
**Background/Purpose:** Conceptualizing schools as complex system in which relationship between students and school personnel are essential is congruent with Comprehensive School Physical Activity Programs (CSPAP) to help children and adolescents improve their health through increased physical activity, healthy eating habits, and healthy behavior knowledge (e.g., Lohrmann, 2010 SHAPE, 2013). The conceptual frameworks guiding this work include complexity theory (Byrne & Callaghan, 2014) and the CSPAP model. The purpose of this study is to describe an instrument that was modified in order to measure teacher social capital and student social capital in CSPAP programs to determine the role of social interaction in CSPAP implementation. **Method:** Both the teacher and student instruments were modified from the Pil and Leana (2009) social capital instrument that was validated for use in measuring teacher social capital and students’ academic performance. The previous authors used Hierarchical Linear modeling at two levels (student and teacher) to validate the instrument and showed strong support for the effects of teacher human capital on student achievement gains. For the current project, teachers’ reported their social interaction related to the CSPAP and their participation in intervention activities. The *Teacher Social Capital Instrument* contains seven sets of items about teacher-respondents’ communication with other stakeholders in their school system related to physical activity (PA) breaks and wellness week (WW) activities (e.g., Corbin et al., 2010). Teachers were asked to rate the number of other teachers, administrators, and students’ guardians/family members they had interacted with across the week as well as the frequency of those interactions as two indicators of social capital. The *Student Social Capital Instrument* contains 13 items where they report the number of friends, teacher and family members/guardians they had interacted with across the wellness week as well as the frequency of those interactions. **Analysis/Results:** For both instruments, descriptive statistics were conducted on all variables and combined variables to represent the total number of persons (i.e., teachers, administrators, students’ family members, peers) teachers and students talked to each week and the frequency of that talk. Internal consistency reliability results for the teacher (Alpha= .95) and student (Alpha = .90) instruments showed that they produced reliable scores in the current populations. **Conclusions:** These instruments can be used to provide valid, reliable, and objective data about social interactions in a CSPAP intervention. The application of these instruments in research studies will contribute to the development of an evidence-base for best practices in CSPAP implementation and sustainability.


**Background/Purpose:** One of the CSPAP, the conceptual framework for this study, (Comprehensive School Physical Activity Program), tenets is the provision of a Physical Activity Leader (PAL) or Wellness Coordinator at schools (Carson et al., 2012) who is the coordinator of all physical activity (PA) promotion at the school (often the Physical Education teacher). The purpose of this study was to investigate PAL’s perceptions of CSPAP programming at their schools using the *Elementary Fitness for Life* curricular model (Corbin et al., 2010). **Method:** Participants were four Physical Education teachers (n=2 males; 3 reporting Caucasian heritages and one reporting a Latino heritage) who all served as the PAL at their school for CSPAP programming initiatives that were built around the *Elementary Fitness for Life* (Corbin et al., 2010) curriculum in rural communities in the Southwestern USA. PALs were asked to share their perspectives on their roles in implementing CSPAP through formal and informal interviews and an open ended survey. Observations with field notes were also conducted. One PAL participated for three years, one PAL participated for two years and the other two PALs participated one year. Constant comparison was used to analyze the data based on the CSPAP framework as well as for overall themes. Data and researcher triangulation and negative case searches were conducted to establish trustworthiness (e.g., Lincoln & Guba, 1985).

**Analysis/Results:** Participants discussed topics related to all five components of CSPAP (Physical Education, Physical Activity during the School Day, Physical Activity Before and After School, Staff Involvement and Family and Community Involvement) with fairly even representation across the components. This differs from research with teachers who rarely discussed staff programming and community involvement in CSPAP programming (e.g., McMullen et al., 2014). Overall, data supported two opposing overall themes: (a) PALs are seeking more support in their school contexts from teachers (more buy-in) and administrators (consistent messages to staff and resources); and (b) students highly enjoy CSPAP components and programming at their schools and are demonstrating more healthy behaviors at schools.

**Conclusions:** This study supports the usefulness of the CSPAP model and PALs in schools. At the same time, although students are wildly supportive of components of CSPAP programs taking place at their schools, additional support is needed from teachers and administrators for PALs and CSPAP programs to become more effective, expand, and to build sustainable programs.


**Background/Purpose:** One of the CSPAP (Comprehensive School Physical Activity Program) components is the integration of physical activity (PA) during the school day. One way to achieve this is through classroom PA integration. Self-determination theory (SDT) (e.g., Ryan & Deci, 2000) is a suitable framework to examine classroom teachers’ motivation to integrate PA in their classrooms. According to SDT, motivation is based on the satisfaction of three innate psychological needs. The purpose of this study, guided by SDT and the CSPAP framework, was to examine whether classroom teachers’ perceived competence (feeling effective in interacting with the environment), relatedness (feeling security connected to others), autonomy (having a sense of volition for one’s own decisions/behavior) and motivation were related to the PA breaks used.

