Interrupting **P**rolonged sitting with **ACT**ivity (InPACT)

Implementation Guide

DRAFT

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ACKNOWLEDGEMENTS

Table of Contents

ABOUT THIS GUIDE

Classroom-based strategies that foster movement and activity are critical for children's health, achievement, and social emotional development. This guide presents an overview of the Interrupting Prolonged Sitting with ACTivity (InPACT) program as well as the policy, systems, and environmental (PSE) approach we take to incorporate physical activity into the classroom. This guide also provides background on the problem of youth physical inactivity and the role that schools can play in solving it by addressing the following questions:

- What is InPACT?
- What is the InPACT PSE approach?
- How can implementation science frameworks guide InPACT implementation?
- What resources (supports and services) are available to help you evaluate and enhance your organization's capacity to support InPACT implementation in school?

This guide offers a step-by-step approach to introducing InPACT into your district and schools. We focus on program implementation at the administrative level as a complement to the InPACT Program Guide that describes the day-to-day implementation of activity breaks in the classroom. Both components are needed to create a sustainable, successful school-based program that will result in improved student outcomes.

School Level InPACT Program Guide **+** **District Level** InPACT Implementation Guide **=** **Desired Result** Improved Student Outcomes

What is InPACT?

Nearly all elementary school classrooms in the United States—91%—have adopted activity breaks (Densley et al., 2021). However, many teachers lack the training and skills necessary to deliver tailored in-class programs that achieve desired student learning and behavioral outcomes. Teachers also need ongoing support and services to surmount obstacles to activity break implementation (Guskey et al., 2002).

In response to these challenges, InPACT was developed to help classroom teachers master three key skills for successful activity breaks: enhancing student motivation, promoting classroom management, and engaging in effective curriculum integration. We offer a series of guiding principles and strategies to provide teachers training, skills, and support in delivering 20 minutes of physical activity in the classroom every day.

These strategies are based on research conducted in the [University of Michigan Childhood Disparities Research Laboratory](#) and in elementary schools across the state. Our [Program Guide](#) includes workbook activities with real-world examples of how to overcome implementation challenges as well as resources to enhance movement and learning in the classroom. Our mission is to drive lasting changes in Michigan classrooms so that all students have the opportunity to succeed physically, socially, emotionally, and academically.

What is the InPACT policy, systems, and environmental (PSE) approach?
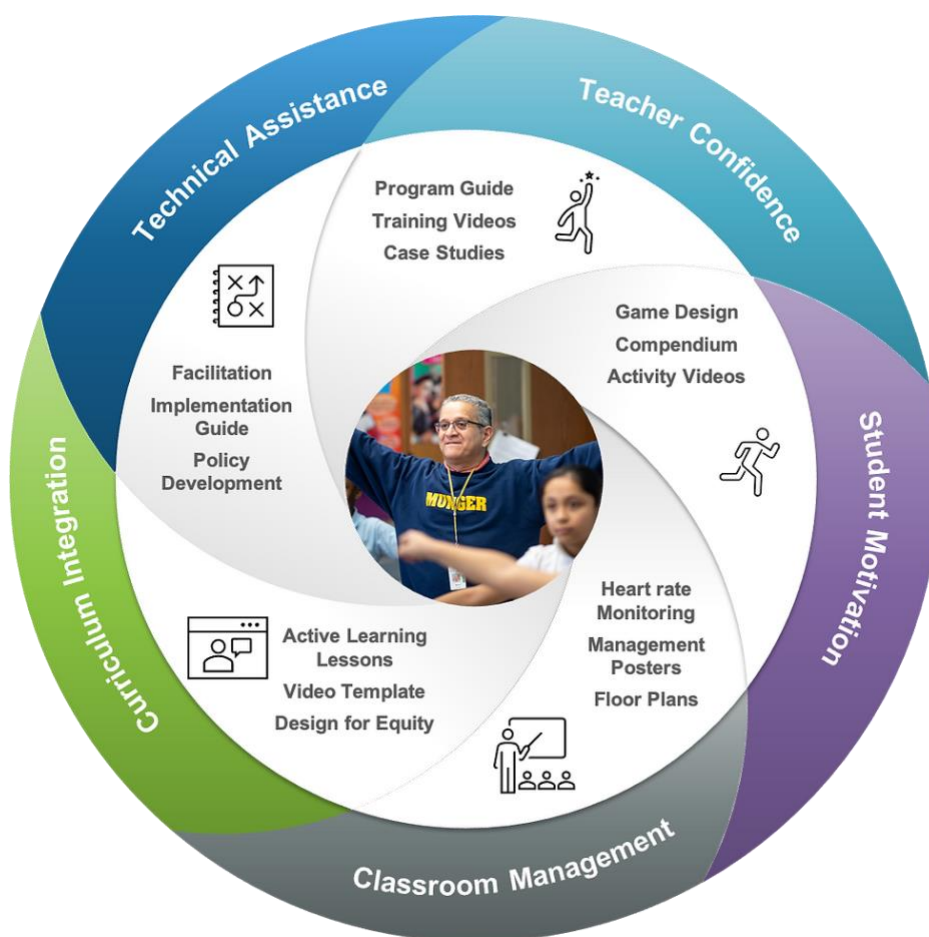
When bringing a new program to your school or district, it is critical to consider your level of organizational readiness, which will affect program delivery. Organizational readiness refers to organizational members' commitment to change and their confidence or efficacy in enacting organizational change (Weiner, 2009). Evidence-based programs are all too often adopted and immediately followed by teacher training—without considering the organizational capacity and system-level policies in place to facilitate implementation (Klesges et al., 2005; Koorts et al., 2018). As a result, only a small fraction (3.5%) of school-based programs are applied with **fidelity** (U.S. Department of Education et al., 2011). Pertinent barriers to sound implementation include competing teacher demands, insufficient training, a lack of administrative support or engagement, and limited policies to support physical activity in schools (Beemer et al., 2018). Even when effective programs are implemented, only one in five are sustained over time (Shelton et al., 2018). This guide therefore includes a roadmap for effective InPACT implementation. More specifically, we aim to help you prepare for implementation and to anticipate barriers to program delivery.

Fidelity
- The degree to which an intervention or program is delivered as intended.

InPACT goes beyond simply providing program materials for teachers; instead, we adopt a **PSE approach** to create sustainable change in classroom practices (Food Trust, 2012). Rather than merely focusing on a given program, the PSE approach addresses organizational and system-level barriers that can impede delivery. Taking this layered approach enables closer alignment between programs and policies to promote district-level change in student outcomes.

Policy
- Written language which holds school districts accountable for student wellness.

Systems
- The people and programs which operationalize a policy.

Environment
- Building a culture of health in schools, districts, and regions where the healthy choice is the easy choice.

Who is this guide for?
This guide is for anyone interested in taking a PSE approach to integrating physical activity in the classroom—including but not limited to practitioners leading implementation efforts as well as regional-, district-, and school-level leadership. Teachers and other school professionals will also find this guide useful given their responsibilities in carrying out tasks described in the InPACT Program Guide. Moreover, physical education teachers

possess expertise about physical activity and can be a resource for other teachers when implementing InPACT. Finally, special education teachers, social workers, and behavioral therapists can provide additional support to teachers as they work to promote classroom

Practitioners
- Regional school health coordinators
- SNAP-Ed nutrition facilitators

Region- and district-level leadership
- Intermediate school districts (ISD)
- District administrators

Classroom implementers
- Teachers
- Other school professionals

School-level leadership
- Principals
- Vice principals
- Curriculum leads
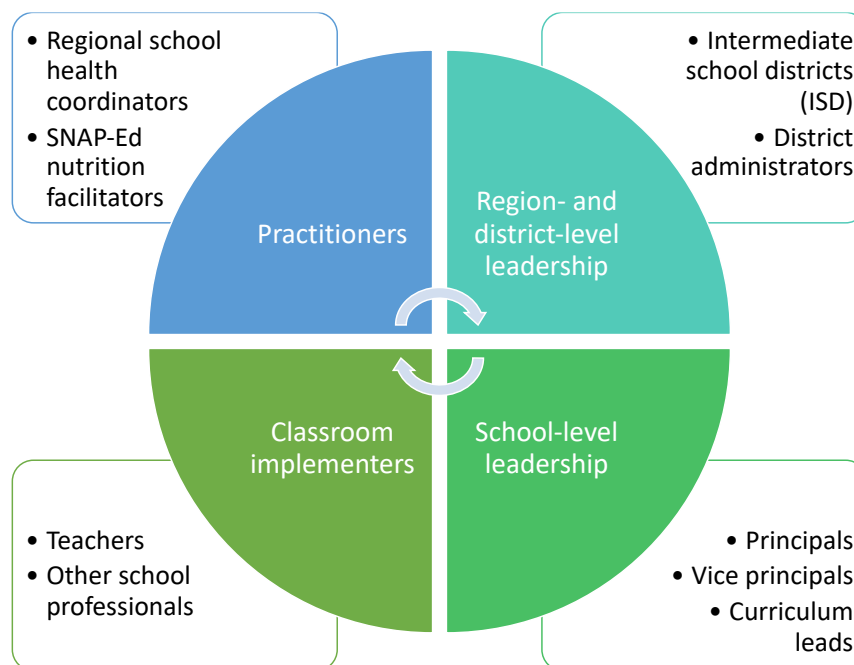
activity in diverse student groups. If practitioners, leaders, and implementers work together to build the infrastructure (e.g., needs assessments, local policy development, partner engagement) for district-wide program delivery *before* teacher training and program delivery, the likelihood of implementation success will increase substantially.

What to expect from this guide
This guide can help you and your team overcome the challenges of implementing evidence-based programs in school by using **implementation science** frameworks. The field of implementation science seeks to systematically close the gap between **research** and **practice**. This aim is accomplished by addressing barriers that slow or halt the uptake of proven programs and evidence-based practices. This guide details a step-by-step process to help you implement InPACT in your

Implementation Science
- The scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by practitioners and policymakers. (impsciuw.org)

Research
- What we know works to improve student outcomes.

Practice
- What we actually do in the classroom.

district with sustainability in mind to promote positive student outcomes.

How does InPACT align with the Michigan Model for Health™?
The Michigan Model for Health™ (MMH™) is an evidence-based, comprehensive health education curriculum that targets Pre-K through 12th-grade students via a skills-based approach. The curriculum endows students with the knowledge and skills needed to build and maintain healthy behaviors and lifestyles. The MMH™ is written to align with the National and Michigan Health Education Standards and is recognized as an effective Social Emotional Learning (SEL) curriculum by the Collaborative for Academic and Social Emotional Learning. The MMH™ is implemented in 85% of schools across the state.

InPACT and the MMH™ have several commonalities:
- Both programs target students and families to increase overall health.
- Both programs provide health-specific education at school and include a strong home-based component.
- Both are available and applicable to multiple grade levels.
- Each program is accessible and research based.
- Each program provides strong professional development and support for teachers.
- Both programs are affordable: InPACT is free, and the MMH™ is offered for free or at low cost to Michigan Schools.

These programs are also distinct in certain ways:
- InPACT focuses more heavily on physical activity with strong connections to other areas of health; the MMH™ takes a comprehensive approach, targeting many health behaviors equally.
- InPACT uses online videos and resources for core instruction, teacher support, and family outreach; the MMH™ offers print and online curricula and resources along with online and in-person teacher support.
- InPACT provides instruction and resources through the InPACT website, streaming services, and public television; the MMH™ curriculum and resources are accessible online or in print, with some lessons having tangible support materials. Videos are one of many instructional strategies accompanying MMH™ lessons.

These areas of overlap and differentiation point to many opportunities for InPACT to support and supplement the MMH™, enhancing each program's delivery. Before we dive into InPACT program implementation, let's take a moment to understand what makes InPACT unique from other classroom-based physical activity programs.

BACKGROUND

What makes InPACT unique?

First, InPACT was developed around students' natural behavior patterns of moving in short bouts throughout the day (Bailey et al., 1995). The program is meant to interrupt prolonged sitting by encouraging kids to be active in ways that allow them to refocus on academic lessons and optimize content retention.

Second, InPACT is designed to balance **fidelity** and **adaptation** so that teachers can tailor the program to their teaching needs as well as the needs of their students (Perez et al., 2015). Flexibility is built into program implementation to grant teachers autonomy in integrating activity breaks into their curriculum.

Fidelity
- The degree to which an intervention or program is delivered as intended.

Adaptation
- A process of thoughtful and deliberate alteration to the design or delivery of an intervention, with the goal of improving its fit or effectiveness in a given context.

Third, InPACT is designed with equity in mind.
Most in-class physical activity programs to date use an equality-based approach to increase students' physical activity participation. In essence, programs with similar educational, informational, and economic resources for promoting physical activity are provided to diverse community schools, irrespective of each school's needs or capacity to help students achieve the recommended amount of daily physical activity.

Figure credit: Robert Wood Johnson

By contrast, InPACT uses an equity-based approach to promote classroom physical activity. We have identified common hurdles to implementation in all classrooms along with unique barriers in low-resource classrooms and provided numerous types of support to increase and maintain children's physical activity participation. For example, exercise training videos were developed to provide additional support for teachers. A printed Compendium of Physical Activities offers teachers easy-to-use activity break ideas. Classroom management procedures and posters are meant to help teachers transition students into an activity break and then back to their seats. Finally, a series of desk arrangement options were created to maximize floor space for physical activity in the classroom. To learn about strategies to address barriers in all classrooms, check out the InPACT website (inpact.kines.umich.edu).

Low-resource schools face additional obstacles to the fidelity and sustainment of classroom activity breaks. We accordingly tailored InPACT using implementation science frameworks. Our objective was to retain the program's core components (Table 1) while affording teachers more flexibility to deliver up to 20 minutes of classroom-based physical activity per day. This customized approach has been shown to enhance program fidelity in low-resource schools (Hasson et al., 2021).
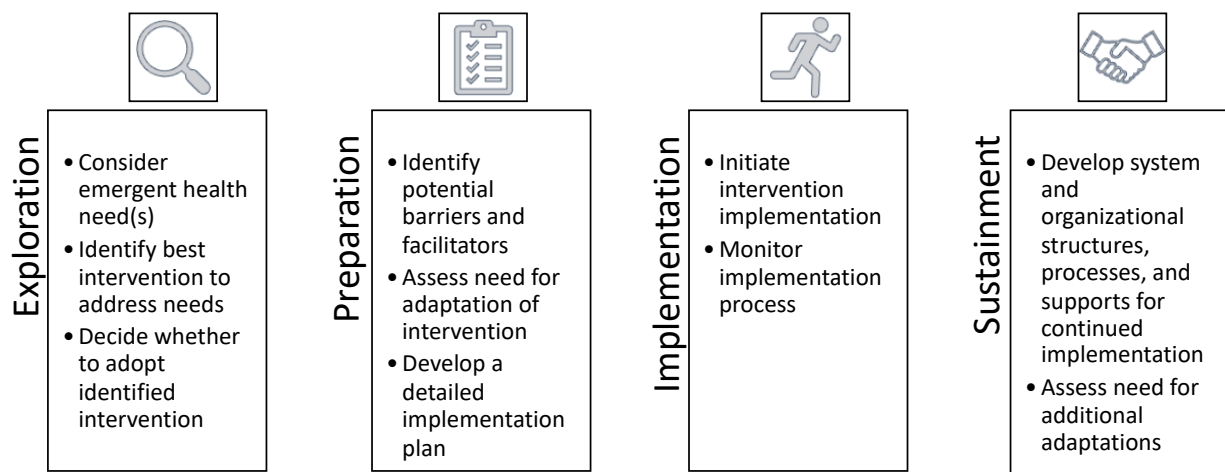
Barrier	Implementation strategy	Modifications	Standard InPACT	Tailored InPACT
Competing curricular challenges	Program packaging	Daily intervention dose	10 × 3-min activity breaks each day	5 × 4-min activity breaks each day
Competing curricular challenges	Program packaging	Weekly intervention dose	Up to 150 min of MVPA in the classroom per week	Up to 100 min of MVPA in the classroom per week
Competing curricular challenges	Program packaging	Compendium of Physical Activities	Included 200, three-minute activity breaks	Included 200 revamped activities to reflect 4-min activity breaks with 15s activity circuits
Competing curricular challenges	Program packaging	Activity break implementation timing	At least a 20-min gap of sedentary time between activity breaks	Can implement breaks as desired throughout the day (e.g., do multiple breaks in a row)
Limited resources (professional development time)	Teacher training	Teacher training format	2 × 8-h per day in-service	3 × 1-h trainings held after school over a period of 3 months
Disruptive students	Teacher training	Teacher training content	Science-based training	Skills-based training
Communication (teacher-teacher, teacher-staff)	Technical assistance	Teacher support		Held monthly teacher check-in meetings
Communication (teacher-staff)	Technical assistance	Teacher contact		Weekly InPACT newsletters via email • Important updates for the week • Links to activity break videos were provided • Teacher health-promotion strategies

Identifying program adaptations that make classroom implementation more feasible while maintaining fidelity is crucial to supporting teachers in successful InPACT implementation. For district-wide implementation, however, we recommend going beyond these adaptations by following Aarons and colleagues' (2011) 4-phase implementation model (see p. 11 for details).

Finally, InPACT includes a family outreach component. Families are pivotal in shaping children's physical activity by encouraging, exercising with, and watching each other participate in such activities. The InPACT program thus features exercise videos, activity-based playing cards, and family engagement toolkits to help families move and play together at home. Visit the InPACT at Home program website for more information.

A FOUR-PHASE IMPLEMENTATION MODEL

For ease of understanding, the implementation process can be divided into distinct phases, each containing key steps. The Exploration, Preparation, Implementation, and Sustainment framework is an evidence-based, multiphase framework that has been used to translate research into practice (Aarons et al., 2011). The phases are interdependent and depict implementation as *cyclical and ongoing*; therefore, actions within one phase are likely to overlap with actions in another. Framing implementation as a continuous process encourages questions such as "Are we meeting our goals?", "What can we do better?", and "How can we adapt as circumstances change?". Let's briefly review each phase.

