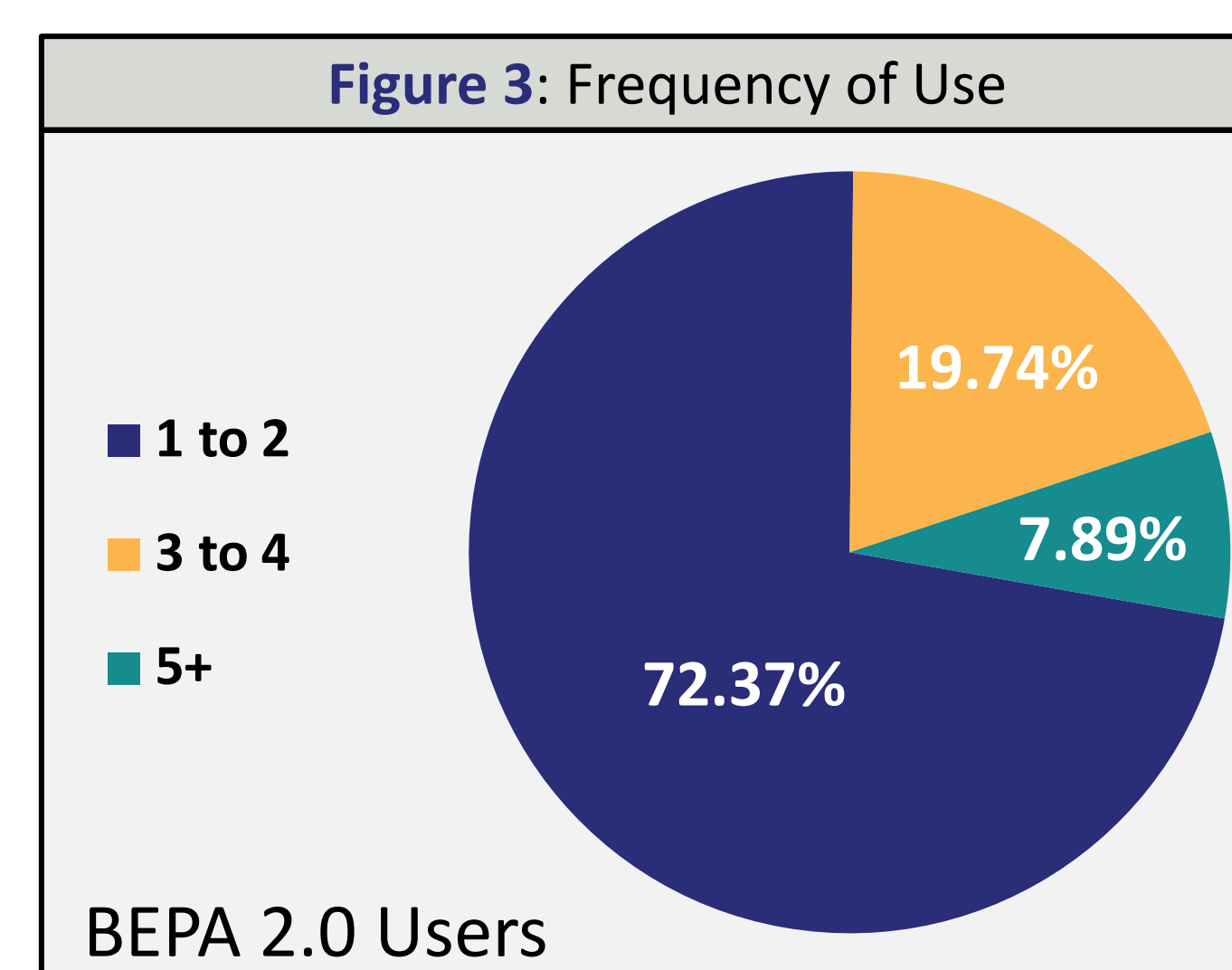
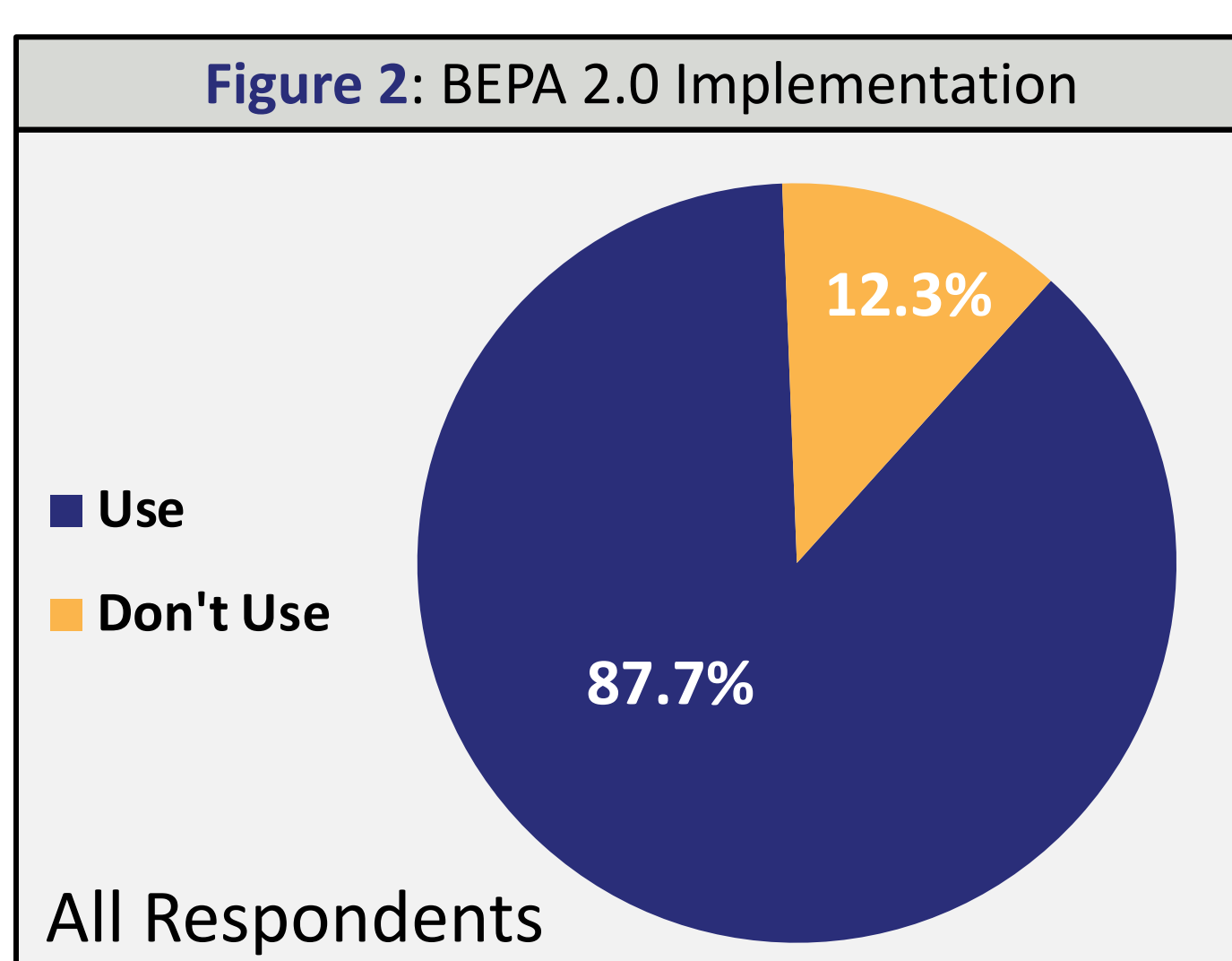


