# School Physical Education Policies: Relationship to Recess Policy and Practice





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### Background

#### **Physical Education**



#### Recess



## National Association for Sport and Physical Education (NASPE) elementary school recommendations

- > PE 150 minutes per week
- > Recess at least one 20 minute bout per day

#### Slater et al. (2012)

#### »Inverse association between PE and recess

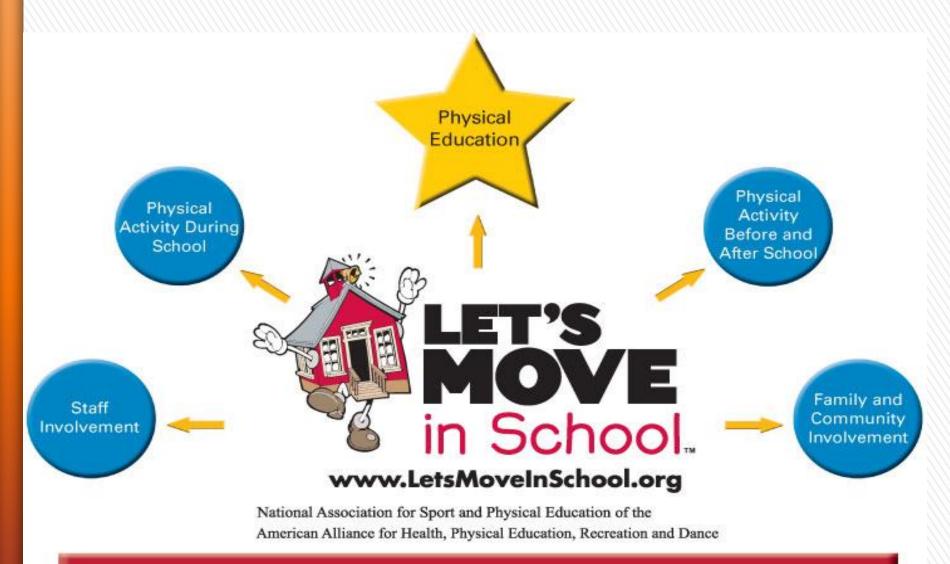
> One form of PA being substituted for another--rather than providing recommended levels of both

### School PA Policy Studies -Physical Education and Recess

Lounsbery et al. (2013, ABM)

- » Few associations between PE policy and PE or recess time, but more for recess time
  - > PE policy predictor of PE time
    - school policy for annual program evaluation
  - > PE policy predictors of recess time
    - district policy requiring specific number of PE minutes/days per week
    - school policy requiring specific PE standards or guidelines
- > PE and recess compete for time and resource allocations (e.g., space, staff)
- > More logistical barriers to providing PE than recess
- > PE policies may shape a generalized school value for physical activity

#### » National Association for Sport and Physical Education



#### **Comprehensive School Physical Activity Program**

### Do PE Policies Predict Recess Policies and Time?

#### » PURPOSE

> to assess relationship of elementary school PE policies and recess policies and practices

#### » METHODS

- > Analyzed PE policy and recess policy and practice data from 65 elementary schools in 9 states (S-PAPA)
- > Descriptive statistics (percentages) used to describe PE and recess policy adoption and recess practice
- > Logistic regression used to assess the odds of a school having individual recess policies or practices when a district- or school-level PE policy was adopted

#### PE Minutes x = 63 min/wk (SD <u>+</u> 30 min; R = 30 -250)

Recess Minutes x = 146 min/wk (SD <u>+</u> 49; R = 0 - 232)

#### Prevalence of District and School <u>PE</u> Policies

Policy Area	District	School
Follow specific PE standards or guidelines (e.g. NASPE)	87%	47%
Assignment of grades for PE	85%	77%
Specific number of PE minutes per week or day	68%	56%
Fitness testing in PE	67%	22%
Maximum student-to-teacher ratio	24%	12%
Annual PE program evaluation	16%	4%

#### **Prevalence of District and School <u>Recess</u> Policies**

Policy Area	District	School
Playground maintenance	75%	55%
Specific number of recess minutes per week or day	52%	63%
Supervisor training	29%	31%
Maximum student-to-supervisor ratio	21%	22%
Organized activities during recess	7%	11%

#### **Prevalence of Recess Outcomes**

Recess outcome	Percentage
At least one recess session per day	91%
All students provided with daily scheduled recess	89%
Supervisors encourage students to be physically active	62%
Formalized training for supervisors	32%
Supervisors regularly plan organized activities	13%

### District PE Policy Requiring Specific Number of PE Minutes per Week or Day

- » district policy specifying the number of recess minutes (OR = 4.8, 95% CI = 1.32 – 17.44)
- » district policy requiring recess supervisors to receive training (OR = 5.17, 95% CI = 1.04 – 25.85)
- » scheduled recess each day (OR = 10.67, 95% CI = 1.1 – 103.27)

## School PE policy requiring specific number of PE minutes per week or day

» school policy specifying the number of *recess* minutes per day (OR = 6.30, 95% CI = 1.94 – 20.38)

#### **District PE Policy to Test Fitness**

- » supervisors regularly plan organized activities (OR = 6.09, 95% CI = 1.07 34.71)
- » supervisors required to have formalized training (OR = 3.25, 95% CI = 1.03 -10.51)

#### **District PE Policy to Evaluation PE Program**

» supervisors regularly plan organized activities (OR = 11.46, 95% CI = 1.92 – 66.6)

## Conclusions

- » PE is part of the formalized curriculum
  - > District PE policies are more prevalent
- » District PE Policies are important for physical activity beyond PE
  - > Increased odds of
    - + More recess minutes
    - + Recess scheduled daily
    - + Recess supervisors receiving training
    - + Recess supervisors plan organized activities
- » Recess comprised 70% of children's school PA opportunity, yet there were far fewer adopted recess policies, especially at the district level

## Conclusions (2)

- » Our work suggests that district rather than school level policies have greater implication to affect PE and recess time provisions and other related school environmental variables
- » Time and resource investments in accordance with both PE and recess recommendations might require greater prevalence of district level recess policies