Exploration
- Consider emergent health need(s)
- Identify best intervention to address needs
- Decide whether to adopt identified intervention

Preparation
- Identify potential barriers and facilitators
- Assess need for adaptation of intervention
- Develop a detailed implementation plan

Implementation
- Initiate intervention implementation
- Monitor implementation process

Sustainment
- Develop system and organizational structures, processes, and supports for continued implementation
- Assess need for additional adaptations

In the **Exploration** phase, districts consider emergent or existing student health needs and work to identify whether InPACT is the best program to address those needs. School administrators subsequently decide whether to adopt InPACT. In the **Preparation** phase, potential barriers and facilitators to InPACT implementation are identified, the need for InPACT program adaptation is assessed, and a detailed implementation plan is constructed. Supports to address potential barriers are also developed in this phase. In the **Implementation** phase, program delivery is initiated along with ongoing monitoring of the implementation process. Finally, in the **Sustainment** phase, system-based and organizational structures, processes, and supports are put into place so that InPACT continues to be delivered with additional adaptations as necessary. This guide highlights key activities across all implementation phases. We also share tools and suggestions to help you complete the steps related to each phase.

Phase 1: Exploration

The Exploration phase includes two main tasks: 1) engaging partners and 2) identifying a problem and solutions. This phase is fundamental to the successful adoption of new programs or practices, as it supports aligning possible programs with the school's needs and context. Exploration takes time and is often overlooked, but it helps lay the groundwork for effective planning and implementation.

Task 1: Engaging Partners

Engaging partners is critical during the Exploration phase and throughout the implementation process. Previous research (Allen et al., 2018; Kilbourne et al., 2007) has demonstrated that effective partner engagement can improve implementation efforts by

- Informing the planning phases, including how to streamline or tailor InPACT to ensure its relevance and acceptability among school administrators and partners;
- Identifying potential barriers to InPACT delivery;
- Identifying meaningful measures of success; and
- Recommending potential adaptations/changes to help InPACT fit the school context.

Securing input and buy-in from administrators, teachers, support staff, school health coordinators, and other partners can enhance the likelihood of effective InPACT implementation and sustainment. It is important to engage both internal (school-level) and external (district-/intermediate school district [ISD]-level) partner groups. Examples of such groups appear in Table 2.

Who are the partners?		
Internal (School-level)		
Administration	Classroom teachers	Support staff
Curriculum leads	Health & physical education teachers	
External (District-/intermediate school district [ISD]-level)		
ISD leadership	School consultants	Community organizations
District leadership	Community leaders	School health coordinators

1a. Who are your partners?

To begin engaging partners, the first step is to identify who your key partners will be. You might want to hold a brainstorming session in which you gather initial team members to discuss who may be connected to and influence the program's success. Consider the following questions to identify potential partners (questions adapted from PM Study Circle and the National Implementation Research Network):

- Who will contribute to InPACT implementation and be involved either directly or indirectly?
- Who will benefit from this program?
- Who will be affected by this program?
- Who wants to have InPACT successfully implemented?
- Who can influence the success of implementation as well as the overall sustainability of InPACT?
- Who is in a position of authority to offer support to the program?
- Who could potentially cause the implementation of InPACT to be unsuccessful?

Keep in mind that additional partners may need to be engaged as you progress through the phases of implementation, so be sure to continuously revisit these questions.

As you identify your partners, also consider your link to them and how they might be reached: either face-to-face or via videoconference, phone call, email, mutual connection, and so on.

Further, consider *how* you will engage them. Two strategies for partner engagement are using **active listening** and **storytelling**. Active listening will help you build trust with your partners and facilitate conversation. Using this skill will also contribute to relationship formation, which is key for partner engagement. Storytelling is an excellent tool for sharing information or connecting with partners. Perhaps you have seen the benefits of physical

Active Listening

• Making a conscious effort to hear, understand, and retain information that's being relayed to you.

Storytelling

• The process of sharing and interpreting experiences (collecting, curating, and communicating a human experience).

activity for yourself and want to share that with others. A case study of InPACT success might resonate with you and present a vivid talking point as well.

1b. What level of engagement is needed?

Once you have identified your partners, it is important to determine their respective levels of engagement. There are several levels of engagement from most involved to least involved:

1. Co-creation: partners who are affected by the work and take the lead in making decisions.
2. Collaborate: partners who contribute to decision making, strategy development, and program components by communicating with program leadership.
3. Involve: partners who do not play a part in decision making but who assist in developing strategies and program components by communicating with program leadership.
4. Consult: partners who have a more limited role in which they are posed questions about program components and are asked to provide feedback.
5. Inform: partners who are informed about program progress but are not involved beyond periodic updates.

Once your partners are defined, it is helpful to categorize them by levels of engagement so that their expectations for involvement, as well as your expectations about their contributions, are clear. Begin **Workbook Activity #1** to help you document who your key partners are, the roles they will play, and their levels of engagement.

1c. What level of engagement is needed throughout implementation?

The final step in engaging partners is to consider what level of engagement each partner will have in each phase of the implementation process, as engagement will likely fluctuate throughout program implementation. For example, different individuals will likely become key partners in each phase:
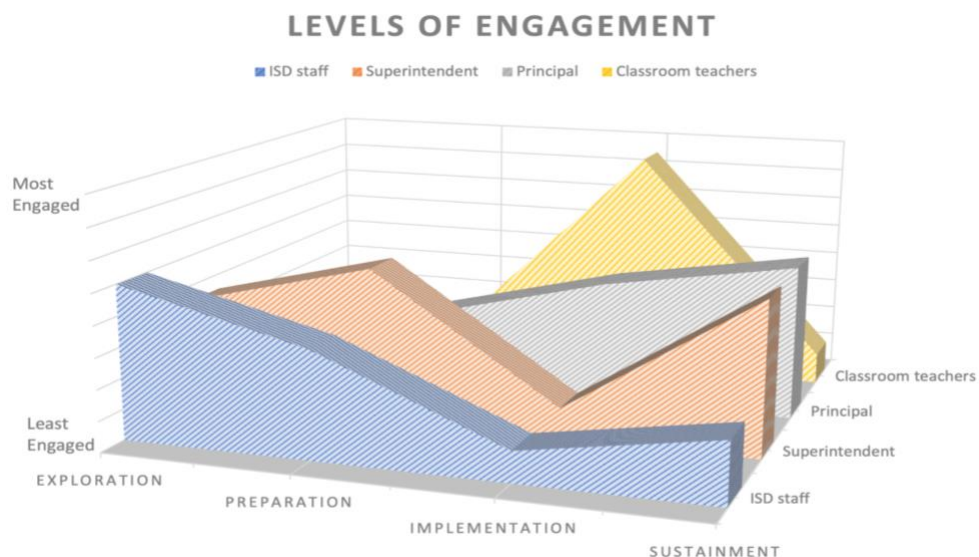
As depicted in Figure 1, during the Exploration phase, ISD staff assume the highest level of engagement as co-creators; superintendents are collaborators and principals are consulted at this stage. As you move into the Preparation phase, superintendents take on a larger role and become co-creators, whereas the ISD staff serve as collaborators with principals' involvement; teachers are informed during this phase. Classroom teachers become key partners during the Implementation phase, serving as co-creators; principals are collaborators, and the superintendent and ISD staff remain informed. Finally, as you move into the Sustainment phase, the principal becomes the key co-creator and the superintendent acts as a collaborator while the ISD staff are involved, and teachers are informed.

Complete **Workbook Activity #1** by adding the level of engagement each partner in your district will have during each phase of implementation. To further organize this information, consider making a table of key partner groups in your school, district, and ISD.

Finally, remember that engaging partners is an iterative process. You will need to continually assess who can help you make InPACT a success and how you can best engage them!

Task 2: Identify a Problem and Solutions
Now that you have assembled your team, you are ready to continue the Exploration phase by evaluating the district/school environment and pinpointing high-priority needs (i.e., the "problems"). Key questions include the following:
- What are high priorities for the district/school and which needs of students are not currently being met?
- How can we better understand these needs?
- What resources do we have to support meeting these needs?

Another major step in the Exploration phase is assessing possible solutions (i.e., InPACT). Central to this task is how well the solution (i.e., a new practice or program) fits the school, district, and ISD context. Pertinent questions to consider are as follows:
- Does a new physical activity program like InPACT meet our population's needs?
- Does the program fit well with other initiatives and school priorities?
- How usable is the program, and what evidence exists that it will be effective within our school setting?
- Do our district wellness policies support the sustainment of programs like InPACT?
The next section presents a series of questions to determine whether physical inactivity is a problem in your schools and if InPACT can be part of the solution.

EXPLORATION PHASE

This phase is foundational to successful adoption of new programs or practices, as it supports aligning possible programs with the school's current needs and context. The answer to these questions will help you make an informed decision related to InPACT adoption.

Are we providing our students 60 minutes of physical activity per day?

- No → **Is InPACT a good fit for our schools?**
- Yes → **No changes needed**

Is InPACT a good fit for our schools?
- Yes → **Are there policies in place to support InPACT?**
- No → **No changes needed**

Are there policies in place to support InPACT?
- Yes → **InPACT aligns with current policies**
- No → **Additional supports may be needed to sustain InPACT**

Do we want to adopt InPACT?
- Yes → ★ **Proceed to Preparation Phase**
- No → **Revisit questions in a year**

Question 1: Are we providing our students 60 minutes of physical activity per day?

Research indicates that schools and communities can help kids get the 60 minutes of physical activity they need each day (Bassett et al., 2013). The questions on the next page can help you determine whether your students are receiving the recommended amount of physical activity.

Add up the number of physical activity minutes your students receive every day:

_____ minutes	+	_____ minutes	+	_____ minutes	+	_____ minutes	+
Physical Education		Recess		Classroom Activity		Before-School Programs	

_____ minutes	+	_____ minutes	+	_____ minutes	=	_____ minutes
After-School Programs		Community Programs		Family Programs		Total Daily Physical Activity
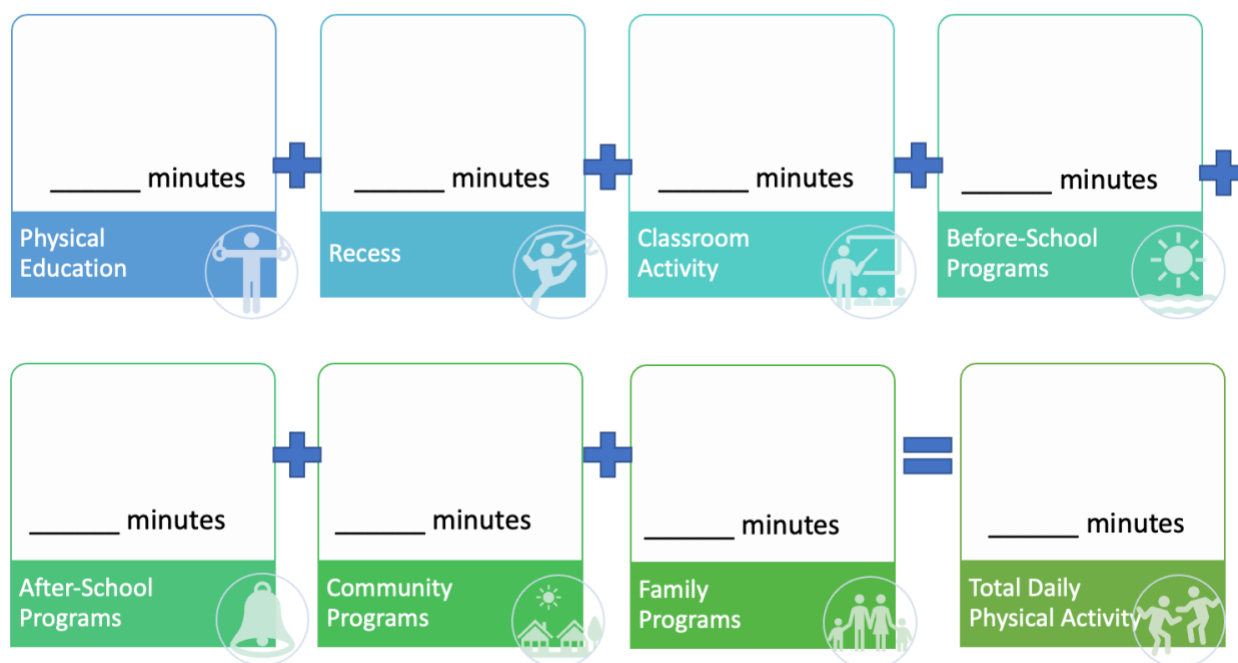
If you answered *"Yes, we are consistently providing our students with 60 minutes of physical activity per day,"* CONGRATULATIONS! You do not have a physical inactivity problem in your schools and no changes are needed.

It is important to note, however, that physical inactivity is not the only problem where physical activity can be a part of the solution.

Classroom physical activity has been shown to benefit students in multiple ways (Centers for Disease Control and Prevention [CDC], 2014, 2018):

- Improving their concentration and ability to stay on-task in the classroom;
- Reducing disruptive behavior, such as fidgeting, in the classroom;
- Improving their motivation and engagement in the learning process; and
- Helping to improve their academic performance (as reflected by higher grades and test scores).

THE MORE THEY BURN THE BETTER THEY LEARN

YOUR CHILD   AMOUNT OF ACTIVITY   VARIOUS ACTIVITIES   ACADEMIC ACHIEVEMENT

Did you know that kids who are physically active get better grades?

Research shows that students who earn mostly **A**s are almost twice as likely to get regular physical activity than students who receive mostly **D**s and **F**s.

Physical activity can help students focus, improve behavior and boost positive attitudes. Do what you can to help your child be physically active, be it running, biking or swimming. Any type of physical activity is good, and 60 minutes a day is best. Their grades will thank you!

CDC

FOR MORE INFORMATION, VISIT
MakingHealthEasier.org/BurnToLearn

SOURCES | CDC. Physical Inactivity and Unhealthy Dietary Behaviors and Academic Achievement. | CDC. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. DHHS; 2010.

If you have identified concentration, disruptive behavior, motivation, and/or performance as problems to be addressed in your schools, we encourage you to contemplate the remaining questions.

If you answered *"No, we are not consistently providing our students with 60 minutes of physical activity per day,"* then move onto the next question to see if InPACT can help you solve your physical inactivity problem.

Question 2: Is InPACT a good fit for our schools?

The National Implementation Research Network Hexagon Discussion and Analysis Tool (Hexagon Tool) may be helpful (Metz & Louison, 2013) to assess whether InPACT can help solve your physical inactivity problem. The Hexagon Tool is an instrument schools have used to evaluate the fit and feasibility of implementing programs such as InPACT in a given context. The tool is designed to facilitate discussion on six contextual fit and feasibility indicators (need, evidence, fit, usability, capacity, and supports) with the partners you've assembled.
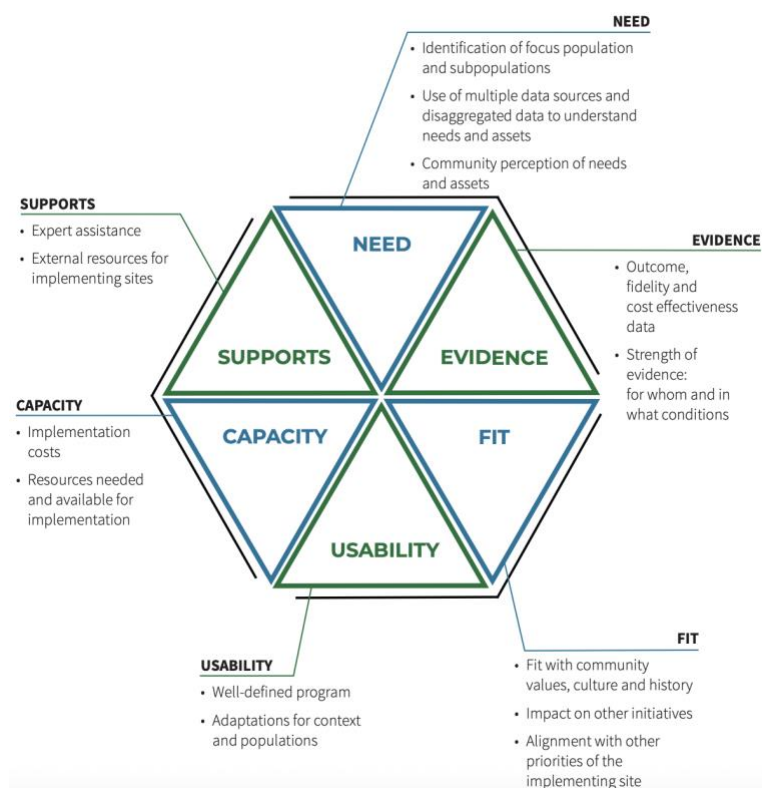
Need identifies the population of focus and community perceptions regarding the need for a program. *Evidence* focuses on the potential program's research outcomes, fidelity, and cost effectiveness. *Fit* explores how the potential program suits the community's values, culture, and history and how it will align with the priorities of the implementing site. *Usability* concerns whether the program is clearly defined and if the core features can be modified to boost contextual fit. *Capacity* addresses the implementation costs and resources needed and/or available for implementation. *Supports* cover program-provided technical assistance and any external resources available for the implementing site.

To get started, complete **Workbook Activity #2** for step-by-step guidance on how to use the Hexagon Tool. Then review the scores for each of the six indicators and answer either "Yes" or "No" to this question: "Is the InPACT program a good fit for my schools?"