## Methods

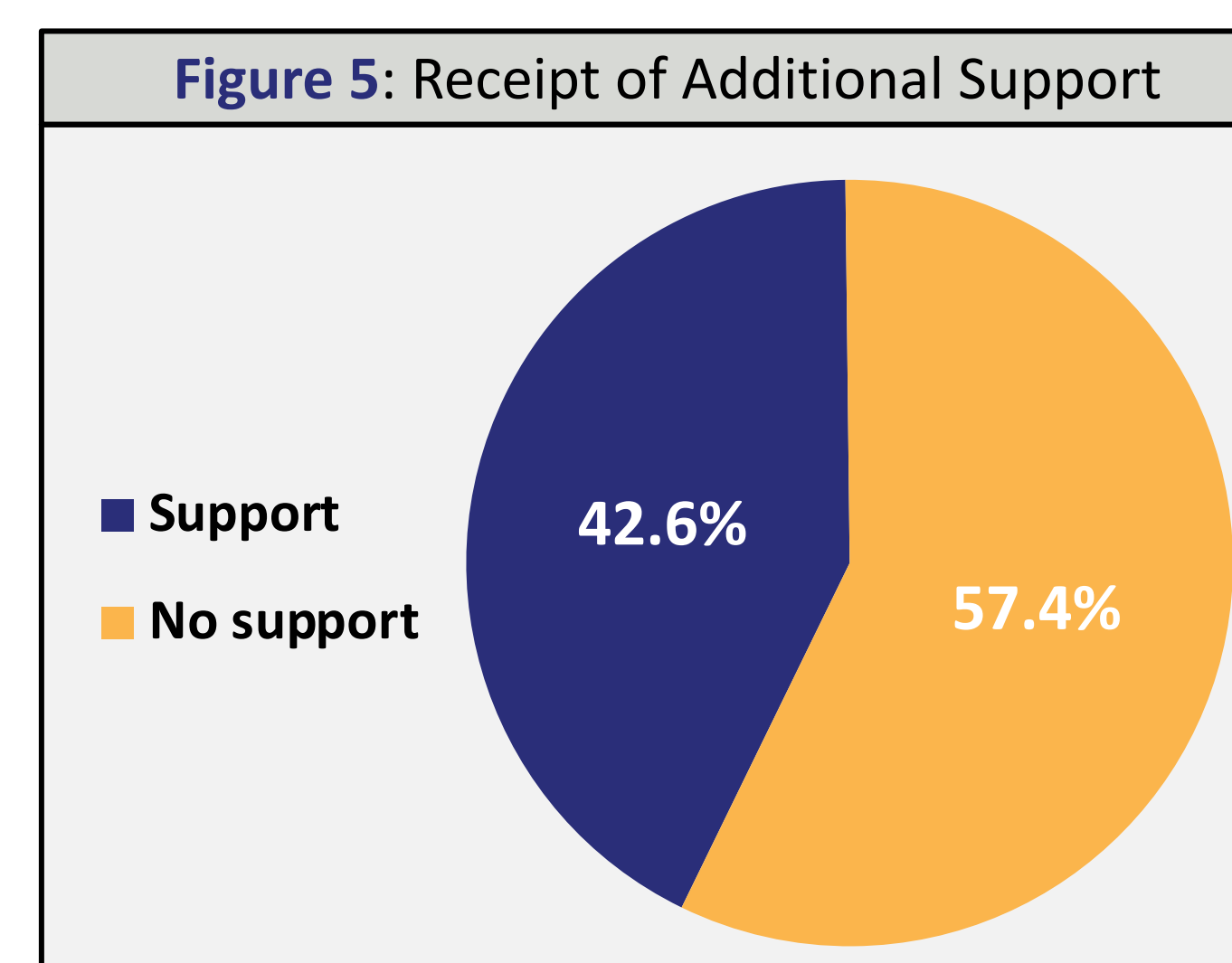
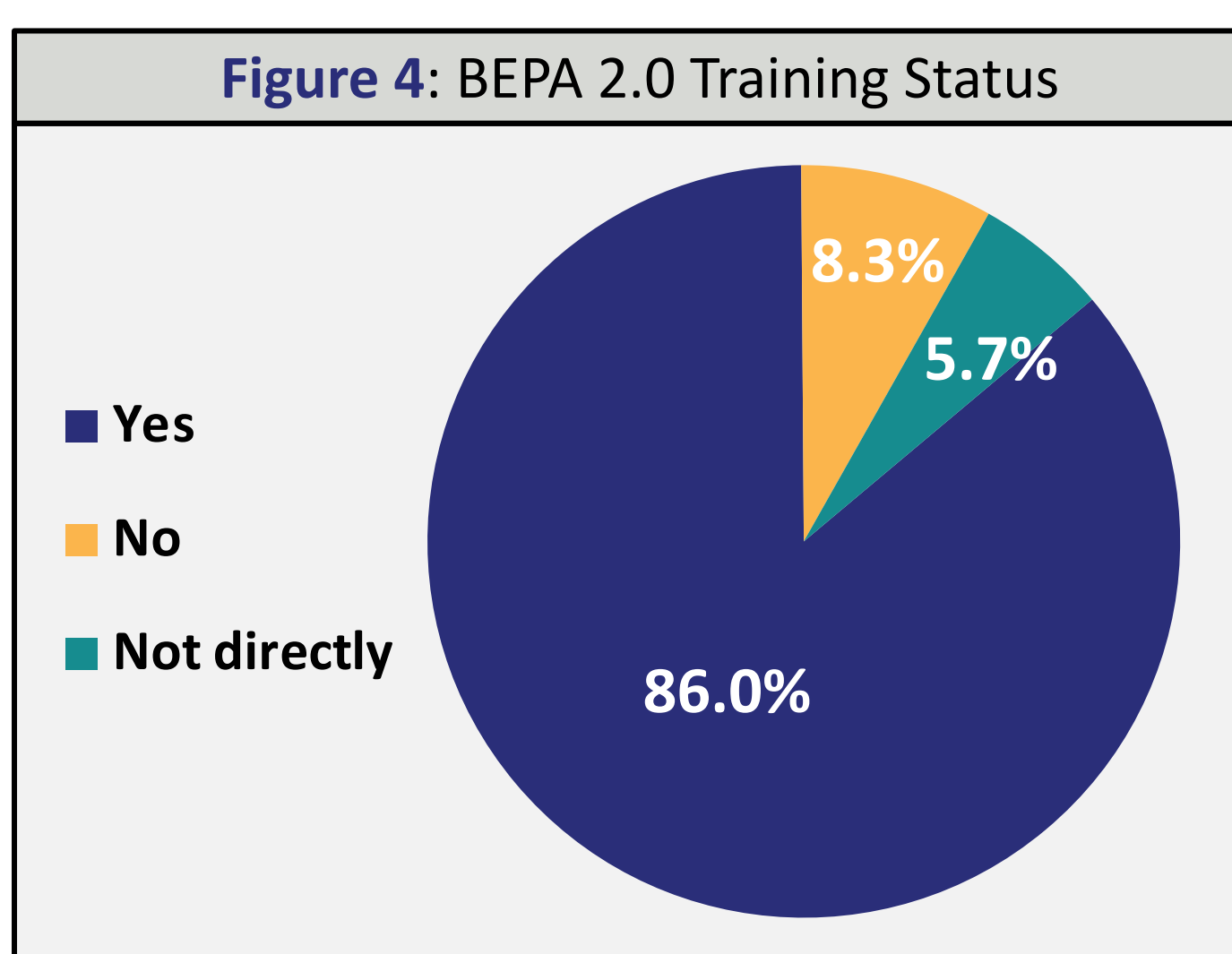
- Extension-led BEPA 2.0 train-the-teacher trainings were delivered to 836 educators in 36 elementary schools across 13 Oregon counties from August 2018 to December 2019. Trainings were targeted to classroom teachers and others who may deliver BEPA 2.0, such as education assistants.
- Three to six months post-training, a brief survey was distributed to teachers through contacts at each school that received a training.
- Surveys were completed in one of two ways:
  - Online via the Qualtrics Survey Tool
  - Hardcopies filled out, returned to researchers by Extension faculty, and entered manually into Qualtrics by the researchers
- Responses were distributed to all teachers with access to trainings, whether they attended a training or not.
- Surveys contained questions assessing training status, program usage, barriers to use, and receipt of additional support.
- Descriptive and chi-square analyses were conducted to evaluate BEPA 2.0 usage and the relationships of various factors to use.
- Data were analyzed using Qualtrics and SAS University.

