Changes make to intervention based on formative evaluation

Exercise Bouts

Dance Breaks

Individual Goal Setting

Group Guided Goal Setting

Student Readings

Readers Theater (Play)

Teacher Led

Instructor with Teacher

What changed and how it worked

- Music and dance were incorporated into an all new physical activity module in which students were taught dance routines across genres, including Latin, jazz, and hip-hop
- Trained instructors led Dance Breaks in the classroom every week, throughout the entire school year
- Students found Dance Breaks to be fun and social
- Students and classroom teachers were more engaged in and enthusiastic about doing physical activity in the classroom

What changed and how it worked

- All students were provided with the same overarching goals to correspond to each FHC behavior, rather than analyzing their current food and activity patterns to choose their own goals
- Students were given tips on how to reach their goals and were able to personalize the strategies they would use to achieve the goals
- Simplifying the goal-setting process saved class time, reduced student frustration, and focused students on how to reach the FHC goals in their own lives

What changed and how it worked

- A 10-act readers’ theater-style play was added to the lessons to convey important nutrition and physical activity content information
- Content information and goal-monitoring strategies were conveyed by characters to whom the students could relate
- Students volunteers participated by playing the characters in each act
- Students were eager to participate, learned important concepts without completing tedious activity sheets

What changed and how it worked

- Trained FHC instructors took over teaching the curriculum and wellness policy activities
- This reduced classroom teacher burden
- Ensured completion and fidelity
- None of the schools or classes dropped out

"There’s a salad bar…just like Robert and Adrenquiries with [S-Cubed]...Yeah, just like Robert. He said that he wanted to go and go to the salad bar. And I’m like okay, Robert, I’ll follow you…And usually I go to the salad bar and dunk myself in a lot of salad, some cucumbers and that’s usually what I eat.”

- Allen, East Harlem

Abstract

Objectives: To use process data from the formative stage of FHC to determine specific changes needed in the final intervention plan.

Study Design, Setting, Participants, Intervention: Both the formative (2 schools, 10 classes) and final (2 schools, 4 classes) interventions were with 4th graders in New York City public schools. FHC involves a nutrition science curriculum and classrooms wellness policy.

Outcome Measures and Analysis: Forms to collect qualitative and quantitative data on more exact delivery (how as planned, modified) and reception (participation and behavior). Analysis was descriptive.

Results: During the formative stage student reception of curriculum was 77%, lesson completion was 88%, and fidelity was 85%. Qualitative data revealed many modifications to the program were needed. For example, classroom teachers indicated that some lessons were too long, students had difficulty with goal setting, and students (and physical activity teachers) were having. Consequently, changes to the curriculum interventions included more detailed explanations of content, a group goal setting process with specific behavioral changes, shorter lesson segments, and smaller student to teacher ratios. Data from the formative stage revealed problems with the FHC instructors taught the curriculum instead of classroom teachers. As a result, student reception was 91%, lesson completion and fidelity were 95% during implementation of the final curriculum. Changes to the wellness intervention included more frequent discussions of the food policy guidelines, more visuals, and a new intervention component, called “Dance Breaks,” physical activity bouts with music and dancing.

Conclusion and Implications: A thorough process evaluation during the formative stage is important so as to reveal specific ways to modify an intervention to assure its successful implementation.

Comparison from Formative to Outcome

<table>
<thead>
<tr>
<th>Student</th>
<th>Reception</th>
<th>Completion</th>
<th>Fidelity</th>
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<tbody>
<tr>
<td>Formative</td>
<td>77%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Final</td>
<td>88%</td>
<td>95%</td>
<td>96%</td>
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Key:
- Formative (2 schools, 10 classes)
- Final (2 schools, 4 classes)