If you answered *"Yes, InPACT is a good fit for our schools,"* wonderful news! You may move on to evaluating the current wellness policies that can support your efforts to bring physical activity to your classrooms. If you answered *"No, InPACT is not a good fit for our schools,"* that's OK—you have discovered that additional supports may be needed to successfully implement a program like InPACT. If you are still interested in implementing InPACT in the future, take time to build the supports required for implementation and reassess next year. See below for an example of how this tool can be used repeatedly to build support for program adoption.

Real-World Example: InPACT–ISD Fit Assessment for an ISD in Central Michigan

The Hexagon Tool was used during the 2019–2020 academic year to assess the fit and feasibility of implementing the InPACT program in one ISD in central Michigan. The first assessment was led by the Regional School Health Coordinator and included five additional ISD staff members: the Director of Instructional Services, the Executive Director of Instruction, an elementary school principal, the district's Special Education Director, and the Lead Nutrition Facilitator. The Regional Health Coordinator led the discussion; each question was adapted to InPACT with statistics provided when relevant. For example, in the Evidence section, when asked "Are there research data available to demonstrate the effectiveness of the InPACT program?", the Regional School Health Coordinator provided citations indicating that 3rd-, 4th-, and 5th-grade teachers in low-resource schools were able to implement 5 activity breaks per day over 20 weeks. Approximately 89% of the teachers were still implementing activity breaks one month post-intervention. During this initial assessment, the overall score for InPACT–ISD fit was 19 out of 30.

Between the first and second assessment, the ISD collaborated with the InPACT team to co-create district-level supports for InPACT implementation. These supports included the development of a training-of-trainer program, a district-wide implementation guide, and a continuous improvement plan for policy enhancement. The second assessment was conducted in the 2020–2021 academic year and was again led by the Regional School Health Coordinator along with the ISD Nutrition Coordinator and the ISD Lead Nutrition Facilitator. To ensure an independent evaluation of InPACT–ISD fit, team members did not review notes or ratings from the first assessment. The overall score increased by 48% (from 19 to 28 out of 30) at the second assessment. The scores for *need, supports, evidence,* and *usability* subsequently increased to the maximum score of 5. These findings demonstrate the utility of an annual needs assessment, especially if greater supports have been put in place. To hear more about this real-world example, check out this [webinar](#)!

Question 3: Are there policies in place to support InPACT?

A wellness policy is a written document that guides a local education agency's or school district's efforts to create supportive school nutrition and physical activity environments. The quality of a wellness policy is important; language must reflect federal requirements for school districts participating in Child Nutrition Programs, such as the School Lunch and Breakfast Programs (CDC, 2020). Tools to guide the assessment of district wellness policies, such as the Wellness School Assessment Tool (WellSAT 3.0), may be helpful. This tool guides evaluators through best practices required for a strong, comprehensive policy.

Having **strong** and **comprehensive** wellness policies at the district level is also a prerequisite for sustaining classroom-based programming (Schwartz et al., 2009). These policies signal district administrators' commitment to promoting a culture of health throughout the district; such policies also help to establish accountability measures in each school, particularly in low-resource districts (Slater et al., 2012). Hence, a review of policies and procedures can prove helpful in developing plans for the implementation of programs like InPACT and can offer additional insight into these programs' fit with school or district priorities.

Strong language includes using words such as "must," "will," "shall," or "requires," compared with weak language which includes using words such as "encourages," "promotes," or "lacks goals which can be measured."

Strong language
- The degree to which the content was explicitly stated or required.

Comprehensive language
- The extent to which topics were covered in the policy.

The comprehensiveness of policy language reflects the number of components from the CDC's comprehensive physical activity program that a wellness policy addresses. The WellSAT 3.0 allows you to quantify items in a wellness policy using a 0–2 scoring system. A score of 0 indicates that the item is not addressed in the policy; a score of 1 means an item is mentioned but not enforced due to vague language; and a score of 2 reflects language which is strong and requires action, meets, or exceeds expectations, and describes concrete implementation strategies. The real-world example on p. 24 illustrates this system.

To get started, complete **Workbook Activity #3** to help you determine whether you have policies in place to sustain InPACT in your schools.

If you answered *"Yes, we have policies in place to sustain InPACT in our schools,"* CONGRATULATIONS! You have demonstrated a commitment to promoting physical activity in your schools! The InPACT program aligns with your district policies and priorities.

If you answered *"No, we don't have policies in place to sustain InPACT in our schools,"* then you will need to think strategically about how InPACT implementation can be supported. Consider the following example of how one district worked to enhance its policies.

Real-World Example: Wellness Policy Assessment for an ISD in Central Michigan

In response to the current inactivity and obesity epidemic in their county, an ISD in central Michigan assessed the strength and comprehensiveness of its physical activity policies. Of the 16 districts within this ISD, 75% qualified for Title 1 funding and 44% had a predominantly ethnic minority student population.

Physical activity policies were evaluated using the Physical Education and Physical Activity (PEPA) section of the validated Wellness School Assessment Tool 3.0 and were independently coded by three raters. The 16 PEPA items were rated from 0 to 2; a score of 0 meant the item was not addressed; a score of 1 meant the item was addressed but with vague language; and a score of 2 meant the item was addressed with clear and specific language. Comprehensiveness was calculated by the number of PEPA items rated as 1 or 2, divided by the total number of PEPA items and then multiplied by 100. Strength was calculated by the number of PEPA items rated as 2, divided by the total number of PEPA items and then multiplied by 100.

Of the 16 districts, 13 publicly posted a wellness policy on their website. The national average PEPA score for comprehensiveness was 49/100 and 28/100 for strength; the average PEPA score for comprehensiveness was 31/100 and 19/100 for strength in central Michigan schools. No policies in these school districts addressed classroom activity. Further analysis indicated that comprehensiveness and strength scores could be expected to increase by 21% and 34%, respectively, if central Michigan school districts added the following statements to their wellness policies: *"Shall provide training to all teachers to implement 20 minutes of classroom activity each school day"* and *"Students will participate in 20 minutes of teacher-led classroom activity each school day."*

These findings show that integrating classroom activity programming and teacher training in wellness policies can provide district-level support to sustain programs like InPACT in central Michigan schools.

Question 4: Do we want to adopt InPACT?

You have thus far completed a set of tasks including

1. Identifying key partners who need to be involved in determining problems and solutions for your schools.
2. Completing the Hexagon Tool assessment to assess InPACT's fit within your schools; and
3. Evaluating your district wellness policies using the WellSAT 3.0 to determine the potential for sustaining InPACT in your schools.

You are now ready to make an informed decision related to InPACT adoption! But before you decide, take a moment to review what you've learned about your schools by completing this brief worksheet:

Key Partners Identified

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Hexagon Tool Score	WellSAT 3.0 Strength Score	WellSAT 3.0 Comprehensiveness Score
____ / ____	____ / ____	____ / ____

Summary of Findings

_____
_____
_____
_____

Now, it's time to decide: do you want to adopt InPACT?

If your answer is *"Yes, we want to adopt InPACT,"* then proceed to the Preparation phase.

If your answer is *"No, not at this time,"* then revisit these questions next year. New needs and problems arise every school year, so it is best to conduct an annual needs assessment.

Phase 2: Preparation

So, you have decided to adopt the InPACT program in your district. GREAT! You have now entered the Preparation phase. This step is frequently overlooked, contributing to poor program delivery and sustainment. Implementation efforts often fail because districts and schools have not developed an adequate plan for program delivery (Durlak & DuPre, 2008). Planning for implementation is central to success. The Preparation phase consists of five tasks that will help you and your partners thoroughly prepare for InPACT implementation:

1. Developing a logic model to identify program inputs, activities, outputs, and outcomes;
2. Developing an evaluation plan describing the intended program reach, effectiveness, adoption, implementation, and maintenance;
3. Planning for program adaptations by identifying core and adaptable elements;
4. Developing supports (i.e., program packaging, teacher training, technical assistance plans) for successful program implementation; and
5. Developing an implementation and communication plan.
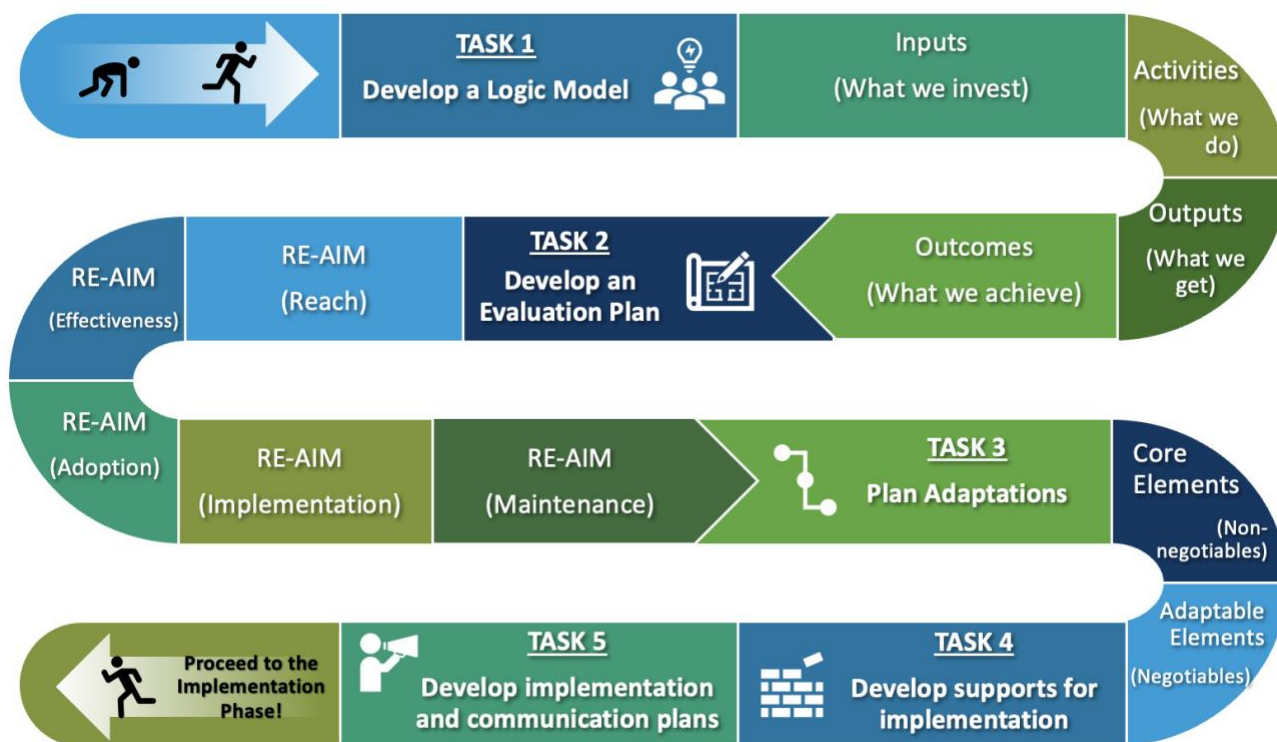
Task 1: Logic Models

Logic models are useful when preparing for InPACT program implementation. These models align the inputs (i.e., resources) and activities of a new initiative with outputs and outcomes. Logic models also map relationships between core elements, the problem, and key measures of success. Use of such models encourages data-driven decision making and enhances collaboration and communication among partners.

Inputs refer to what is invested into the program and can include aspects such as funding from sponsors and donors; equipment, technology, and other materials offered to staff; physical meeting spaces; and most importantly, time.

Activities constitute the actions performed within the program and how they are completed. Activities include meetings and workshops for staff training, the development of intervention-related goals and policies, and collaborations with external organizations.

Outputs are what you will get from the program—the products of inputs and activities. Outputs are often tangible results of program operations and can include training and implementation guides, needs assessments, program developments, wellness committees, and so forth.

Outcomes are what you will achieve (i.e., the intended positive effects of implementation on the target population). Outcomes can be classified as short-term, intermediate, or long-term. Specific types of outcomes apply to the InPACT program, including those related to implementation, service, and students.

- **Implementation outcomes** are more immediate program outcomes; they occur as a function of carrying out the program. Examples include using program resources (e.g., heart rate monitoring and classroom management posters), achieving the intervention dose (i.e., 5 × 4-min activity breaks) for the program duration, and delivering the program with fidelity (i.e., by following program guidelines).
- **Service outcomes** are the intended impacts of organizational activities and products (i.e., program guides) that support implementation. Examples include regular

teacher training, continual implementation of improvement strategies, and program policy assessment.

- **Student outcomes** are the intended impacts of the program on the target population. These outcomes include increased health behaviors, such as regular participation in classroom physical activity and greater attentiveness during class. They also include reduced levels of unhealthy behaviors, such as prolonged sitting, which may improve students' overall health and well-being.

A basic logic model generally contains process and outcome elements. Process elements include program inputs (e.g., resources) and outputs (i.e., participants, activities, products). Outcome elements reflect the program's intended effects, which can be short-term, intermediate, or long-term. Contextual factors influencing adoption (i.e., the decision to implement the program) may also be included in the logic model.

One benefit of building a logic model arises from the process of discussing, analyzing, and justifying key linkages between activities and outcomes among teachers, support staff, and leadership. Partner engagement can support resource commitments for sustainment as well as uncover potential barriers so teachers and other school professionals can address obstacles early in implementation.
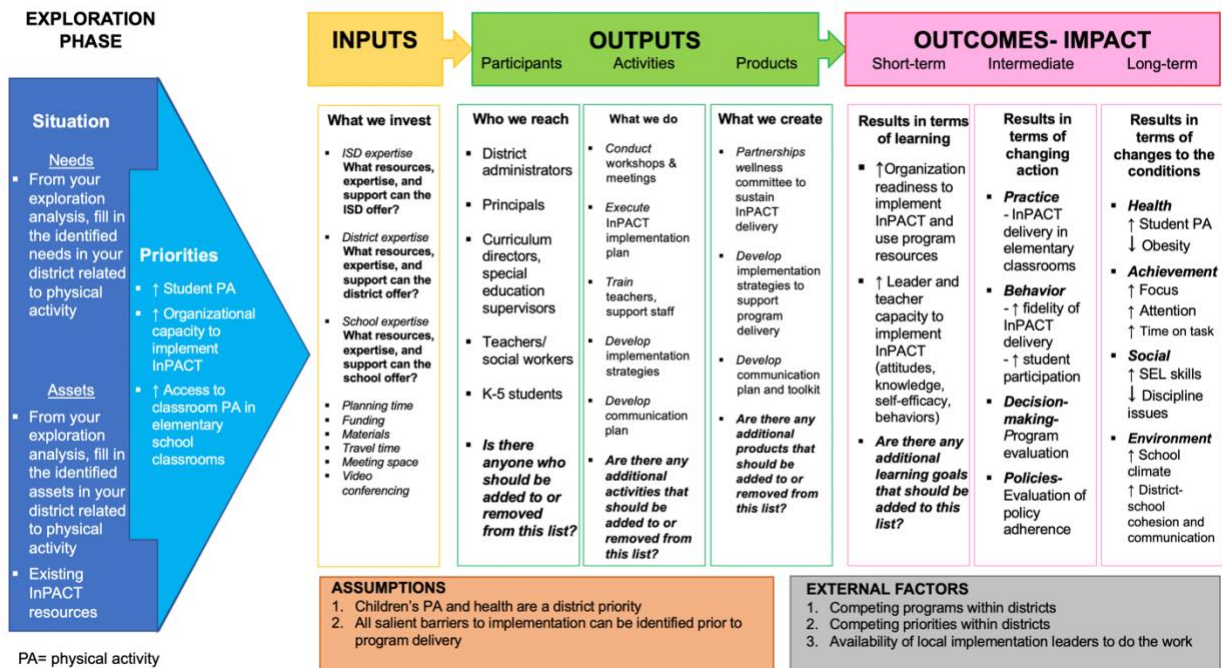
Complete **Workbook Activity #4** to help you identify the expected inputs, outputs, and outcomes of InPACT implementation.

Real-World Example: Logic Model to Scale up InPACT Delivery in an ISD in Central Michigan

INPUTS – Resources that the University of Michigan (UM) and the ISD devoted to InPACT planning included human resources in the form of time (staff time, volunteer hours, planning time, travel time) and expertise. UM has extensive experience working in community/school settings, implementing and tailoring evidence-based programs, assessing pediatric physical activity and weight outcomes, developing implementation strategies, and conducting mixed methods analyses and process evaluations. ISD implementers are experts in providing shared services, facilitating teacher training, and developing partnerships across school districts.

OUTPUTS – The project generated two products:
1. A formalized partnership between UM and the ISD
2. An ISD Technical Assistance Package, which included training-of-trainer videos and materials as well as an ISD implementation guide to facilitate the training of new InPACT teachers and regional school health coordinators.

ACTIVITIES – Planned activities to scale up InPACT implementation to ISDs included the following:
1. Quarterly meetings to gauge initial interest/motivation for InPACT, provide an overview of district readiness to implement InPACT, identify barriers to implementation, and determine the inputs needed from districts to support implementation
2. Collaboration with decision makers to draft classroom physical activity policies and take steps to initiate policy implementation
3. Collaboration with participants to develop training-of-trainer programs to facilitate InPACT implementation in the ISD and to encourage dissemination and replicability in other ISDs
4. Collaboration with participants to develop organizational implementation strategies to build capacity for InPACT participation in the ISD

OUTCOMES – Short-term outcomes related to district-wide learning included increased organizational buy-in for InPACT participation and greater capacity to implement InPACT in elementary schools. These short-term outcomes, accomplished after a year, would presumably lead to intermediate outcomes related to changes in district-wide action (i.e., InPACT implementation). Classroom practices were expected to change as InPACT was delivered with fidelity in all elementary classrooms throughout the ISD. As InPACT implementation and policy adherence were evaluated, district-wide decision making, and policy refinement were also anticipated to change. Long-term outcomes revolved around changes in district-wide conditions. The sustainment of InPACT in this ISD was expected to produce improvements in student health, achievement, and social skills along with an enhanced school climate and more effective district–school communication.