## Results

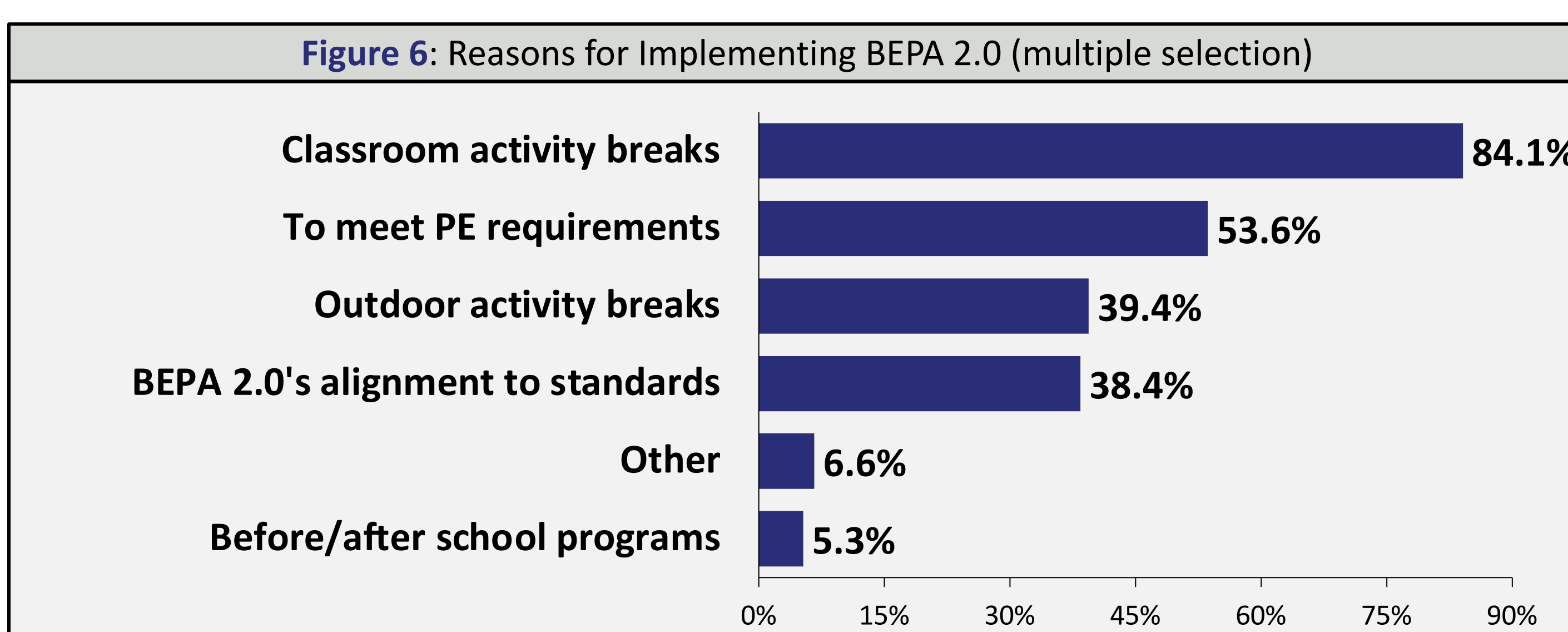
- A total of 357 responses were collected from the 36 trained elementary schools.
- Six surveys were excluded for being < 50% complete.
- 351 surveys were included in analyses (42% response rate).