**Methods:** A SDT questionnaire specific to classroom PA integration was developed by making slight modifications to reliable and valid scales of SDT constructs (e.g., Carson & Chase, 2009). The questionnaire contained 44 items split into four subscales (autonomy, competence, relatedness, motivation), and used a 7-point Likert-type scale (7=strongly agree). Participants (n=69) were classroom teachers from six schools in central AZ. We asked a sub-set of teachers (n=49) to report the number of PA breaks they provided for their students during three Wellness Weeks throughout the school year, and we investigated relationships between total number of PA breaks taught across the year and components of SDT.

**Results:** Descriptive statistics for the four SDT subscales (autonomy, M=5.63, SD=0.99; competence, M=4.01, SD=0.85; motivation, M=3.53, SD=0.82; relatedness, M=4.25, SD=0.45) indicated that on average, teachers reported moderately positive (e.g., autonomy) to moderately negative levels of agreement to the SDT items. There were no significant differences across schools in the average response on the autonomy, competence or relatedness subscales, however there were significant differences present for motivation across schools (F(4,62)=7.00, p<0.001, η²=0.31). Descriptives for mean number of PA breaks taught during a wellness week (M=5.64, SD=4.43) across the first year indicated about one per day—with some teachers reporting no PA breaks. In addition, there were no significant associations between any of the mean SDT subscale values and the mean number of PA breaks taught by teachers.

**Conclusion:** Teachers reported moderately positive or neutral agreement across the four SDT subscales with no relationship between SDT constructs and teaching PA breaks. This suggests that other factors beyond self-reported teacher autonomy, competence, relatedness, or motivation influenced the number of PA breaks taught by teachers.


**Background/Purpose:** Schools are self-organizing complex systems (Byrne & Callaghan, 2014). Ecological model of healthy behavior identify multiple levels of influence for changing health behaviors through a comprehensive school physical activity program (CSPAP) founded in the Elementary Fitness for Life curricular model (Corbin et al., 2010). **Method:** Teachers’ Health Ecology (HE; Lohrmann, 2010; Sallis & Owen, 2002) data were collected by giving a questionnaire (Authors, 2013) to teachers in two schools in central AZ (n=51; 5 male and 50 Caucasian), with 31 teachers returning completed forms. The HE questionnaire contained 30 total items consisting of five subscales; individual (6 items), community (8 items), organizational (6 items), policy (4 items) and interpersonal (6 items) influences on decisions to implement physical activity (PA) breaks during a school-wide PA and wellness event (Wellness Week). There were two responses to each question prompt, with the first using a 7-point Likert-type scale (1=strongly disagree; 7=strongly agree) to identify the strength of influence, and a second 7-point Likert-type scale (1=strongly negative; 7=strongly positive) to identify the direction of influence. The modified instrument was assessed by experts to confirm the appropriateness of the model’s use in this CSPAP project with strong agreement (>80%) and adequate internal consistency reliability (overall Alpha =.98). **Analysis/Results:** Descriptive statistics for the five HE subscales (individual, $M=5.07, SD=0.92$; community, $M=4.86, SD=0.93$; organizational, $M=4.91, SD=0.91$; policy, $M=4.90, SD=1.22$; interpersonal, $M=5.64, SD=0.87$) indicated that on average, teachers reported moderate-to-strong levels of influence of the HE items across all five areas on their decisions to lead PA breaks. There were also moderate-to-strong positive mean directions of influence on their decisions to lead PA breaks (i.e., individual, $M=5.16, SD=0.98$; community, $M=5.02, SD=0.97$; organizational, $M=5.00, SD=0.91$; policy, $M=4.98, SD=1.28$; interpersonal, $M=5.67, SD=0.90$). Teachers reported several PA breaks in a typical day ($M=3.55, SD=2.32$). Analysis of Variance indicated that in general, there were differences between schools in the average ratings of strength and direction of influences across the subscales. However, a regression analysis indicated no significant relationship between any HE subscales and the mean number of PA lead by a teacher. **Conclusions:** Teachers reported that all of the Health Ecology factors impacted their decisions about conducting physical activity breaks in the classroom. However, due to the strength and direction of influence of these factors no single factor emerged (there may be unidentified influences) that directly influenced the number of PA breaks reported by teachers.