Task 2: Develop an Evaluation Plan

Why Does Evaluation Matter?

Systematic program evaluation is intended to help key partners collect information about the program to gain a clearer understanding of its effectiveness. Additionally, evaluations can help key partners decide how best to invest their time and resources to avoid waste or expense on ineffective programs and/or implementation methods (Kilbourne et al., 2007). Program evaluations can involve quantitative (i.e., numbers) and qualitative (i.e., words or stories) data collection. Quantitative data, which are largely statistical, is helpful for examining correlational results but not causal. Qualitative data, such as those gathered through meeting minutes or interviews, help to explain *why* results occurred.

Ultimately, evaluation can demonstrate accountability for a program's success to school partners (e.g., teachers, administration, regional school service agency leadership, and policymakers). Evaluation data can also bring awareness to areas for improvement during the Implementation phase to enhance the program's success. The ensuing section outlines why it is crucial to plan for evaluation before implementing a program like InPACT in your schools.

Evaluating Success

A major component of the Preparation phase is planning for evaluation. After InPACT has been implemented in your district, you will need to assess program components and monitor whether each is successful. We will present an option that comprises many factors important to the InPACT program.

The [RE-AIM framework](#) is among the most widely used planning and evaluation frameworks (Nilsen, 2015). It is designed to be pragmatic, comprehensive, and context-specific when evaluating program implementation. RE-AIM includes five dimensions salient to planning and evaluation: Reach, Effectiveness, Adoption, Implementation, and Maintenance.
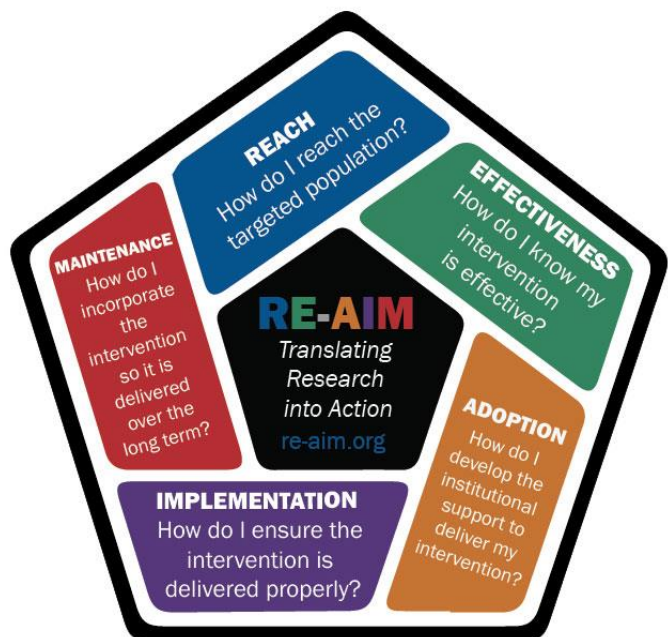
The table below will help you structure your evaluation plan by asking a series of pragmatic questions and identifying measurement considerations (adapted from the RE-AIM planning tool). These questions can be modified to meet the needs of your teachers and students. Only you and your team know what is feasible for your schools and districts.

RE-AIM Dimension: Reach

Definition	*The population that will be exposed to the program or benefit from the program*
Pragmatic Questions to Consider	Who is intended to benefit and who will participate or be exposed to the program (i.e., InPACT)?
Probing Questions to Discuss	1. What is your target student population for InPACT? 2. What school scale is InPACT intended to reach (e.g., one elementary school, the whole school district)?
Additional Considerations	Think about the number of schools and teachers, administrators, and support staff within each school who could potentially integrate InPACT! Then think of the total number of students you would be reaching.

RE-AIM Dimension: Effectiveness

Definition	*The program's impacts on important outcomes*
Pragmatic Questions to Consider	What are the most important benefits you are trying to achieve, and what is the likelihood of negative outcomes?
Probing Questions to Discuss	1. How will InPACT support or enhance current school wellness initiatives? 2. What is the targeted benefit(s) of implementing InPACT? 3. How will you measure and quantify (qualitatively/quantitatively) the success of InPACT implementation? 4. Who will care about the outcomes of InPACT? 5. What are the biggest threats to the success of InPACT?
Additional Considerations	Consider how InPACT may affect various subgroups (e.g., teachers, students, administrators) along with the program's well-being benefits. Review your logic model for some ideas! Additionally, make sure to consider any potentially negative outcomes.

RE-AIM Dimension: Adoption

Definition	*The number of individuals willing to implement the program*
Pragmatic Questions to Consider	Where will InPACT be adopted (i.e., in which schools) and who will adopt it (i.e., which teachers)?
Probing Questions to Discuss	1. How will schools be introduced to the InPACT program? 2. What support will be needed from health coordinators for schools and teachers to adopt the InPACT program? 3. How will you develop support for program implementers to deliver InPACT? 4. What might hinder willingness to adopt InPACT?
Additional Considerations	Review the number of schools and teachers willing to implement InPACT and consider what proportion of your district these teachers and schools make up. Further consider if they are representative of the whole population in terms of size, location, funding, and student enrollment. Finally, consider those who are not willing to adopt the program and see if there are major differences from those who are willing to adopt InPACT.

RE-AIM Dimension: Implementation

Definition	*The consistency between how the program is delivered and how it is intended to be delivered*
Pragmatic Questions to Consider	How consistently will the InPACT program be delivered, how will it be adapted, how much will it cost, and why will the results come about?
Probing Questions to Discuss	1. How will you assess if all program components have been carried out? 2. What implementation challenges will you encounter? 3. How will program adaptations be documented? 4. What costs and resources need to be considered (e.g., time, funding, training)?
Additional Considerations	Think about how closely teachers will be able to follow the InPACT program as it is meant to be administered (e.g., 20 minutes of physical activity) and consider what adaptations will be necessary.

RE-AIM Dimension: Maintenance

Definition	*The long-term sustainment of the program*
Pragmatic Questions to Consider	1. When will the InPACT program be ready to launch? 2. How long will it take for the school culture to change to integrate physical activity? 3. How will you continuously adapt success measures as goals are met?
Probing Questions to Discuss	1. What long-term challenges will need to be overcome for sustainment of the InPACT program? 2. How will the InPACT program align with current and future policies and programs? 3. How will you continue to track success and provide ongoing feedback? 4. What feedback will be needed from program implementers and partners to better understand lessons learned?
Additional Considerations	Consider how you will make InPACT a part of the daily classroom routine and possibly even part of your school wellness policies. Think about the conversations you will need to have with principals and teachers to ensure that this program becomes part of normal practice and policy or if there is a better way for physical activity to be sustained in your district and/or school. Additionally, consider how you will continue reaching out to schools and teachers that did not initially adopt InPACT to bring the program to them!

Adapted from[168,169]. The basic questions are phrased for use in program or policy planning. These questions can also be used for post-intervention evaluation.

Now that you've read through each RE-AIM component, complete **Workbook Activity #5** to help you and your team develop an evaluation plan for InPACT delivery in your schools and districts. We will return to it later in the Sustainment phase to ensure you have accomplished your pre-implementation goals.

It is important to note that many evaluation designs exist, and what you use will depend on a host of factors including expertise and available data. The Community Toolbox is another resource that offers practical information about conducting a community-based evaluation and takes you through a step-by-step process to create an evaluation plan. Examples are provided

so you can see how others have assessed their programs. Another excellent resource on evaluating health programs can be found on the CDC's [program evaluation website.](#)

Task 3: Plan Adaptations
Researchers and practitioners generally agree that there is no implementation without adaptation. **Adaptation**, a key part of implementation, must coexist with program **fidelity**.

Fidelity
- The degree to which an intervention or program is delivered as intended.

Adaptation
- A process of thoughtful and deliberate alteration to the design or delivery of an intervention, with the goal of improving its fit or effectiveness in a given context.
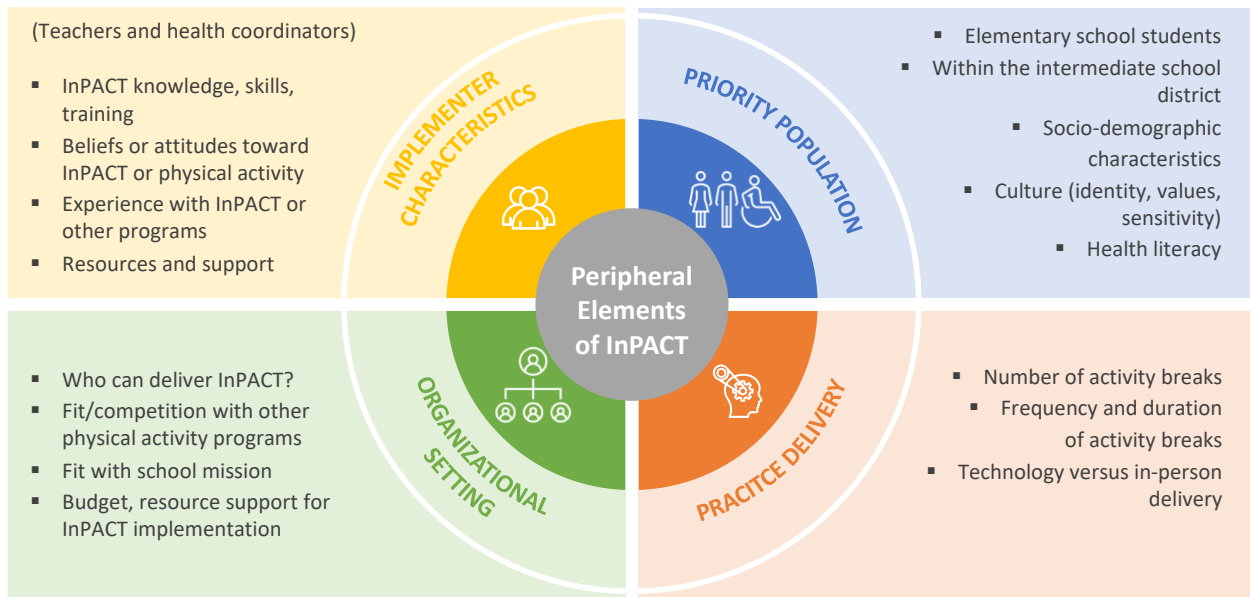
Core elements are program features that have been deemed essential to achieving program outcomes and need to be delivered as intended (i.e., with fidelity) to ensure the desired outcomes are achieved (Goodrich et al., 2021). In the example below, core elements are the duration and intensity of the activity break. The degree to which a program or practice is implemented without compromising core components is a vital aspect of **fidelity** (Dusenbury et al., 2003; Rabin et al., 2008). Core elements can include program content; procedures involving physical activity; underlying theory and empirical research supporting the program; and underlying protocols, measures, and materials, mechanisms for change, and the program philosophy. These components are a program's "active ingredients." The [InPACT Program Guide](#) includes a list of core elements for the program.

Core elements
- Features of a program that have been identified as key to achieving program outcomes.

Peripheral elements
- Features of a program that are adapted to improve the fit between the program and the setting in which it is delivered.

Adaptable program features are called **peripheral elements**. While important, these attributes can be altered to improve the fit between a program and the setting in which it is delivered.

Here is a snapshot of keeping core elements and adapting peripheral elements:
- Mr. Reyes is a 5th-grade teacher integrating InPACT in his classroom. He knows the goal is to achieve 20 minutes of physical activity [**core element**]. However, Mr. Reyes needs to split this up into 5 × 4 min breaks due to when his class transitions to specials and co-taught subjects [**adaptable element**]. His kids love dancing, so he mostly uses dance videos [**adaptable element**].

Examples of the multilevel peripheral elements of the InPACT program are presented below. (Adapted from QUERI Roadmap for Implementation and Quality Improvement, by Goodrich et al., 2021, U.S. Department of Veterans Affairs.)

(Teachers and health coordinators)

- InPACT knowledge, skills, training
- Beliefs or attitudes toward InPACT or physical activity
- Experience with InPACT or other programs
- Resources and support

IMPLEMENTER CHARACTERISTICS

PRIORITY POPULATION

- Elementary school students
- Within the intermediate school district
- Socio-demographic characteristics
- Culture (identity, values, sensitivity)
- Health literacy

Peripheral Elements of InPACT

- Who can deliver InPACT?
- Fit/competition with other physical activity programs
- Fit with school mission
- Budget, resource support for InPACT implementation

ORGANIZATIONAL SETTING

PRACITCE DELIVERY

- Number of activity breaks
- Frequency and duration of activity breaks
- Technology versus in-person delivery

Complete **Workbook Activity #6** to determine whether planned adaptations are needed for effective InPACT delivery in your district and schools. This activity will help you identify peripheral program elements in your specific context.

Now that you have identified peripheral elements of the InPACT program, it's time to develop adaptations to help ensure successful implementation! This task includes selecting supports or strategies to enhance program adoption, implementation, and sustainment. However, it is critical to match supports and strategies with context-specific barriers and/or needs. Although adopting a new program seems straightforward, it can be a challenge: the process often requires school professionals to change how they typically teach or engage in certain activities. Providing adequate support is paramount. The following table provides examples of strategies to adapt InPACT in order to overcome implementation barriers.

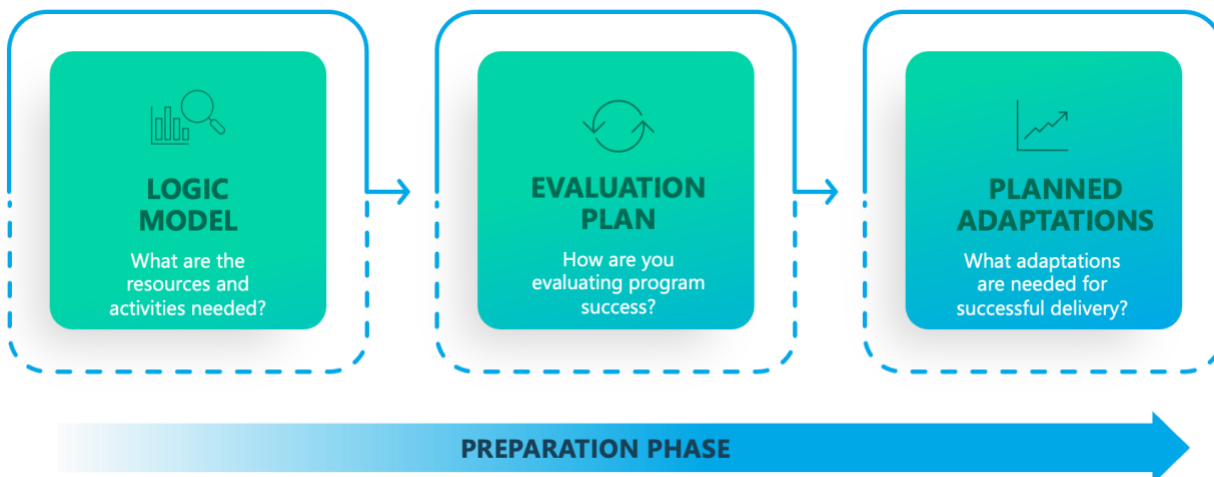| Implementation Barriers	Implementation Strategies
School level	
Limited support from principal or administrators	- Provide preview of student surveys and lesson content - Show data and research on the need for physical activity - Find allies in leadership positions wherever possible
Inefficient management of resources – Competing programs and curricula	- Facilitate cooperation between teachers, administrators, and mental health professionals (e.g., social workers, school psychologists) - Make connections from existing programs or initiatives to the InPACT program - Work with teachers and staff in advance to identify conflicts or overlaps with other programs - Determine a plan to implement the MMH™ in conjunction with other programming - Try to prioritize evidence-based programming
Administrators do not recognize or reward school professionals' efforts	- Summarize school professionals' accomplishments and add these accolades to their personnel records - Offer teachers recognition, rewards, and support - Frame school professionals' role as that of a change agent within the school, which can help inspire school improvement
System (regional service agency, school district, state, national)	
Health education not prioritized	- Inform local opinion leaders: partnerships with Michigan School Health Coordinators Association, Michigan Elementary and Middle School Principals Association, or other health organizations - Build a coalition to support physical activity - Develop a wellness policy that supports implementation
Parental resistance or concern	- Provide preview of student surveys and lesson content - Emphasize rationale for the InPACT program and health education to garner parent support - Gain support from administrators in the school, district, or region

School professional level	
Teacher experience, confidence, and competence	● Trainings will be used to fill gaps and support teachers ● Make sure MMH™/study training count towards teachers' continuing education credits ● Give teachers time and space to practice MMH™ lessons and teaching skills ● Instill a growth mindset in trainings
Shorter class periods	● Promote adaptability to find innovative ways to incorporate classroom activity into the school day ● Use facilitation (internal facilitators who work within the school building and have protected time to support teachers by helping them align program activities with school administrators' priorities): physical education teachers and mental health professionals, including social workers, could take on this role given their experience and expertise in promoting student health.
Language barriers	● Obtain and use student and family feedback; involve students, family, and staff ● Form advisory boards/workgroups
Student attendance/turnover	● Obtain and use student and family feedback; involve students, family, and staff
Teachers' struggles in attending training	● Remind teachers that health coordinators are available to support implementation ● Health coordinators can be flexible in finding times/means of communication that are most helpful to teachers ● Trainings can be completed online

Other barriers may exist that are not included here; however, this list provides preliminary guidance on how to mitigate various implementation issues. For more information on how to identify an appropriate strategy to address each barrier, check out the University of Washington's Resource Hub.
Complete **Workbook Activity #7** to identify the implementation strategies needed for effective InPACT delivery in your district and schools.

