

1. Are there collaborations with community recreation therapists?

If such collaborations exist, we are unaware of them. This is certainly an area that needs increased attention and we would be happy to explore possible partnerships and projects to engage in collaborative work with community recreation therapists to support the goals of CSPAPs. Russ is following up with individual who posed question.

2. Has there been any connection to your work and the Green Schoolyards Initiative?

Collin's work has not directly connected with the Green Schoolyard Initiative; however, a number of his coauthored publications are in the area of healthy diet and nutrition promotion for children. CSPAPs focus more on physical activity promotion than on healthy diet promotion but there these two goals overlap in many ways and it makes sense for future CSPAP work to encompass both physical activity and healthy diet. PlayCore's executive summary on Green Schoolyards is nice resource to showcase this intersection:

<https://www.playcore.com/solutions/green-schoolyards>

3. I am a coordinator of an afterschool activity program. Do you have any suggestions on how to research the impact it has had for our students? I want to be able to support the need for our programs and obtaining data will reinforce the importance of physical activity. Thank you for any input.

There is a substantial body of research evidence related to promoting physical activity in after school programs. The most effective strategies include building staff skills for physical activity promotion and building physical activity into program schedules. A core set of competencies for staff are represented in the LET US Play principles. LET US stands for Lines (eliminate lines when playing games), Elimination (avoid having rules in games that lead to kids being eliminated), Team size (use small teams/groups to increase the rate of participation and physical activity for each child), Uninvolved staff (make sure to actively supervise/monitor gameplay and join gameplay occasionally to role model being active), and Space, equipment, rules, and time (maximize use of space, equipment, rules, and time to increase physical activity for each child). Feel free to email Collin (websterc@mailbox.sc.edu) for more details about the LET US Play principles. See also Chapters 17 (assessment) and 18 (evaluation) in [2020 CSPAP handbook](#) for strategies and tools to measure CSPAP impact.

4. Do you think that schools are focusing more on testing/education is a possible reason that is impacting overall physical? Also is technology negatively a factor too?

The increased focus on academic testing is a contributing factor to the decline in physical activity opportunities during school. It is important for policymakers, school officials, and other education leaders to know that no research has found physical activity to negate academic performance. In fact, many studies show that more physical activity before, during

and/or after school significantly supports students' academics (e.g., classroom behavior, academic achievement). Technology (e.g., television, computers, the Internet, smartphones) have contributed to higher rates of sedentary behavior during recreation time. Even when children meet physical activity guidelines, they may not meet sedentary behavior guidelines. Apart from physical inactivity, "sedentarism" is associated with a unique set of health consequences and should be addressed alongside efforts to increase physical activity. Chapter 21 in 2020 [CSPAP handbook](#) highlights how technology can be integrated to benefit CSPAPs.

5. How will this change with social distancing in the future?

The current COVID-19 context has punctuated the need for increased attention to the family and community engagement component of the CSPAP framework. Unfortunately, it is the least well-researched component. Right now, numerous research, advocacy, and professional groups nationally and internationally are discussing and initiating projects aimed at trying to better understand how best to optimize the home setting for physical activity promotion, including physical education programming. CSPAP offers a nice guiding framework for how the home setting could be organized for increased movement opportunities – before, during, after the day, with parents modeling and participating with their children.

6. Is there a tool that assess CSPAP?

Yes, there are several. Accelerometers, pedometers, and most recently, Fitbits and other consumer-grade technology are available for objectively measuring physical activity. Questionnaires are also available for children to report their own physical activity or for parents to describe their children's physical activity but mostly these measures are limited in their validity (see [here](#) for a recent review). The [CSPAP-Q](#) was recently published in the journal *Research Quarterly for Exercise and Sport* to measure PA promotion across all five CSPAP components. Additionally, the [School Health Index \(SHI\)](#) can be used by schools to review and assess CSPAP-related work. There are also a number of observation instruments for different CSPAP components: examples include [SOFIT+](#), [SOSMART](#), [SOSPAN](#), [SOPLAY](#), and [SOPARC](#). Finally, researchers have used various other surveys to assess the CSPAP-related policy environment (e.g., [S-PAPA](#)), and specific variables within different CSPAP components/contexts (e.g., [elementary classroom teachers' self-reported physical activity promotion](#)).

7. Is there any data on how kids with disabilities are being included in the implementation of CSPAP?

Studies examining effective programs to promote physical activity in children with disabilities are becoming more prevalent in the literature. Some of the work around the concept of universal design is particularly informative for best practices in CSPAP implementation for children with and without disabilities. This [article](#) provides a nice overview of the application of universal design to CSPAPs, as does Chapters 15 in [2020 CSPAP handbook](#).

8. Free play recess or supervised recess? how valuable is free play vs. supervised play?

Supervised play promotes increased child engagement in physical activity during recess. However, recess is by definition a break from instruction. What many recommend is to use recess as a time to stimulate, rather than require, physical activity. Children should be given physical activity choices through playground structures, markings (e.g., Four Square courts), activity zones (e.g., designated spaces for walking/running, different games), and portable equipment that can be changed out periodically. Recess supervisors should activity monitor children, encourage physically active play, and role model active behaviors. The [PlayOn! curriculum](#) offers a nice discussion of pros and cons of free vs. supervised play.

9. Should school playground design be different than park playgrounds?

The same features that promote more active play on school playgrounds are applicable to park playgrounds. If there are differences, they would likely be in the rules and policies that govern acceptable playground spaces and practices in schools versus parks.

10. How do we get PE teachers to think outside the "box" or gym and utilize the playground including equipment for classes?

Getting PE teachers to embrace broader aspects of their professional roles with respect to CSPAPs is not always easy. Including CSPAP training within pre-professional teacher preparation programs is an important first step. In-service teachers should be provided with continuing education opportunities to build/expand their CSPAP skills. One perspective that must be considered is the importance of linking CSPAPs to physical education learning goals. PE teachers may be more likely to support and be involved with other CSPAP components if there is a collective effort to design and implement school wide physical activity experiences that reinforce children's motor skill learning and other key outcomes tied to physical education standards. Chapters 3 & 20 in [2020 CSPAP Handbook](#) provides case examples of these points along with further strategies.

11. Before- and after-school PA programs seem to be before those already motorically and physically fit (i.e., athletics). Any hints on getting programs, facilities, personnel, etc., more equitably allocated (especially those who might need additional PA for HEALTH purposes? (This is Thom McKenzies question)

Good call. Ensuring schools offer opportunities for children/youth unable to join/participate (for motor/fitness/financial/facilities etc. reasons) in organized before/after school athletics was a major impetus of CSPAP. A well-functioning CSPAP will offer lifetime activities before/after school that are available for all students using facilities/staff on school grounds. Wonderful examples out there and highlighted in the [2020 CSPAP Handbook](#), including: early morning playground programs or after school walking program led by the local club. The key to addressing equitable student needs is for CSPAPs to be led by a champion/director/leader

who focuses on the health needs of all children, rather than just the motorically/physically competent.