

READY FOR **RECESS**

SCHOOL LEADERSHIP'S READINESS FOR CHANGE AFTER THE READY FOR RECESS INTERVENTION IN 17 MIDWEST ELEMENTARY SCHOOLS

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Background

- **Schools may be viable environment for physical activity (PA) intervention in youth**
- **Understanding schools' capacities to implement PA efforts may be needed**

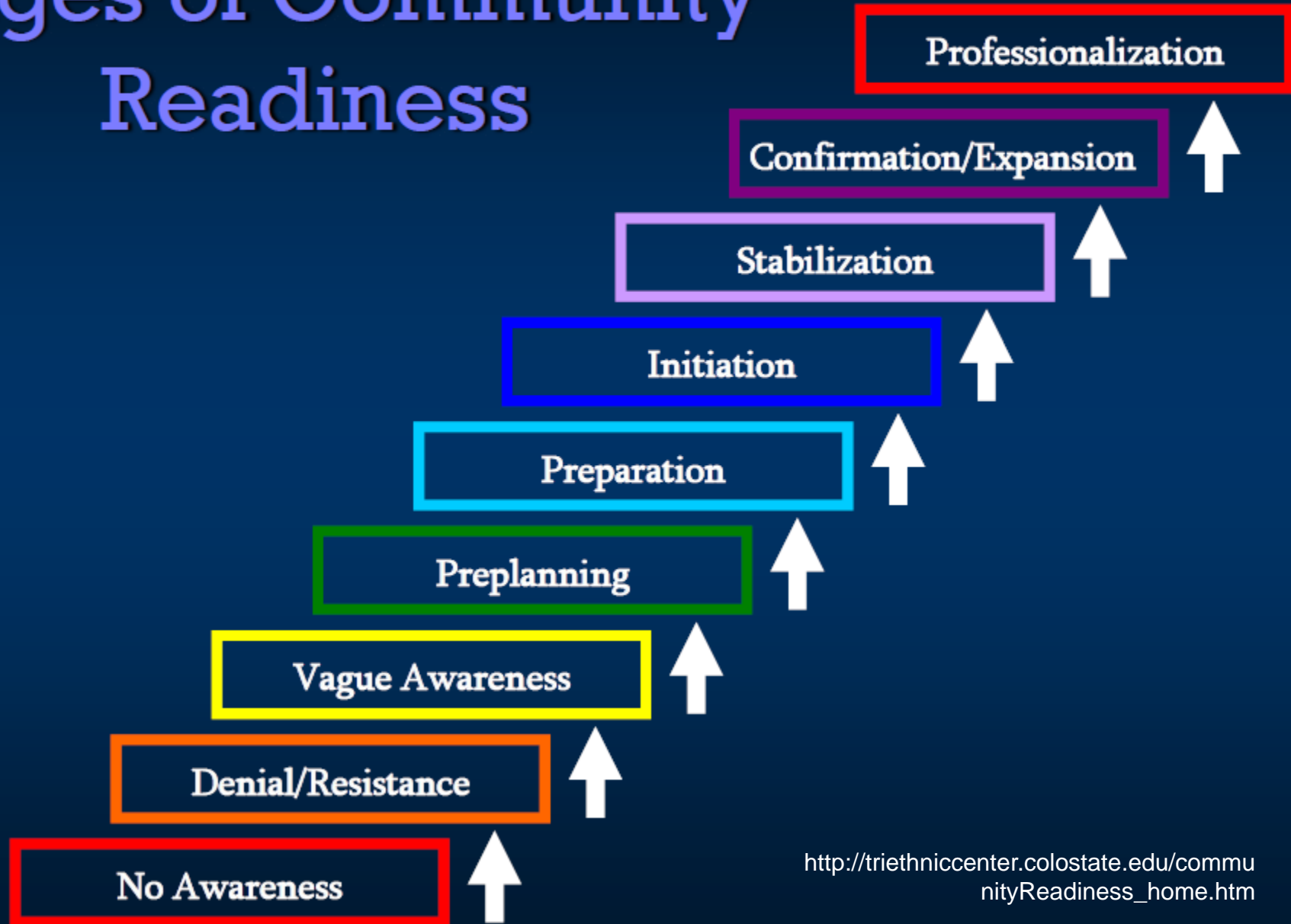
Community Readiness Model (CRM)

- Based on Transtheoretical Model stages of change and community development theory (Edwards et al., 2000)
- Innovative method to understand school community's readiness for change
 - Issue- and community-specific
 - Interventions appropriate for readiness level
 - Gauge if an intervention increases readiness
- Preliminary studies suggest its utility in PA research (Ehlers et al., in review; Findholt, 2007; Hawley et al., 2006)