Congratulations! Below is a list of tasks you have completed thus far:

1. **Task 1** – Developed an InPACT logic model
2. **Task 2** – Developed an InPACT evaluation plan
3. **Task 3** – Developed planned adaptations for successful InPACT implementation

You are now ready to develop your implementation plan! Before you do, take a moment to review what you've learned about your district and schools by answering the following questions.

1. What resources and activities are needed for successful InPACT implementation?

_____

_____

2. How will you evaluate the InPACT program's success?

_____

_____

3. What adaptations are needed for successful InPACT delivery?

_____

_____

On the next page, you will use this information to develop an implementation plan for your schools and district.

Task 4: Develop an Implementation Plan

Planning for success is a primary step in implementation and is best done prior to full program rollout. Now that you have developed your logic model, established an evaluation plan, identified core and adaptable elements, and devised strategies to overcome barriers, it's time to create an implementation plan! An implementation plan is a combination of strategy, process, and action that applies information gained during the Exploration and Preparation phases to plan how to reach desired program outcomes in the Implementation phase. The following table presents factors that other schools have considered when implementing InPACT. Some may also apply to your implementation plan.

Theme	Considerations	Examples
Program objectives	1. What are your team's final goals for InPACT program implementation?	Take a tiered approach to implementation: Bronze: implement 1–2 activity breaks per day Silver: implement 2–4 activity breaks per day Gold: implement 4–5 activity breaks per day
Tasks and activities necessary for program dissemination and implementation	1. Who needs to be trained to implement InPACT, and when should these people be trained? 2. What format will training take (virtual vs. in person)? 3. Will teachers use a ramp-up protocol for implementation? If so, what will it look like? 4. Is this whole-school or whole-district implementation?	Will teachers be trained before the start of the school year or throughout the first semester? Arrangements could include day training or hourly monthly training. Ramp-up protocol: start by implementing one activity break per day in Week 1 and then increase the number of breaks by one each week or each month.

Decide who is responsible for activity delivery	1. Who is responsible for daily program implementation? 2. Who is on your implementation teams? What mode of communication will you use? 3. How frequently would the team need to be updated on implementation outcomes?	Classroom teachers are the implementers Monthly or bimonthly team meetings Communicate updates via email or in person
Create accountability structures	1. Who will be your team leader?	A teacher or staff member who is passionate about the health and well-being of their students
Motivational efforts	1. Will all teachers gamify classroom activity breaks? 2. What kinds of incentives will you provide teachers and students? 3. How will your team align school goals with physical activity goals?	Make a daily goal for the number of students participating in activity breaks Partner with local sport teams to provide support
Room set-up	1. Who will help teachers redesign their rooms?	Dedicate an hour to classroom redesign during the professional development day
Risk management	1. What are the potential risks associated with physical activity in the classroom at your school? 2. What strategies can be used to overcome the identified challenges?	Stretching and warming up before activity breaks can mitigate soreness

Complete **Workbook Activity #8** to create your implementation plan for effective InPACT delivery in your district and schools.

Developing a communication plan

Now that you have constructed your overall implementation plan, it's time for the final step before you launch the InPACT program! To ensure a smooth transition to a new daily schedule, you will need to develop a detailed plan for communication with key partners at all levels of involvement. It is helpful to create a regular schedule for your implementation team that indicates how often you need to communicate with them and how frequent contact will be during the Implementation phase. You can find a sample communication plan below. Remember, during the Implementation phase, classroom teachers will become your co-creators and will be the partners with whom you communicate most; however, you will need to maintain communication with all involved parties.

Refer to **Workbook Activity #9** to tailor your communication plan to your district.

Partner	Level of Engagement	How to Communicate	When/How Often
ISD-level individuals	Informed	Summaries, progress reports, newsletter	Quarterly; at the beginning or end of each quarter
District leadership	Informed	Summaries, progress reports (include good and bad news)	Quarterly; at the beginning or end of each quarter
School building administration*	Collaborators	Summaries, progress reports, weekly newsletter, emails, meetings	Weekly; every Monday
Health and physical education teachers*	Involved	Weekly newsletter, emails, meetings	Weekly; every Monday
Classroom teachers*	Co-creators	Weekly newsletter, emails, meetings, professional development	Weekly; every Monday

*These groups will likely also need information prior to the Implementation phase so they can prepare for the change in schedule. Be sure to build that step into your overall implementation and communication plans.

Here's an example of a newsletter given to teachers in an elementary school in central Michigan, providing them with the InPACT teacher training modules.


Congratulations! You are now ready to move onto the Implementation phase!

Phase 3: Implementation

The Implementation phase is focused on putting your plan developed during the Preparation phase into action! The four key tasks in this phase include

1. Disseminating implementation plans and support tools;
2. Activating your implementation teams;
3. Activating timelines; and
4. Tracking progress in a transparent and ongoing manner.

Project Launch

Disseminate plans and tools

Activate implementation teams

Activate timeline

Track progress
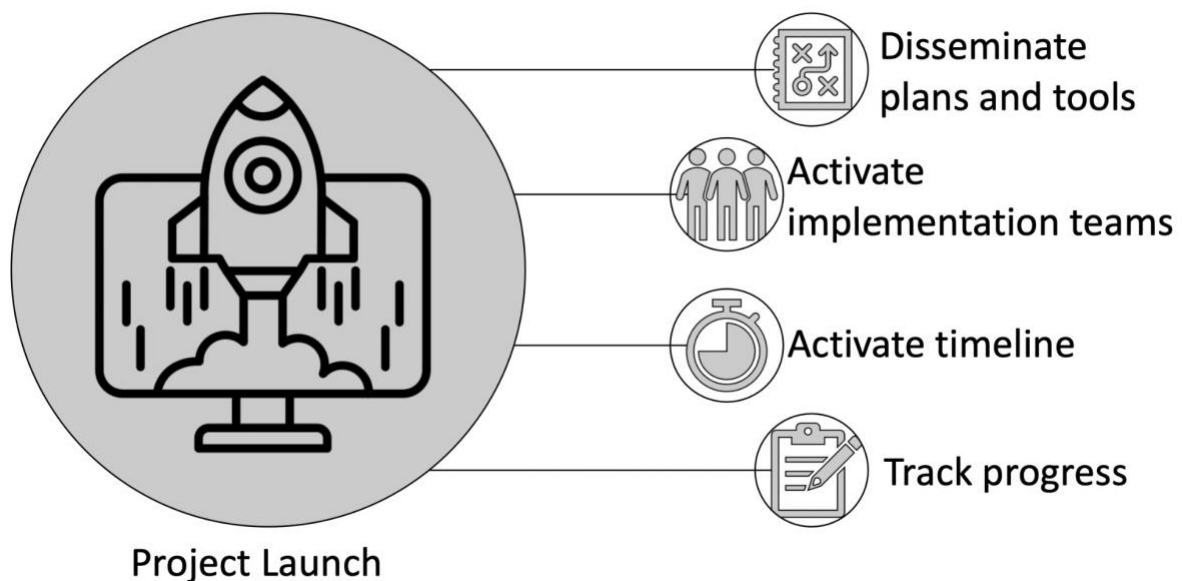
Icon credit: Muhammad Ali

Task 1: Disseminate Implementation Plans and Support Tools

Implementation begins with dissemination of the program package to participating schools and includes two major components: 1) InPACT program materials, training, and technical assistance; and 2) plans for monitoring and gathering feedback on key implementation and effectiveness outcomes. Dissemination strategies depend on practical considerations, such as which partners are involved in each activity and the best mode of communication for that group. Take a moment to review the communication plan you developed in the Preparation phase.
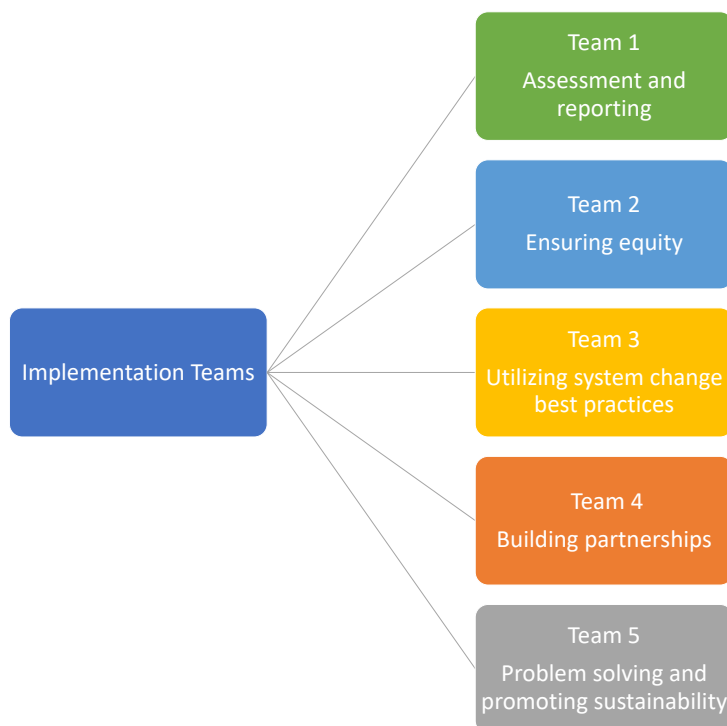
Task 2: Activate Implementation Teams

Here at the University of Michigan, there is great emphasis on "**THE TEAM**"! The same can be said for implementation. In many cases, administrators depend on one or two people to serve

as champions of a program to ensure effective implementation. Yet this reliance can compromise program sustainability as champions move on to new programs. This model all but guarantees that programs come and go with individuals. Conversely, a team has the collective capacity to implement the program while possessing the knowledge and skills to improve it over time. Indeed, research indicates that forming implementation teams results in more efficient, higher-quality implementation (Blasé & Fixsen, 2016). Implementation teams also provide an internal support structure to move the InPACT program through implementation stages.

The basic functions of implementation teams include the following:

- Assessing and reporting on fidelity, capacity, and outcomes
- Ensuring equity in implementation
- Utilizing system change best practices
- Building connections with external stakeholders and partners
- Problem solving and sustainability promotion

Implementation Teams

| Team 1 Assessment and reporting |
| Team 2 Ensuring equity |
| Team 3 Utilizing system change best practices |
| Team 4 Building partnerships |
| Team 5 Problem solving and promoting sustainability |

Multiple implementation teams, when purposefully linked across levels (classroom, school, district, ISD), strengthen capacity, communication, and problem solving in large-scale implementation efforts. To achieve these goals, implementation teams should be diverse and present a student, teacher, support staff, and administrator perspective. Both implementers and beneficiaries should be represented. Team members should have the voice *and* power to make necessary recommendations. To learn more about implementation teams, check out the National Implementation Research Network website.

Think of all the people you have engaged as partners up until this point in the Exploration and Preparation phases. Refer to your initial spreadsheets with information about what each partner can bring to the project as well as their commitment level. Use these details to begin

grouping your key partners into implementation teams, with each team being responsible for a different task in the implementation process, as shown in the above figure. Sample team assignments are outlined below based on previously mentioned groups to which partners may belong, including students. The optimal breakdown of partners into teams may look different for your district, and that's OK—there is no single correct formula!

Team 1: Assessment and Reporting
Partners: Classroom teachers, principals, and school administrators
This team needs to include individuals close to program implementation who can record various measures and report out to other partners. Classroom teachers and principals will be able to assess if the program is going well in classrooms and determine what measures to report out.

Team 2: Ensuring Equity
Partners: Classroom teachers, physical education teachers, support staff, principals, ISD staff, students
These partners will be working directly with program implementation and will be able to provide rich feedback on equity at the classroom level. Additionally, they can tailor the program to ensure equitable implementation. Students can also offer important feedback on this topic and should be included in the team. ISD-level and principal level perspectives may also be useful for ensuring equity across schools and districts.

Team 3: Utilizing System Change Best Practices
Partners: ISD staff, superintendents, principals
Taking a systems-level approach to program implementation falls more on higher levels of administration than on classroom teachers. ISD-level individuals and school principals may be the most effective members of this team.

Team 4: Building Partnerships
Partners: ISD staff, superintendents, principals, school administration
ISD staff and superintendents will likely contribute to building partnerships to support implementation. School administrators and principals can provide input about the kinds of partnerships that may be beneficial.

Team 5: Problem Solving and Promoting Sustainability
Partners: ISD staff, superintendents, principals, school administration, classroom teachers, physical education teachers, support staff, students

In terms of promoting program sustainability and solving major problems, it will be beneficial to have input from groups at all implementation levels—from ISD staff to students. Each group will have a unique view on how to make the program a permanent feature of your district or schools.

Balancing the "tug-of-war" aspects of implementation is integral to program success. It is important to balance the "pull" of practice with the "pull" of leadership to build capacity for InPACT program implementation. Organizational leadership can offer a powerful push or top-down approach to support change in schools. For example, the priorities and focus of leadership can exert powerful impacts on the climate and culture of an organization and its approach to innovation and change. Different types of leadership can facilitate this change. But leaders who support collaborative work, team science, and staff members' agency to participate actively in the process often experience a greater uptake of evidence-based programs and better outcomes among teachers and students (Weiner, 2009).

Amplifying the "pull" of practice offers an opportunity to enhance stakeholder engagement across levels and increases the likelihood of successful implementation. Empowering teachers as part of this process enables you to harness their knowledge of what works "on the ground" to facilitate InPACT implementation. Creating open, safe spaces for feedback and valuing stakeholders' input is essential to achieving program goals.

Complete **Workbook Activity #10** to divide your full team into implementation teams. Is there anyone who is not currently involved but should be added to a team?

Task 3: Activate Timeline
Developing a timeline for InPACT implementation with partners opens lines of communication. The InPACT managers constitute leadership while teachers are the implementers. An implementation checklist can enhance communication; this checklist combines tasks, timeframes, and key partners in an editable template. A visual implementation plan can be helpful—especially because your implementation strategies may require some adjustment.

Complete **Workbook Activity #11** to create your own implementation checklist.

Task 4: Track Progress in a Transparent and Ongoing Way – and Make Adjustments

Effective measures and data collection processes are crucial to tracking implementation progress. Regular, effective communication channels enable partners to share information, analyze it, and use it to adapt the implementation process as needed.

Many organizations use a Plan-Do-Study-Act cycle for this iterative process. The Plan-Do-Study-Act cycle aims to fill gaps between desired standards and existing program practices. The first phase, Plan, involves recognizing an issue and creating a solution for the problem. The second phase, Do, revolves around implementation of the solution. The third phase, Study, refers to assessing the results of implementation. The fourth phase, Act, encompasses the implementation team's decision on how to move forward with implementation. This step allows the team to discuss whether the program is still necessary, needs refinement, or can be continued as-is.

Several action steps and questions can be considered in each phase of the Plan-Do-Study-Act cycle:

- **PLAN** – Make predictions. Who will have the most difficulty implementing InPACT? Who will need additional support? How can you provide tailored technical assistance?

- **DO** – Examine program adaptations. What unplanned and planned adaptations are teachers making to the InPACT program during the implementation process? Are these adaptations increasing intervention fidelity (i.e., fidelity-consistent adaptations) or decreasing intervention fidelity (i.e., fidelity-inconsistent adaptations)?

- **STUDY** – Compare teacher feedback with predictions and summarize any lessons. What did your team do well? What needs improvement? How can you better support your teachers and staff? Have there been noticeable changes in school culture and climate, student behavior, discipline, learning, or other areas?

- **ACT** – Make decisions to act now or wait until later. As barriers to implementation arise, what changes need to be made now versus in the next academic year?
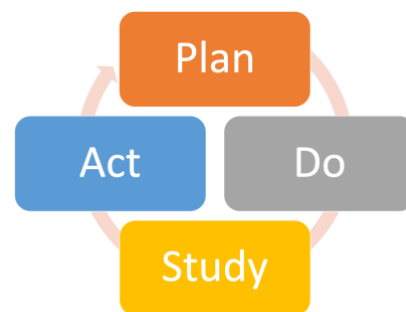
Complete **Workbook Activity #12**, which will help you answer each question in the Plan-Do-Study-Act cycle.

Real-World Example: Feedback from Teachers Implementing the InPACT Program

Below are a few questions that teachers implementing the InPACT program in their classrooms answered halfway through the school year, followed by summaries of their answers.

1. **"What difference, if any, has InPACT made for your classroom?"** In total, 21 out of 22 teachers responded positively. The most frequent positive feedback indicated that the program improved students' focus, students looked forward to moving, and the breaks served as a productive outlet for energy. One teacher stated there was no difference because they were still getting used to implementing the program every day.

2. **"What, if any, behavior changes have you observed since implementing InPACT?"** In total, 18 out of 22 teachers responded positively. The most frequent positive feedback indicated that the program increased students' focus, led to fewer behavioral issues, and improved students' awareness when they were unfocused and needed a break. One teacher even reported that "the InPACT program has helped students to be more respectful of their classmates and to understand the purpose of moving." Three teachers responded "none" to this question; one teacher reported decreased student focus, stating that the current time of the school year was challenging.

3. **"What, if any, academic changes have you observed since implementing InPACT?"** In total, 15 out of 22 teachers responded positively. The most frequent positive feedback indicated that the program improved students' focus and test scores. Eight teachers noted no changes, and one teacher explained that activity breaks improved students' focus sometimes but made it difficult to get students back on track other times.

4. **"What, if any, changes have you observed in the overall mood of students when engaging in classroom physical activity?"** In total, 19 out of 22 teachers reported positive mood changes. The most frequent positive feedback indicated that students enjoyed activity breaks, were happier, smiled more, and were excited to do them. One teacher observed no changes in mood. Two other teachers reported mixed responses, explaining that most students enjoyed activity breaks but a few disliked them and would simply stand still.

The full list of questions can be found in the Appendix.

Take a moment to think about additional questions that you and your team should ask and answer during the Implementation phase. Now, write them below. Check out the questionnaires at the end of this guide for more sample questions.

