

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



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Acknowledgement

Supported by a grant from
Active Living Research (#67113)
Robert Wood Johnson Foundation

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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



National Association for Sport and Physical Education of the
American Alliance for Health, Physical Education, Recreation and Dance


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
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PE Minutes $\bar{x} = 63$ min/wk (SD ± 30 min; R = 30 -250)

Recess Minutes $\bar{x} = 146$ min/wk (SD ± 49 ; R = 0 - 232)

Prevalence of District and School PE 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 Recess 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