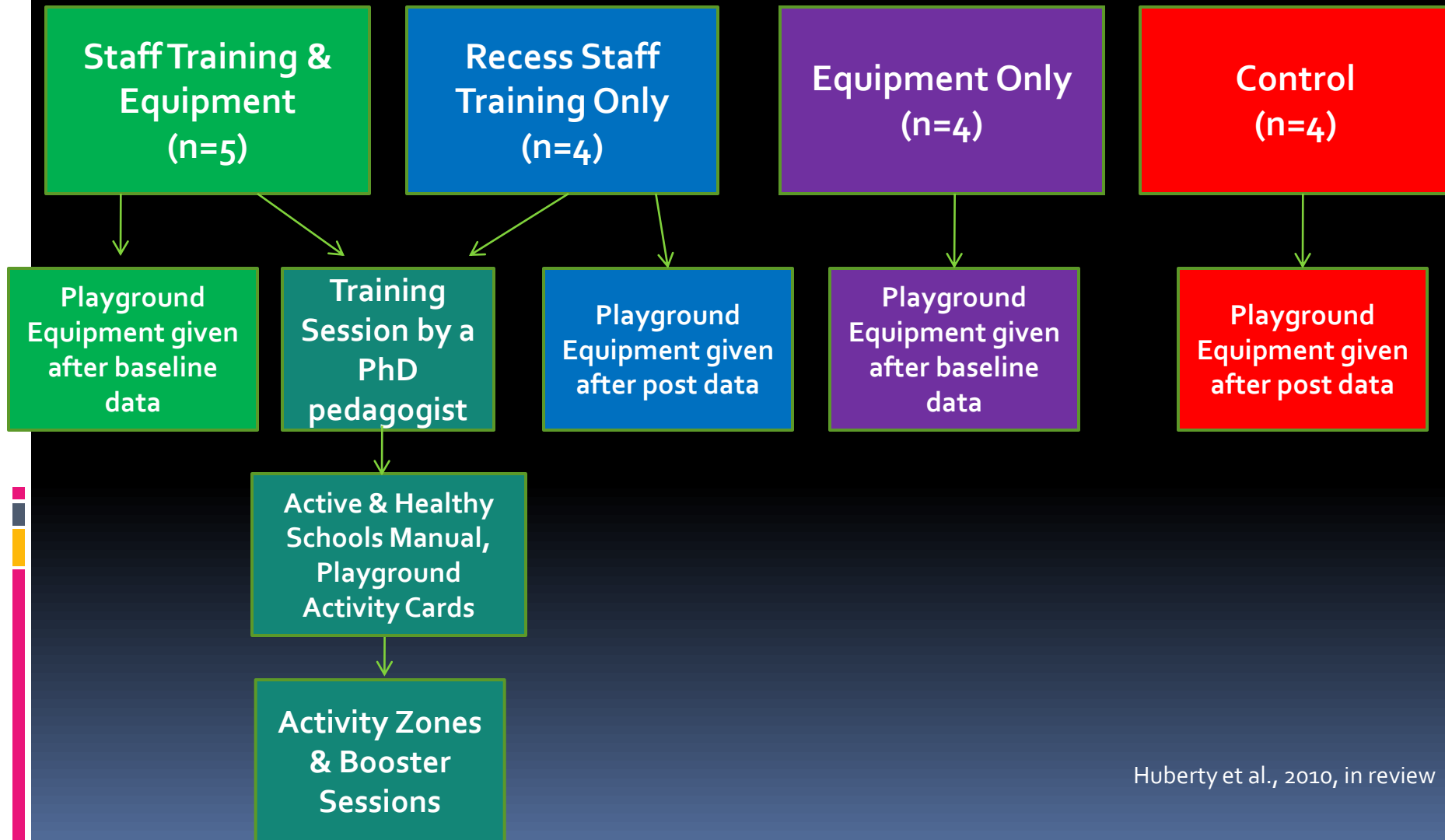
Dimensions of Readiness

1. **Community Efforts**
 - Programs, activities, policies
2. **Community Knowledge of the Efforts**
3. **Leadership**
 - Formal and informal
4. **Community Climate**
5. **Community Knowledge about the Issue**
6. **Resources Related to the Issue**
 - People, time, money, space

Stages of Community Readiness



Ready for Recess (R4R)



Community Readiness and Youth PA

- Low and extremely low CR levels
 - Mitigate PA decreases
 - Contraindicate PA interventions
- Increase school CR BEFORE interventions
- In what areas should we target CR?
 - Key informants
 - Dimensions