_____

_____

_____

The Plan-Do-Study-Act framework is iterative, as it has a cyclical layout with a goal of improving programs via continuous revision. The cycle is a structured system designed to allow modifications that integrate feedback from previous iterations. These modifications may be based on the program's resource limitations, inadvertent outcomes of program implementation, and other required adaptations. By consistently assessing and adapting the program, you will enjoy increasingly successful implementation and student outcomes in your schools and district over time.

Real-World Example: To hear directly from teachers about the InPACT program, click here to read an article by Second Wave Michigan, *New program helps Michigan kids maximize physical activity in the classroom.* Photo credit: Ashley Brown of Second Wave Michigan

Phase 4: Sustainment

Photo credit: https://www.rootinc.com/sustainment-forgotten-business-strategy/

Let's take a moment to review all your progress to date. You have conducted a needs assessment in which you considered the emerging health needs of your schools and district. You have determined that InPACT is the best program to address these needs and have chosen to adopt it. You have devoted time and energy to identifying potential barriers and facilitators to InPACT program delivery, assessed whether adaptations would be needed, and developed a detailed implementation plan. You have launched the InPACT program in your schools and have diligently monitored the implementation process. Now that you are starting to see the fruits of your labor in student learning and behavioral outcomes, it's time to celebrate!

Not so fast—put down the juice box.

Sure, the InPACT program rollout was a success, and feedback on the program has been phenomenal. But if you want lasting results in your schools and district, then your job is far from over. We need to talk about sustainment! Integrating and institutionalizing the InPACT program in your classrooms is going to require planning and can call for a balancing act to maintain the gains realized in the first round of implementation.

Sustainment Domains

Sustainment refers to the extent to which an intervention, such as the InPACT program, can continue to be delivered, especially when funding and/or initial support end. The goals for InPACT sustainment are to

- Integrate the InPACT program as routine practice so it becomes part of classroom instruction;
- Continue delivering the needed dose (e.g., 20 min of physical activity/day) over time; and
- Build in ongoing time costs and processes to sustain the program within local budgets and teacher and administrator priorities.

But this is not easy and does not happen automatically. This phase requires thoughtful preparation, ideally from the beginning!

Many factors can influence sustainment of a program like InPACT. The graphic to the right indicates the domains of sustainment, adapted from sustaintool.org.

Let's take a moment to review each:

- **Environmental support** refers to the climate or culture of your school, district, and/or ISD, including policies and priorities that may or may not support program objectives.
- **Funding stability** refers to establishing a consistent funding source/support for program efforts. Building a diverse funding base can help in the event of cuts to a single funding source.
- **Partnerships** across the district and ISD are vital; they can help when the program is at risk due to financial, political, or other forces.
- **Organizational capacity** includes internal (i.e., within-school) resources and support for the intervention, such as physical education teachers.
- **Program evaluation** (see Implementation phase) is essential for documenting results and making needed changes to continue adjusting the program to meet students' and teachers' needs. This step presents an ideal opportunity to revisit your RE-AIM questions. Did you achieve the goals you set out to accomplish?

- **Program adaptation** (see Implementation phase) may be needed to ensure the program meets priority population needs. Program evaluation will inform data-driven decisions about adaptations.
- **Communication** with partners, and more broadly with parents, can help stakeholders understand what the InPACT program does and why it is important. Effective communication can support enhanced physical activity efforts in the long term.
- **Strategic planning** combines the multiple domains or factors that can influence sustainment in a systematic plan to maintain an intervention.

Take a moment to complete **Workbook Activity #13**, which will help you pinpoint the sustainment domains most important for your schools and district!

Researchers have developed specific tools to aid in sustainment. One is the [Program Sustainability Assessment Tool](#) (Luke et al., 2014), meant to help you
1. Understand factors that influence the capacity for program sustainment
2. Use a sustainability assessment tool to identify factors related to this capacity
3. Review results of an assessment report
4. Develop an action plan to promote program sustainment

Three strategies should be included in your sustainment planning related to the InPACT program:

1. Enhance wellness policies to include classroom activity breaks
Enhancing wellness policies to include classroom-based physical activity is important for sustainment; it reflects an organizational commitment to supporting teachers as they incorporate physical activity into their curriculum. Aligning policies and practices involves asking six important questions:
- **Policy Evaluation:** What does your policy language say about your current commitment to providing classroom-based physical activity? Remember, the goal of a wellness policy is to include strong and comprehensive language that supports sustainable programs and practices for students to move throughout the school day.
- **District Self-Evaluation:** Is there anything missing from your policy that is indeed being implemented in your schools? This step is when you and your team assess what your school is actually doing.
- **Tailored Policy Enhancement:** Are your policies and practices aligned? This step involves connecting the language to match initiatives and vice versa. Tailored policy enhancement does not mean starting from scratch; rather, you will work to create a policy that reflects your practices. We recommend focusing on what is being implemented and updating the policy as needed.

- **ISD/District Partner Workshop:** With practices being added to the policy, you need to determine whether the new policy is feasible. This task will involve a team discussion and the solicitation of feedback from the people whom the new policy will affect. Hosting a partner workshop is a prime opportunity to listen to voices at all levels regarding the new policy.
- **Development of Updated Policy:** After your team discussion, were items eliminated from the new policy? Were items added that were not addressed during the district self-evaluation? This step allows you to refine the policy so it can be feasible for all, not just those who were present for the workshop.
- **Policy Implementation:** Now that the policy has been promoted, what will it take to implement the new policy language? How will the approval process unfold, and what accountability measures should be put in place to monitor implementation?
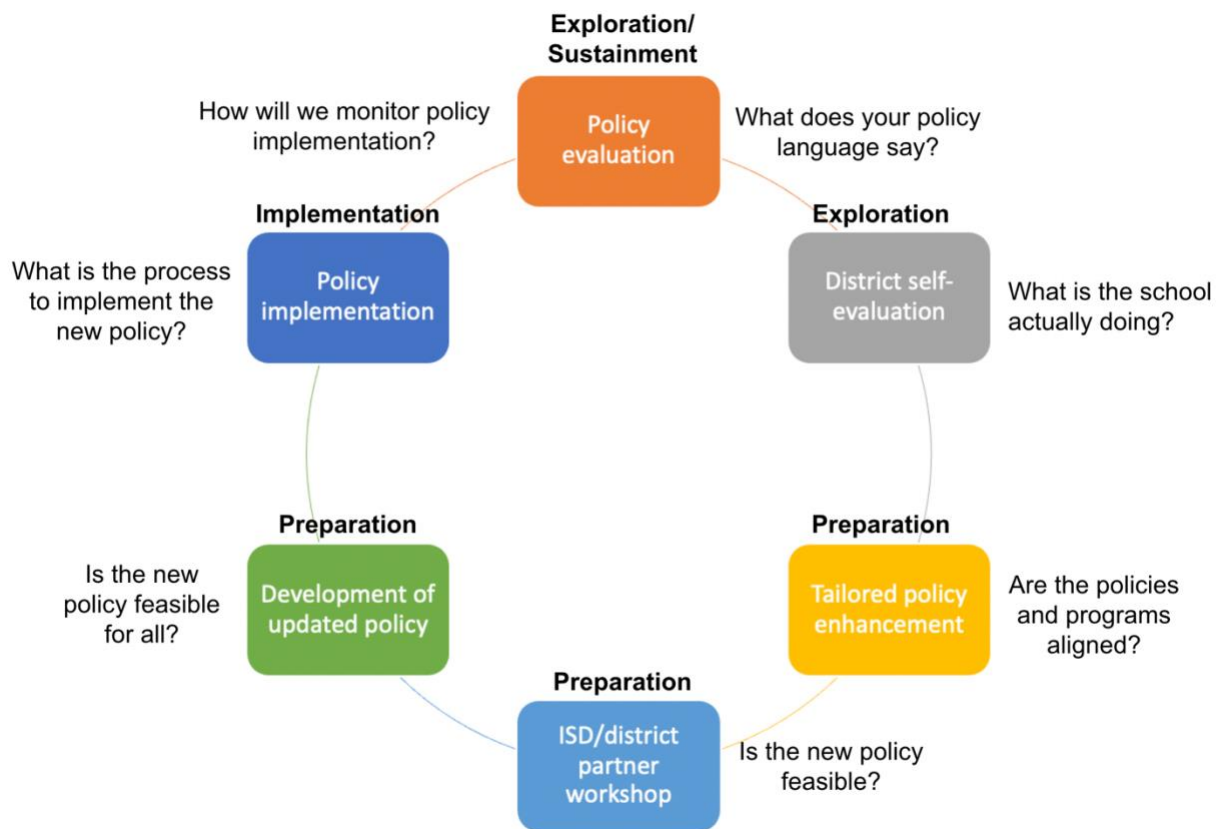
For more practice with wellness policy evaluation and enhancement, please see **Workbook Activity #3.** For a step-by-step guide on how to enhance your own policies, check out **Workbook Activity #14**.

Real-World Example: Policy Enhancement Process to Improve Sustainment of InPACT in a Central Michigan School District

After implementing InPACT in their school district, ISD staff and administrators recognized that additional policies were needed to sustain InPACT in their schools. They also acknowledged that putting policies into place without aligning them with schools' current practices would likely lead to poor implementation. Implementation science frameworks can guide the process of aligning policies with context to support the success and sustainment of classroom physical activity practices.

The InPACT team worked with ISD staff and school administrators to (a) determine the degree to which a district wellness policy aligned with current physical activity practices and (b) pilot a novel policy alignment and enhancement process to improve policy strength and comprehensiveness through technical assistance.

A six-step process was developed that followed the Exploration, Preparation, Implementation, and Sustainment framework. Exploration included 1) policy evaluation using the PEPA section of the WellSAT 3.0 and 2) school district self-assessment, where the district discussed current physical education and physical activity practices. Preparation involved 3) adding tailored policy language to align the physical activity policy with current practices and 4) a district partner workshop to address the feasibility of policy updates with key partners. Implementation included 5) policy approval and district-wide policy implementation. Sustainment entailed 6) monitoring policy implementation and creating accountability measures for continued improvement.

Initial evaluation of the physical activity policy revealed a strength score of 19/100 and 38/100 for comprehensiveness. The policy was not aligned with current practices; it contained strong language related to physical education, but information about recess, activity breaks, physical education substitutions, and after-school physical activity programming was absent despite schools implementing these programs. After completing the enhancement process, alignment of the physical activity policy with current practices resulted in a 100% increase in strength (score = 38/100) and a 132% increase in comprehensiveness (score = 88/100).

Policy alignment and enhancement processes can help sustain district-wide physical activity programming, including InPACT, in schools. In this case, district administrators will continue to examine the adoption and implementation of policy enhancement to promote district-wide increases in students' physical activity in school.

2. Incorporate InPACT teacher trainings into ISD and district professional development
Because many school districts across the state have limited structural capacity to sustain (ongoing) teacher training, a training-of-trainer model has been developed to train new and less experienced classroom teachers in InPACT implementation. Our training-of-trainer programming engages regional school health coordinators in coaching teachers who are less experienced in implementing InPACT in their classrooms. This strategy is intended to build a cohort of competent school health coordinators who can then teach the material to teachers. These training sessions consist of a basic overview of the InPACT program and instructions on how best to use the InPACT Program Guide. By empowering the regional school health coordinator to effectively deliver online and in-person training, teachers in your district can be trained as part of routine professional development.

We also offer a variety of teacher training options throughout the year to support ongoing training, such as
1. A one day in-person professional development workshop hosted at the University of Michigan. This workshop provides ready-to-implement ideas and practices to take back to the classroom. Visit our website to register for the next session.
2. Two 90-minute videoconference trainings in the fall and spring. These trainings highlight new findings from the Childhood Disparities Laboratory and the classroom. The trainings also feature teachers and administrators who are implementing InPACT in their classrooms and schools.
3. Finally, all InPACT teacher trainings have been converted into nine virtual, self-paced modules. These training modules were pilot tested by classroom teachers and regional school health coordinators and take approximately 3 hours to complete. The modules are available on our website free of charge for teachers to review at their convenience.

3. Incorporate InPACT resources into Michigan Model for Health™ trainings
In 2022, Lisa Jo Gagliardi (a consultant, Certified Coach and Facilitator of Health and Social Emotional Wellness In Education, and former regional school health coordinator) developed an integration document to illustrate how to efficiently use InPACT in tandem with the MMH™. This tool aims to ease in-class implementation of both programs and to strengthen family engagement. After these programs were aligned in 2020, it became clear that the combined use of InPACT and MMH™ showed promise for improving overall health outcomes for children and families without duplicate efforts. To promote joint implementation, this integration document combines InPACT at School with MMH™ content areas in each grade. It also provides an InPACT at Home integration for each lesson per grade. Complementary materials include InPACT at Home videos modeling physical activity, activity cards, and family engagement modules.

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WORKBOOK ACTIVITIES

Exploration Phase

Workbook Activity #1 – Engaging Key Partners and Determining Levels of Engagement

This table outlines questions to ask about each key partner and the corresponding information to record. Fill out the blank table on the next page for your first few key partners. Consider making a spreadsheet with the same format as that table; this way, you can easily add new partners and share the document with your team.

Name	Who is the partner?
Contact Information	What is the best way to reach this partner?
Title	What role does this partner play in the district/ISD/school?
Power	What can they help us accomplish or prevent us from accomplishing?
Interest	How will this project affect them?
Potential Barriers to Engagement	What are the barriers to their partnership?
Potential Facilitators of Engagement	What could facilitate their partnership?
Engagement Plan	How will we engage them (e.g., meeting, phone call, email)?
Level of Engagement	How big of a role will they play in each phase?
Engagement Phase	During which phase of implementation will this partner need to be most engaged?
Requirements	What will this partner be responsible for?

Expectations	What does this partner expect and what are our expectations for them?
Responsibility	Who is in charge of keeping this partner engaged?

*Adapted from PM Study Circle and National Implementation Research Network

Name			
Contact Information	Email: Phone #:	Email: Phone #:	Email: Phone #:
Title			
Power			
Interest			
Potential Barriers to Engagement			
Potential Facilitators of Engagement			
Engagement Plan			
Level of Engagement – Exploration			
Level of Engagement – Preparation			
Level of Engagement – Implementation			

Level of Engagement – Sustainment			
Engagement Phase			
Requirements			
Expectations			
Responsibility			

Exploration Phase

Workbook Activity #2 – Hexagon Tool

Identify key partners who will help you complete the Hexagon Tool. Refer back to page 13, the engaging partner section of the Exploration phase to assemble your team.

Next, visit the Hexagon Tool resource page on the National Implementation Research website. This website includes a step-by-step tutorial on using the Hexagon Tool. You can then use this tool to assess the root cause of the need for physical activity, identify potential solutions (i.e., InPACT), evaluate the InPACT program's fit and feasibility in your school/district, and use the information gathered to inform the next step of implementation planning.

The scoring rubric for the six Hexagon Tool indicators can be found here. Once you have completed this activity by coming to a consensus on scores for each of the indicators, review your overall score and enter it on p. 23. Then answer either "Yes" or "No" to this question: "Is the InPACT program a good fit for my school?"

Exploration Phase

Workbook Activity #3 – Wellness School Assessment Tool (WellSAT) 3.0
Now it's time to assess your wellness policy to see if the InPACT program is a good fit for your school setting. This activity can be completed individually but is better suited to a team format. By having multiple partners (e.g., teachers, principals, school social workers, physical education teachers) assess your physical activity policy, you can more easily evaluate what is being done well and where there is room for growth.

First, let's practice using your evaluation skills by scoring a mock wellness policy. We'll start by making a WellSAT 3.0 account and assessing the quality of this Mock Wellness Policy.

Some *big picture questions* to ask yourself while grading this policy are as follows:

1. Is there a designated section for physical education and physical activity?
2. Is there language promoting physical activity during the school day?
3. Is the language around physical activity in the wellness policy being implemented?

When evaluating the Physical Education Physical Activity (PEPA) section of your wellness policy, please look to these questions to guide your evaluation process.
- Is there written physical education curriculum for grades K-12?
- Does the curriculum align with national and/or state physical education standards?
- Does physical education promote an active lifestyle?
- In the wellness policy, is the time of physical education instruction time addressed for elementary, middle, and high school students?
- Are the qualifications for the physical education teachers addressed?
- What opportunities are provided for physical education teacher training?
- Are exemption requirements and substitutions stated in the wellness policy?
- Does the policy address family and community engagement physical activity opportunities in schools?
- What before and after school physical activity opportunities are offered to all students?
- Is recess addressed for all elementary school students?
- Are physical activity breaks during school addressed in the wellness policy?
- What joint or shared-use agreements for physical activity participation at all schools are listed?
- Is active transport (Safe Routes to School) addressed in the wellness policy?

Once you've scored the mock wellness policy, complete a SWOT analysis to identify its strengths, weaknesses, opportunities, and threats.

Mock Wellness Policy:

As required by law, the Board of Education establishes the following wellness policy for the Sunny Side Up School District.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the district's students. Furthermore, research suggests a positive correlation between students' health and well-being and their ability to learn. Schools play an important role in the developmental process (e.g., helping students establish personal health and nutrition habits) by providing nutritious meals and snacks, supporting the cultivation of good eating habits, and promoting increased physical activity in and out of school.