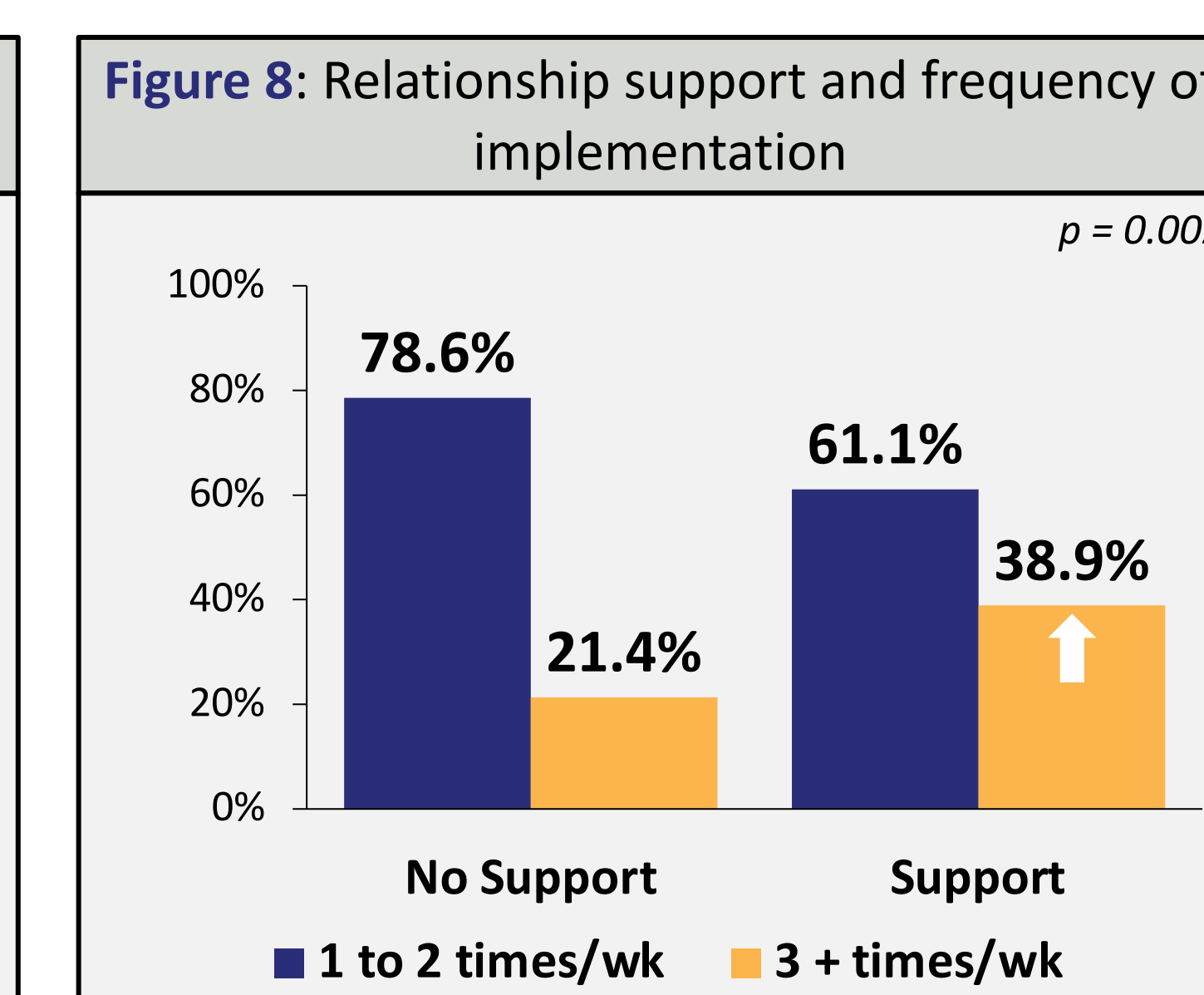
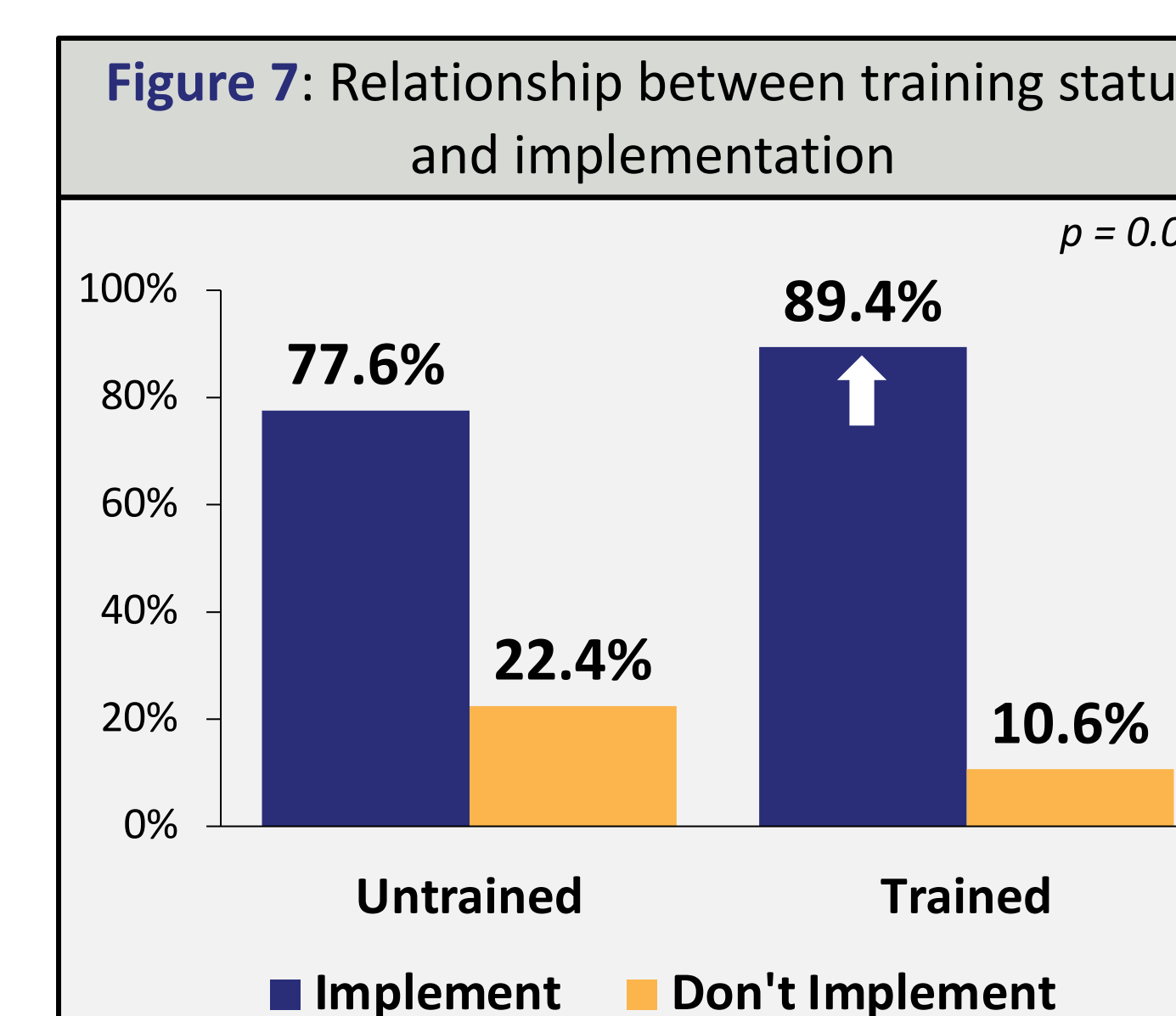
- Most respondents reported using BEPA 2.0  $\geq 1$  day per week (87.7%).
- Most cited implementation barriers included insufficient time (68.1%), inadequate classroom space (32.7%), and other activities being prioritized by administrators (28.3%).
- > 98% of respondents serving students with disabilities were able to include those students in BEPA 2.0 activities.