Key Informants

- Stakeholders in the childhood obesity issue
- Different contributions to a community's readiness for change
- Implications for school-based PA interventions
 - Evidence that leadership readiness is critical
 - Readiness of staff implementing interventions and their perceptions of leadership may be critical



Purpose

- **Aim 1: Identify key informants who scored highest on school community readiness at baseline**
 - **Aim 2: Determine the effects of R4R on changes in CR levels among key informants from baseline to post-intervention**
 - **Exploratory: Examine relationships between key informant and dimension CR levels**
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Methods

- 17 schools in three school districts
- R4R implemented from August 2009/2010 – May 2010/2011
- Measures taken at:
 - Baseline: August/September 2009/10
 - Post-intervention: April/May 2010/11



Instrumentation

- Interview questions piloted in 2 schools in 2008-2009
- Trained research assistants
- Interviews with 6-8 key informants
 - Principal, PE teacher, nurse, teacher, paraprofessional (recess staff), parent
 - Standard scoring protocol followed (Plested, Edwards, & Thurman, 2006)

Instrumentation

- Key Informant CR Scores
 - Mean of the sum (Possible Range=6-54) of all 6 dimensions along 9-stage continuum

INDIVIDUAL SCORES: Record each scorer's independent results for each interview for each dimension. The table provides spaces for up to six interviews.

Interviews	#1	#2	#3	#4	#5	#6
Dimension A						
Dimension B						
Dimension C						
Dimension D						
Dimension E						
Dimension F						

COMBINED SCORES: For each interview, the two scorers should discuss their individual scores and then agree on a single score. This is the **COMBINED SCORE**. Record it below and repeat for each interview in each dimension. Then, *add across each row* and find the total for each dimension. Use the total to find the calculated score below.

Interviews	#1	#2	#3	#4	#5	#6	TOTAL
Dimension A							
Dimension B							
Dimension C							
Dimension D							
Dimension E							
Dimension F							


CALCULATED SCORES: Use the combined score **TOTAL** in the table above and divide by the number of interviews conducted. Add the calculated scores together and enter it under total.

	Stage Score
TOTAL Dimension A _____ ÷ # of interviews _____ = _____	
TOTAL Dimension B _____ ÷ # of interviews _____ = _____	
TOTAL Dimension C _____ ÷ # of interviews _____ = _____	
TOTAL Dimension D _____ ÷ # of interviews _____ = _____	
TOTAL Dimension E _____ ÷ # of interviews _____ = _____	
TOTAL Dimension F _____ ÷ # of interviews _____ = _____	

Average Overall Community Readiness Score: _____



Data Analysis

- **Aim 1: One-way ANOVA**
 - **Aim 2: Repeated measures ANCOVA**
 - **Classification variable: Key informant**
 - **Covariates: R4R intervention and baseline CR**
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Stages of Community Readiness