However, the Board believes this effort to support students' healthy behaviors and habits related to eating and exercise cannot be accomplished by schools alone. It is necessary for school staff, together with parents and the public at large, to be involved in a community-wide effort to promote, support, and model healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

Regarding Physical Education and Physical Activity:

1. **Physical Education**
   a. A sequential, comprehensive physical education program shall be provided for students in K–12 in accordance with the standards and benchmarks established by the State.
   b. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
   c. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate motor skills as well as knowledge.
   d. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
   e. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks established by the State.
   f. The K–12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity. Properly certified, highly qualified teachers shall provide all instruction in physical education.
   g. All physical education classes shall have a student/teacher ratio comparable to the student/teacher ratio in other curricular areas.
   h. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
   i. Planned instruction in physical education shall meet the needs of all students, including those who are permanently and temporarily disabled.
   j. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, bullying, or harassment of any kind.
   k. Planned instruction in physical education shall include cooperative as well as competitive games.

l. Planned instruction in physical education shall take into account gender and cultural differences.

m. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

2. **Physical Activity**

a. Physical activity should not be employed as a form of discipline; rather, students should be given an alternative (a choice of modified activity).

b. Movement shall be integrated, when possible, across the curriculum and throughout the school day (e.g., "brain breaks").

c. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home; participation in sports sponsored by community agencies or organizations; and in lifelong physical activities like bowling, swimming, or tennis.

d. All students in grades K–5 shall be provided with a daily recess period at least ten (10) minutes in duration.

e. The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.

f. The school shall encourage families and community organizations to institute programs that support physical activity of all sorts.

g. All students in grades 6–12 shall have the opportunity to participate in extracurricular activities and intramural programs that emphasize physical activity.

h. All students in grades 6–12 shall have the opportunity to participate in interscholastic sports programs.

i. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.

j. All after-school programs shall provide developmentally appropriate physical activity for students who participate.

k. The School Corporation shall provide the use of facilities to be used for physical activity, such as workout rooms, walking tracks, and gymnasiums, for on-site health promotion to all staff members. Facility Use Requests may be required for other facility use.

l. The School Corporation should provide the use of outdoor facilities (during non-school hours) such as playgrounds, walking paths, and disc golf courses to all students, parents, staff, and the community as available.

m. The School Corporation shall be proactive in involving parents in student physical activities such as Marathon Walks.
n.   The Coordinated School Health Council, in cooperation with the Administration, shall participate in and promote healthy lifestyles through school and community health fairs as well as parent and community events.

Mock Wellness Policy Scoring for PEPA:

Section 4: Physical Education and Physical Activity

Districts may list national physical education standards, AAHPERD physical education standards, state physical education standards or National Association for Sport & Physical Education (NASPE) standards (note: NASPE is now known as SHAPE America yet standards are referenced in many school wellness documents). Only rate a "2" for items with reference to the above standards if district actually requires schools to follow all of the standards (either state or national). If above standards are suggested, or generic "standards-based" statement is made, rate as "1."

To view national physical education standards click here.

To view physical education standards by state click here.

SUBJECT		RATING				
PEPA1	There is a written physical education curriculum for grades K-12.	(?)	NA	0	1	2 (•)
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	(?)	NA	0	1	2 (•)
PEPA3	Physical education promotes a physically active lifestyle.	(?)	NA	0	1	2 (•)
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	(?)	NA	0 (•)	1	2

			NA	0	1	2	
PEPA5	Addresses time per week of physical education instruction for all middle school students.	(?)	○	●	○	○	✓
PEPA6	Addresses time per week of physical education instruction for all high school students.	(?)	○	●	○	○	✓
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	(?)	○	○	○	●	✓
PEPA8	Addresses providing physical education training for physical education teachers.	(?)	○	●	○	○	✓
PEPA9	Addresses physical education exemption requirements for all students.	(?)	○	●	○	○	✓
PEPA10	Addresses physical education substitution for all students.	(?)	○	●	○	○	✓
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	(?)	○	○	○	●	✓
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	(?)	○	○	○	●	✓
PEPA13	Addresses recess for all elementary school students.	(?)	○	○	●	○	✓

PEPA14	Addresses physical activity breaks during school.	(?)	NA	0	1	2	✓
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	(?)	NA	0	1	2	✓
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	(?)	NA	0	1	2	✓

🏛 Federal Requirement   🌱 Farm to School   🏃 CSPAP

[← PREVIOUS]   [NEXT →]

Now that you have completed your evaluation of the mock wellness policy, you are ready to assess your own.

Once you have evaluated your wellness policy, review your overall PEPA score and enter it on p. 23. Then answer this question: "Is the InPACT program a good fit for my school?"

Preparation Phase

Workbook Activity #4 – Logic Model

Refer to the logic model presented in the Preparation phase on p. 26 to guide you through this template. Remember that this task will be much easier to complete as a team than by yourself. Review your partner engagement list from Workbook Activity #1 to determine who should be a part of your team to complete this task! Click here for a logic model template you can download and fill in.

Situation	INPUTS	OUTPUTS			OUTCOMES-IMPACT		
Needs		Participants	Activities	Products	Short-term	Intermediate	Long-term
	What we invest	Who we reach	What we do	What we create	Results in terms of learning	Results in terms of changing action	Results in terms of change to the conditions
Assets							
Priorities							

Assumptions	External Factors
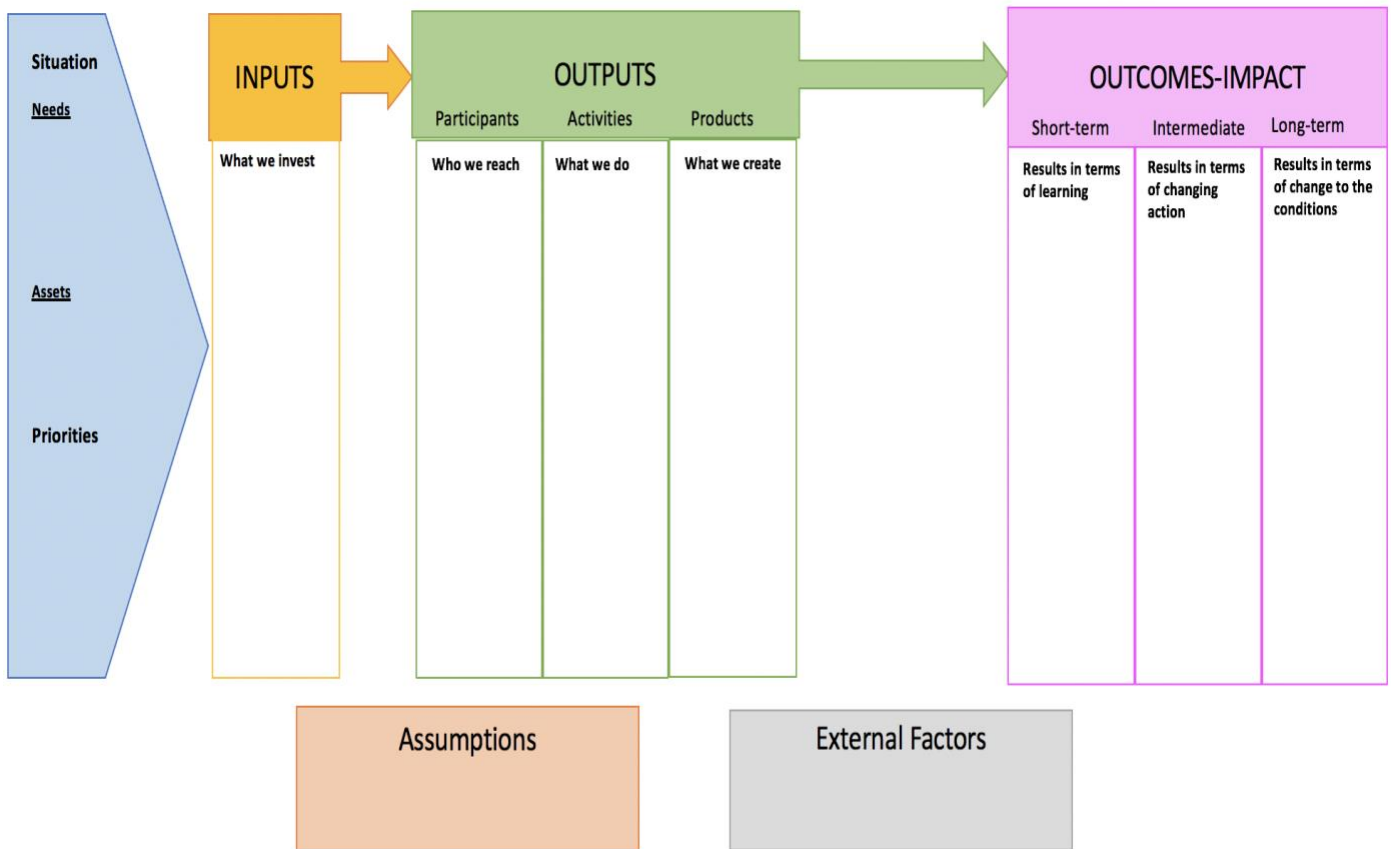
Preparation Phase

Workbook Activity #5 – Developing an evaluation plan

Using the RE-AIM framework, develop an evaluation plan with your team for InPACT delivery in your school. Write your team's answers in the blank column.

RE-AIM Dimension: Reach

Definition	The population that will be exposed to the program or benefit from the program	Your team's answers
Pragmatic Questions to Consider	Who is intended to benefit and who will participate or be exposed to the program (i.e., InPACT)?	
Probing questions to Discuss	What is your target student population for InPACT? What school scale is InPACT intended to reach (e.g., one elementary school, the whole school district)?	
Additional Considerations	Think about the number of schools and teachers, administrators, and support staff within each school who could potentially integrate InPACT! Then think of the total number of students you would be reaching.	_____ schools _____ teachers _____ administrators _____ support staff _____ total number of students reached!

RE-AIM Dimension: Effectiveness

Definition	The program's impacts on important outcomes	Your team's answers
Pragmatic Questions to Consider	What are the most important benefits you are trying to achieve, and what is the	

	likelihood of negative outcomes?	
Probing questions to Discuss	How will InPACT support or enhance current school wellness initiatives? What are the targeted benefit(s) of implementing InPACT? How will you measure and quantify (qualitatively/quantitatively) the success of InPACT implementation? Who will care about the outcomes of InPACT? What are the biggest threats to the success of InPACT?	
Additional Considerations	Consider how InPACT may affect various subgroups (e.g., teachers, students, administrators) along with the program's well-being benefits. Review your logic model for some ideas! Make sure to consider any potentially negative outcomes.	

RE-AIM Dimension: Adoption

Definition	*The number of individuals willing to implement the program*	**Your team's answers**
Pragmatic Questions to Consider	Where will InPACT be adopted and who will adopt it?	

Probing questions to Discuss	How will schools be introduced to the InPACT program? What support will be needed from health coordinators for schools and teachers to adopt the InPACT program? How will you develop support for program implementers to deliver InPACT? What might hinder willingness to adopt InPACT?	
Additional Considerations	Review the number of schools and teachers willing to implement InPACT and consider what proportion of your district these teachers and schools make up. Further consider if they are representative of the whole population in terms of size, location, funding, and student enrollment. Finally, consider those who are not willing to adopt the program and see if there are major differences from those who are willing to adopt InPACT.	

RE-AIM Dimension: Implementation

Definition	*The consistency between how the program is delivered and how it is intended to be delivered*	
		Your team's answers

Pragmatic Questions to Consider	How consistently will the InPACT be program delivered, how will it be adapted, how much will it cost, and why will the results come about?	
Probing questions to Discuss	How will you assess if all program components have been carried out? What implementation challenges will you encounter? How will program adaptations be documented? What costs and resources need to be considered (e.g., time, funding, training)?	
Additional Considerations	Think about how closely teachers will be able to follow the InPACT program as it is meant to be administered (e.g., 20 minutes of physical activity) and consider what adaptations will be necessary (see below).	

RE-AIM Dimension: Maintenance

Definition	*The long-term sustainment of the program*	**Your team's answers**
Pragmatic Questions to Consider	When will the InPACT program be ready to launch? How long will it take for the school culture to change to integrate physical activity? How will you continuously adapt success measures as goals are met?	

Probing questions to Discuss	What long-term challenges will need to be overcome for sustainment of the InPACT program? How will the InPACT program align with current and future policies and programs? How will you continue to track success and provide ongoing feedback? What feedback will be needed from program implementers and partners to better understand lessons learned?	
Additional Considerations	Consider how you will make InPACT a part of the daily classroom routine and possibly even part of your school wellness policies. Think about the conversations you will need to have with principals and teachers to ensure that this program becomes part of normal practice and policy or if there is a better way for physical activity to be sustained in your district and/or school. Additionally, consider how you will continue reaching out to schools and teachers that did not initially adopt InPACT to bring the program to them!	

Preparation Phase

Workbook Activity #6 – Planned Adaptations

This activity will help you identify peripheral elements of the InPACT program within your district or schools. When identifying these elements, it is important to recognize the links between categories. For example, an adaptation could fall within two categories: organizational setting and implementer characteristics. Another example could involve physical activity breaks implemented in specials (e.g., music) in addition to general education. Singing a song and dancing at the same time would be an organizational setting adaptation (due to a change in the delivery setting) and an implementer adaptation (the music teacher needs InPACT knowledge and skills).
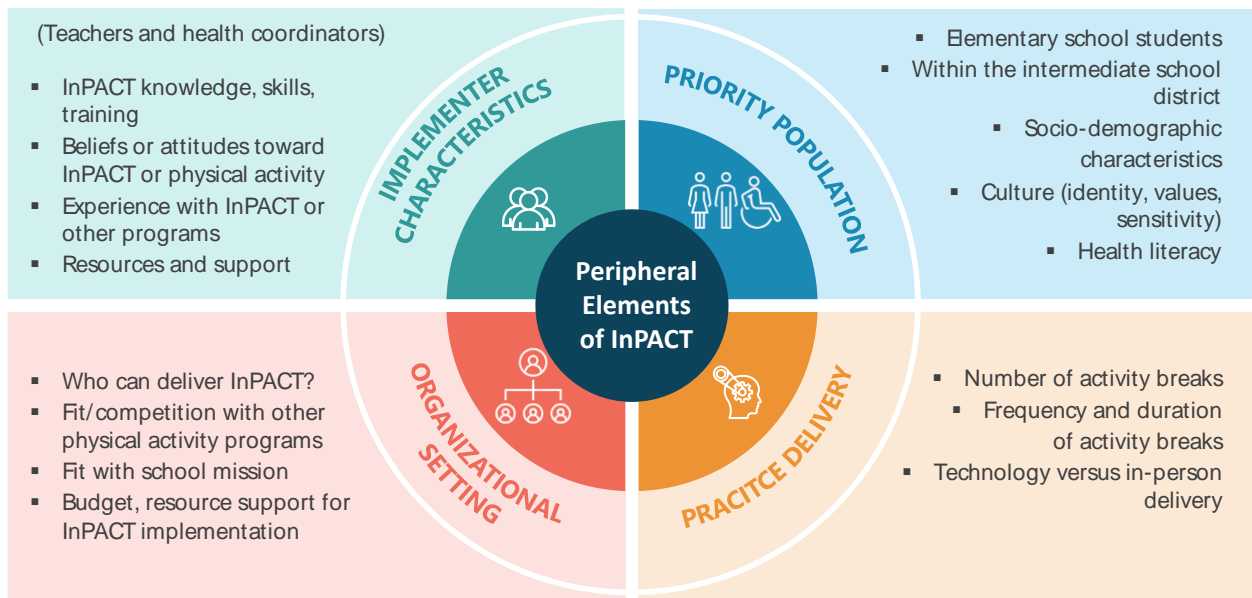
THINK-PAIR-SHARE: Using the diagram below as a model, have each team member individually list at least one adaptation in each category. Consider how that adaptation might affect the other categories. Next, get into pairs of two and discuss your suggested adaptations meant to enhance InPACT implementation in your district and schools. Each pair can share their observations with the full team, after which the team can come to a consensus on what adaptations are needed for successful InPACT implementation.

Priority Population	→	Practice Delivery	→	Organizational Setting	→	Implementer Characteristics
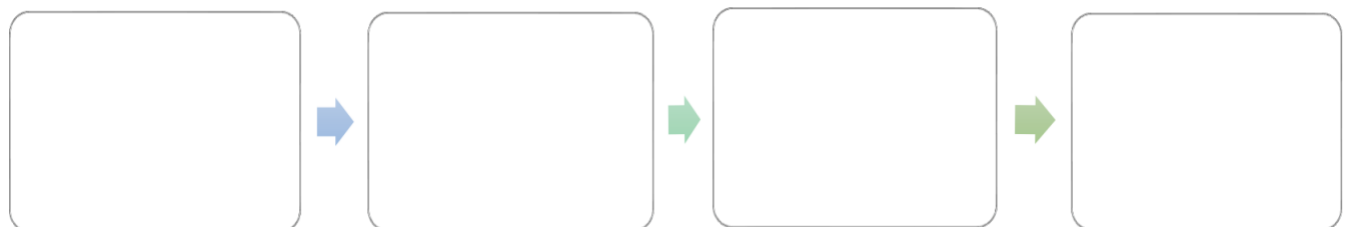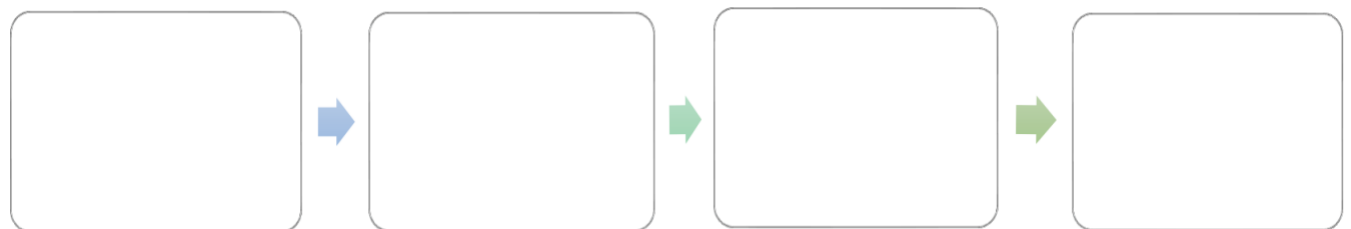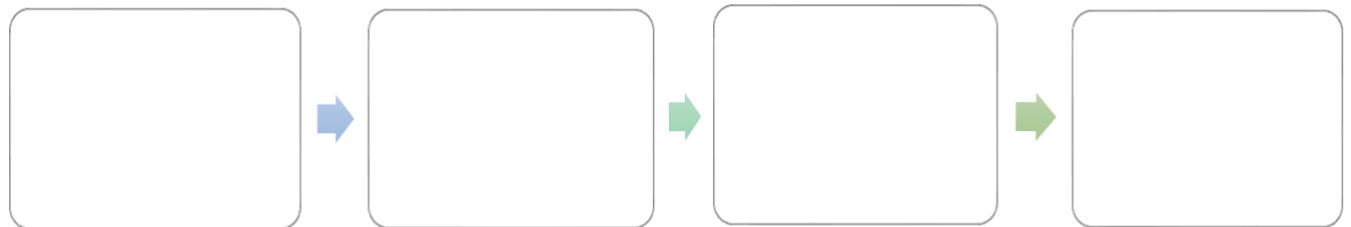
<div align="center">**Preparation Phase**</div>

Workbook Activity #7 – Selecting implementation strategies
Please refer to Table 3 (pp. 34–35) for more guidance and examples of implementation strategies.