- User's cite multiple reasons (in combination) for using BEPA 2.0.
- Most cited reasons for using BEPA 2.0 included:
  - to provide classroom and outdoor activity breaks (11.6%)
  - activity breaks, to meet PE minutes, and BEPA's alignment to standards (10.3%)



## Results continued



- More trained (n=301) than untrained teachers (n=49) reported using BEPA 2.0 ( $p < 0.05$ , Figure 7).
- Receiving additional support from Cooperative Extension, such as receiving email reminders or having Extension/SNAP-Ed partners help deliver BEPA 2.0 in classrooms, was correlated with increased frequency of implementation ( $p < 0.05$ , Figure 8).

## Implications

- Results demonstrate a high rate of BEPA 2.0 use, particularly among trained teachers, suggesting **training is an important aspect of the implementation process.**
  - This supports prior research that training participation and implementation self-efficacy are associated with increased odds of providing activity breaks (1).
- Amplified utilization of BEPA 2.0 among trained and additionally supported teachers demonstrates the **added value of Cooperative Extension as a partner to promote physical activity in schools.**



- Results suggest that additional support should be provided to more teachers to increase BEPA 2.0 implementation.
- Additional support may also promote increases in children's physical activity and help more schools reach full compliance with the mandatory PE minute requirements.
- Future studies will evaluate how BEPA 2.0 implementation affects children's physical activity time at school. Previous work has shown that when teachers provide activity breaks, children are more active compared to when teachers do not provide activity breaks (1).

For more information, visit <https://extension.oregonstate.edu/bepa>

1. Abi Nader P, Hilberg E, Schuna Jr. JM, John DH, Gunter KB. Association of teacher-level factors with implementation of classroom-based physical activity breaks. J Sch Health. 2019; 89(6):433-511; DOI: 10.1111/josh.12754