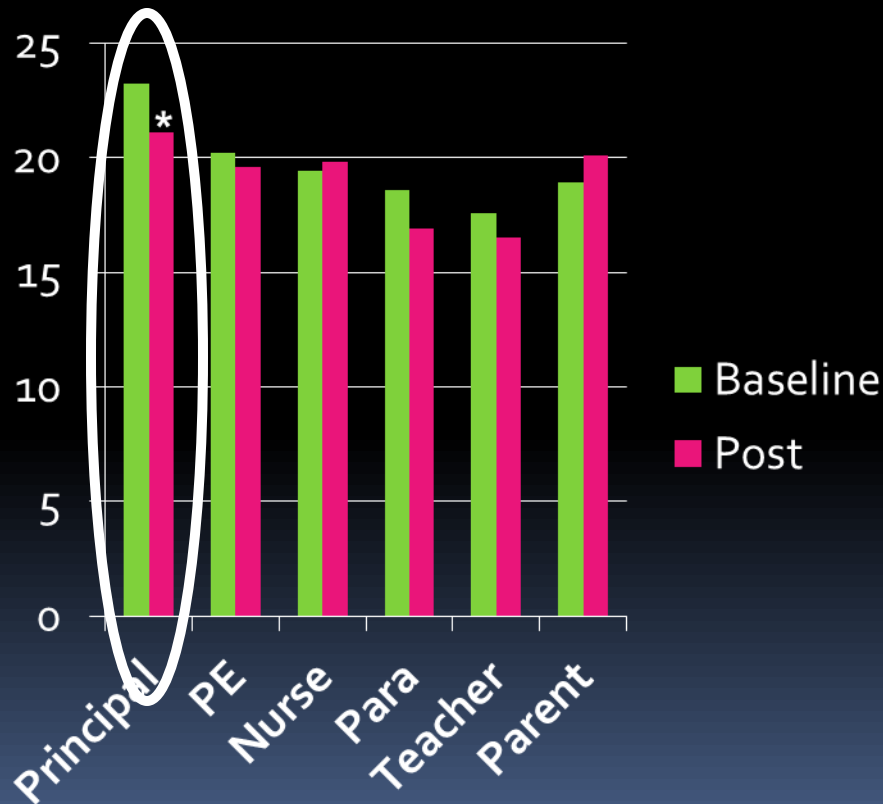


Baseline CR by Key Informant and Dimension

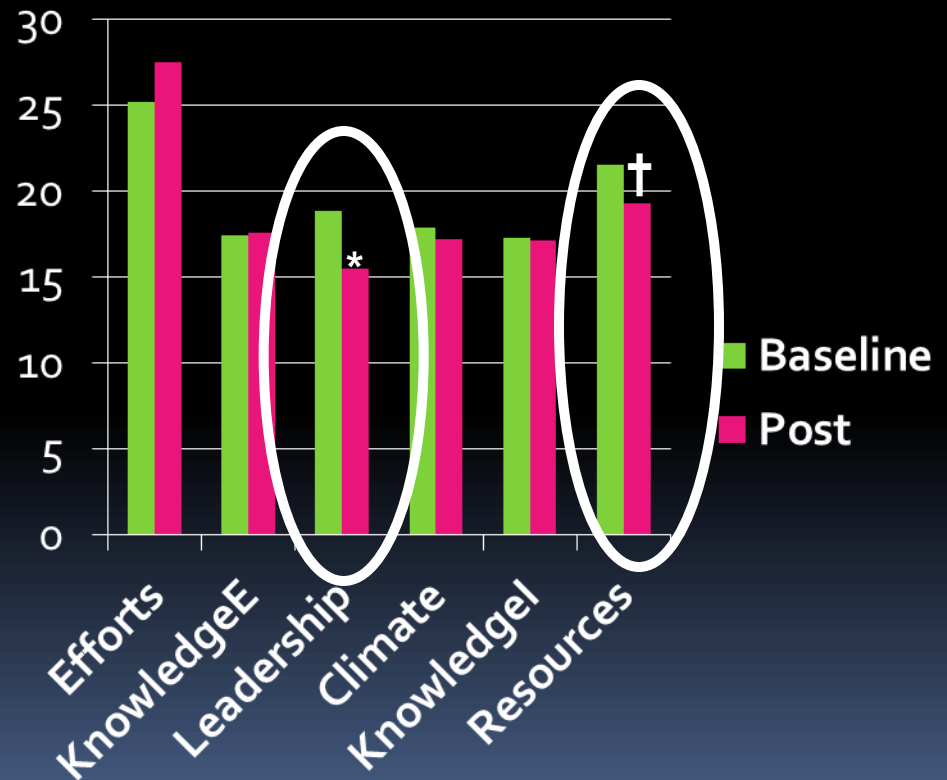
Key Informant	Dimension						Overall	CR Level
	Efforts	Resources	Leadership	Climate	Knowledge of Efforts	Knowledge about Issue		
Principal	4.94	3.88	4.00	3.71	3.29	3.41	23.2	VA
PE Teacher	4.06	3.88	3.35	2.94	2.82	3.18	20.2	VA
Nurse	4.06	3.47	2.82	3.24	2.82	2.94	19.4	VA
Recess staff	4.12	3.71	2.59	2.71	2.82	2.65	18.6	VA
Parent	3.94	3.44	3.13	2.75	3.00	2.69	18.9	VA
Teacher	4.06	3.12	2.88	2.53	2.65	2.41	17.6	Denial
Overall	25.2	21.5	18.8	17.9	17.4	17.3		
CR Level	PP	Denial	VA	Denial	Denial	VA		

Changes in CR after R4R

by Key Informant



by Dimension




*p=0.001, †p=0.005

Conclusions

- Decreases in CR may be due to *better* understanding of the issue
- Efforts to improve CR in the leadership dimension
 - *To what extent are appointed leaders and influential community members supportive of the issue?*
- Leaders may be important target (Berry et al., 2007; Gorely et al., 2009; Kam et al., 2003)
- Climate and knowledge remained low (Ehlers et al., in review)




Future Directions

- **Qualitative analysis of interviews**
 - **Better understanding of relationship among key informant CR levels**
 - **Information on how school communities define leadership in context of youth obesity and PA**
 - **Further examination of the impact of leaders and the leadership dimension on school-based PA interventions**
 - **Pilot interventions aimed at leadership dimension**
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Questions?