Modeled after the [University of Washington's Resource Hub](), this concept mapping activity will help you and your team address implementation barriers in your schools and district using a variety of strategies.

When selecting an implementation strategy, use this map to answer the questions in the diagram. This step can be completed individually and then shared as a team before creating your own implementation plan. Each barrier should have its own implementation strategy concept map.

Implementation Strategy Concept Map: Adapted from Proctor EK, Powell BJ, McMillen JC. Implementation strategies: Recommendations for specifying and reporting. *Implement Sci.* 2013;8(139).

Name it
Name the strategy to be used to overcome the implementation barrier

Define it
Define what the implementation strategy looks like operationally

Specify it

Actor: Identify who enacts the strategy (e.g., administrator, school social worker, health coordinator).

Action: Use active verb statements to specify the actions, steps, or processes that need to happen to overcome the implementation barrier.

Action Targets: Specify targets and how to measure and analyze the implementation outcomes.

Temporality: Specify when the strategy is used.

Dose: Specify how much or how little of the implementation strategy will be used.

Implementation Outcome: Identify and measure the implementation outcome(s) likely to be affected by the strategy.

Justification: Provide pragmatic justification for the choice of implementation strategy.

Now it's your turn!

Name it

Define it

Specify it

Actor:

Action:

Action Targets:

Temporality:

Dose:

Implementation outcome:

Justification:

Preparation Phase

Workbook Activity #8 – Developing an implementation plan

Fill out the table below to create an implementation plan for InPACT delivery in your district or school. Refer to the Table on page 37-38 for suggestions. Be sure to discuss this draft plan with your team to determine how best to meet the needs of the teachers and students you serve!

Theme	Considerations	Your team's answers
Program objectives	1. What are your team's final goals for InPACT program implementation?	
Tasks and activities necessary for program dissemination and implementation	1. Who needs to be trained to implement InPACT, and when should these people be trained? 2. What format will training take (virtual vs. in person)? 3. Will teachers use a ramp-up protocol for implementation? If so, what will it look like? 4. Is this whole-school or whole-district implementation?	
Decide who is responsible for activity delivery	1. Who is responsible for daily program implementation? 2. Who is on your implementation teams? What mode of communication will you use? 3. How frequently would the team need to be updated on implementation outcomes?	

Create accountability structures	1. Who will be your team leader?	
Motivational efforts	1. Will all teachers gamify classroom activity breaks? 2. What kinds of incentives will you provide teachers and students? 3. How will your team align school goals with physical activity goals?	
Room set-up	1. Who will help teachers redesign their rooms?	
Risk management	1. What are the potential risks associated with physical activity in the classroom at your school? 2. What strategies can be used to overcome the identified challenges?	

Preparation Phase

Workbook Activity #9 – Communication plan

Fill out the table below to create a plan for communicating with key partners before, during, and after the Implementation phase of the InPACT program; see the table on p. 39 for an example. Feel free to create a larger version of this table. Be sure to convene with your team to determine the most effective communication plan! Refer to Workbook Activity #1 to specify who should be responsible for sharing important InPACT information and with whom.

Partner	Level of Engagement	How to Communicate	When/How Often	Who is Responsible for Communication?
ISD-level individuals				
District-level individuals				
School building administration				
Health/physical education teachers				
Classroom teachers				

Additional Considerations for Communication:
In the space below, note any special communications that need to be developed for specific groups. For example, teachers will likely need to receive communication during the spring of the previous school year about the program being implemented (i.e., receive information in May about the InPACT program set to start in September, with professional development for the program taking place in August). Record similar considerations or other notes below:

_____

_____

_____

_____

_____

_____

Implementation Phase

Workbook Activity #10 – Activating implementation teams

Refer to the table of key partners you created in Workbook Activity #1 and work with your team to organize these partners into the implementation teams below; Use the contact information you previously recorded to connect team members and facilitate communication. Also consider the tasks you would like each team to accomplish and record three key ones to start!

	Partners	**Specific Tasks**
Team 1: Assessment and Reporting	_____ _____ _____ _____	1. _____ 2. _____ 3. _____
Team 2: Ensuring Equity	_____ _____ _____ _____	1. _____ 2. _____ 3. _____
Team 3: Utilizing System Change Best Practices	_____ _____ _____ _____	1. _____ 2. _____ 3. _____
Team 4: Building Partnerships	_____ _____ _____ _____	1. _____ 2. _____ 3. _____
Team 5: Problem Solving and Promoting Sustainability	_____ _____ _____ _____	1. _____ 2. _____ 3. _____

Finally, take a moment to review your teams and consider if anyone not currently involved should be added to a team.

Implementation Phase

Workbook Activity #11 – Activating implementation timeline

Prior to implementation, an implementation timeline can enhance communication. You'll first need to create your team's implementation checklist. By completing this checklist, you will outline each action step in a written document that all team members can access. The checklist provides examples of actionable steps for each Implementation phase that you and your team can follow. Before meeting with the whole team to create a timeline, take a moment to brainstorm important action items for each Implementation phase. Then take your ideas to the team and come to a consensus on what your schools and/or district will focus on.

Before Implementation (Exploration, Preparation)	Your ideas!
12+ months before	
10–11 months before	
8–9 months before	
4–6 months before	
3 months before	
InPACT Implementation (Implementation)	
Month 1 (Launch tasks)	
Month 3 (Track progress)	
Month 6 (System change)	
Month 9 (Year 1 wrap-up)	
InPACT Sustainment (Ideas)	

Implementation Phase

Workbook Activity #12 – Plan-Do-Study-Act Cycle

Now it is time to think about how you and your team will track progress throughout implementation. For this activity, you will follow the Plan-Do-Study-Act cycle to set up effective data collection measures. As a reminder: the first phase, Plan, involves recognizing an issue and creating a solution for the problem. The second phase, Do, revolves around the implementation of the solution. The third phase, Study, refers to assessing the results of implementation. The fourth phase, Act, encompasses the implementation team's decision on how to move forward with implementation. This step allows the team to discuss whether the program is still necessary, needs refinement, or can be continued as-is. In addition to the questions below, your team can refer to the sample activity questionnaires at the end of this guide for examples of questions to ask your teachers in order to track implementation progress. Remember, the teachers are the boots on the ground and are your greatest resource when it comes to understanding how implementation is working in schools. Ask for their feedback!

Consider these action steps and questions with your team as you ponder what can be asked in each phase of the Plan-Do-Study-Act cycle:

Cycle step	Questions	Your ideas!
Plan – Make predictions	Who will have the most difficulty implementing InPACT?	
	Who will need additional support?	
	How can we provide tailored technical assistance?	
Do – Examine adaptations being made to the program	What unplanned and planned adaptations are teachers making to the InPACT program during the implementation process?	
	Are these adaptations increasing intervention fidelity?	

	Are these adaptations decreasing intervention fidelity?	
Study – Compare teacher feedback with predictions and summarize any lessons	What did our team do well?	
	What needs improvement?	
	How can we better support our teachers and staff?	
	Have there been noticeable changes in school culture and climate, student behavior, discipline, learning, or other areas?	
Act – Make decisions to act now or wait until later	What changes need to be made now?	
	What changes need to be made during the next academic year?	

Sustainment Phase

Workbook Activity #13

Researchers have developed specific tools to aid in sustainment. One is the [Program Sustainability Assessment Tool](#) (Luke et al., 2014), meant to help you

1. Understand factors that influence the capacity for program sustainment
2. Use a sustainability assessment tool to identify factors related to this capacity
3. Review results of an assessment report
4. Develop an action plan to promote program sustainment

With your team, discuss the following questions to determine which sustainability domains are most important for this year. Then complete the sample step.

Questions to consider:

1. Determine what your school or district needs to do for sustainment
   - Do you need to find more funding, more training, or make additional adaptations?
2. Make a plan to address anything immediate
3. Make a long-term plan for sustainment
   - How often will you evaluate the program? What tools will you use?
   - Create a plan that can be used regardless of leadership changes

Table 5: Sustainability examples, adapted from Write Your Plan (via [Sustaintool.org](#))

Sustainability domain	Example step	Your team notes
Environmental Support	Perform a [stakeholder analysis](#) to determine who you need to continue to engage to keep your program moving forward. For more information on the process, check out this [article](#)!	
Funding Stability	Incorporate short- and long-term objectives for obtaining a diverse funding portfolio	

Partnerships	Determine the objectives for each partnership. What kind of assistance would your program like from this partner? What are some potential benefits this partner can gain from collaborating on your program?	
Organizational Capacity	Establish continuing staff training and provide development opportunities for essential personnel	
Program Evaluation	Organize consistent meetings to assess evaluation data and create a strategy for essential program modifications	
Program Adaptation	Connect often with your target population to identify potential improvements and to determine how successfully the program is corresponding to the population's needs	
Communications	Reach out to and build regular communication with relevant media contacts	
Strategic Planning	Perform strategic preparation with your larger organization and third-party stakeholders to obtain buy-in about program directives and objectives	

Workbook Activity #14

Below are the steps of the wellness policy workflow, intended to help you and your team develop a sustainable plan to enhance your district wellness policies. Having strong and comprehensive wellness policies at the district level is also a prerequisite for sustaining classroom-based programming. These policies signal district administrators' commitment to promoting a culture of health throughout the district and help to establish accountability measures in each school. Participating in the ISD review process is the first step in aligning policies and practices.

These steps follow the Exploration, Preparation, Implementation, and Sustainment framework. This framework separates the implementation process into distinct phases and identifies key implementation factors and steps within each. Every step in the framework will help you and your team establish a strong plan to enhance your wellness policies (click here to download).

WELLNESS POLICY WORKFLOW

EXPLORATION

1. ISD contacts each district to initiate a wellness policy assessment as part of their three-year technical assistance cycle to monitor compliance and best practices.
2. InPACT team receives wellness data and self-evaluation forms from ISD and locates wellness policy online.
3. ISD connects with district stakeholders (e.g., superintendent, district wellness coalition, food service director, and SNAP-Ed wellness coordinator) to set up an in-person or virtual meeting. District stakeholders are encouraged to bring other community partners, physical education teachers, and principals to the meeting.
4. InPACT team and ISD assess the district wellness policy using WellSAT 3.0.

PREPARATION

5. InPACT team and ISD meet to create a personalized resource menu (e.g., technical assistance options, current grants, professional development, other partner contacts) to identify items that can be readily incorporated into the policy.
6. InPACT team creates a PowerPoint presentation and briefing in consultation with ISD.
7. A meeting with district stakeholders occurs. At this meeting, parties discuss the strengths and weaknesses of existing policies. They also consider the policy section by section.
8. A customized resource menu is presented and discussed. Three- and six-month action items are collaboratively developed, and a six-month follow-up meeting is scheduled.

IMPLEMENTATION

9. InPACT team and ISD develop an updated policy and send to district stakeholders within two to three weeks of the meeting.
10. InPACT program implementation is initiated.
11. Three- and six-month meetings occur with all district stakeholders. All stakeholders receive documentation.

SUSTAINMENT

12. District stakeholders initiate the process of obtaining approval for policy updates from local school boards. ISD schedules a policy assessment with each district every three years.

Sample Questionnaires

Below are examples of questionnaires that have been used to track teachers' progress in implementing classroom activity breaks. These questionnaires can be administered to classroom teachers throughout the planning and implementation process to learn about their implementation experiences and where support or adaptations are needed. Each survey description indicates its ideal use.

InPACT Teacher Training Survey: This survey can be administered before and directly after teachers complete InPACT training.

Demographic information

1. What is your gender?   _____

2. What is your age (years)?   _____

3. What is your race/ethnicity?
    a. Caucasian
    b. African American
    c. Latino/a
    d. Asian/Pacific Islander
    e. Native American
    f. Multiracial
    g. Other

4. What grades do you teach?   _____

5. How many years have you been teaching? _____

6. How long have you been teaching in your current building? _____

7. How much time do you spend on classroom management rather than instructional time each day?
    a. 0–10% of the day
    b. 11–25% of the day

     c.   26–50% of the day

     d.   51–75% of the day

     e.   76–100% of the day

8.   Do you already do movement breaks in your classroom?

     a.   Yes

     b.   No

9.   If yes, how many movement breaks do you do in your classroom each day?
_____

Please indicate your level of agreement with the following statements:

1.   I expect that implementing classroom physical activity with InPACT will be beneficial for my students.

     a.   Strongly disagree

     b.   Somewhat disagree

     c.   Neither agree nor disagree

     d.   Somewhat agree

     e.   Agree

     f.   Strongly agree

2.   I expect that implementing classroom physical activity with InPACT will be viewed favorably by the administration.

     a.   Strongly disagree

     b.   Somewhat disagree

     c.   Neither agree nor disagree

     d.   Somewhat agree

     e.   Agree

     f.   Strongly agree

3.   InPACT meets the needs of elementary school students.

     a.   Strongly disagree

     b.   Somewhat disagree

     c.   Neither agree nor disagree

     d.   Somewhat agree

  e. Agree

  f. Strongly agree

Please indicate the degree to which the following are barriers or assets to delivering InPACT:

1. Administrative support (e.g., principal, vice principal)
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

2. Communication between the organization staff and leadership
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

3. Fit between InPACT and school goals and priorities
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

4. Organizational policies and practices related to health and learning
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

5. Champion(s) to support InPACT implementation
   a. Significant barrier
   b. Barrier

    c.   Neither barrier nor asset

    d.   Asset

    e.   Significant asset

6. District-level resources for InPACT (e.g., superintendent support)
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

7. ISD resources for InPACT (e.g., school health coordinator, family engagement)
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

8. Material resources for InPACT delivery (e.g., handouts, activity videos)
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

9. Class sizes
   a. Significant barrier
   b. Barrier
   c. Neither barrier nor asset
   d. Asset
   e. Significant asset

Teacher Reflection Questions: This survey can be given to InPACT teachers at any point in implementation to understand how they use and like the InPACT resources.

1. What InPACT resources have you used?

2. What InPACT resources have you found the most helpful?

3. Are there any InPACT resources you dislike? If yes, what are they?

InPACT Teacher Training Perceptions: This survey can help your team understand what type of training method your teachers prefer.

This short survey includes a few questions about the InPACT Teacher Training Program. The survey should take less than 10 minutes to complete. Thank you for taking the time to answer these questions!

1. What is your age?

2. What is your gender?
   a. Male
   b. Female
   c. Other

3. What is your race/ethnicity?
   a. Caucasian
   b. African American
   c. Latino/a
   d. Asian/Pacific Islander
   e. Native American
   f. Multiracial
   g. Other

4. What grades do you teach (select all that apply)?
   a. Pre-K
   b. Kindergarten
   c. First grade
   d. Second grade
   e. Third grade
   f. Fourth grade
   g. Other _____

5. How many years have you been teaching?

6. How many years have you been teaching in your current building?

7. Are you currently incorporating physical activity breaks in your classroom? If yes, please write in how many you do on average per day.
8. Have you accessed or used any InPACT resources to date (e.g., visited the website, watched videos)?
   a. Yes
   b. No

9. The InPACT teacher training is packaged into nine modules consisting of videos, short readings, and application activities. What is your preferred method of completing this training?
   a. Synchronous (in person)
   b. Asynchronous (online on your own time)

10. If the InPACT training is delivered synchronously, would you prefer:
   a. Release time
   b. Integration in existing professional development

11. What is the probability that you would complete the training if it were optional and not required? (On a scale of 0–100%)

12. What percentage of your colleagues would complete the training if it were optional and not required? (On a scale of 0–100%)

13. In addition to time constraints, what additional barriers do you anticipate to completing the training?

Mid-year Teacher Reflection Survey: This survey should be administered around the mid-point of implementation. It can help teachers reflect on the benefits of classroom activity breaks for their students and classroom environment.

1. How many activity breaks are you currently implementing per day?

2. Please rank the following InPACT resources in order of most helpful (1) to least helpful (5):
   _____ Floor plans
   _____ MOVE/FOCUS posters
   _____ Heart rate posters
   _____ InPACT weekly newsletters
   _____ InPACT monthly school visits

3. What difference, if any, has InPACT made for your classroom?

4. What, if any, behavior changes have you observed since implementing InPACT?

5. What, if any, academic changes have you observed since implementing InPACT?

6. What, if any, changes have you observed in the overall mood of students when engaging in classroom physical activity?

7. What, if anything, is making it DIFFICULT to implement InPACT in your classroom?

8. What, if anything, is making it EASY to implement InPACT in your classroom?

9. How can the InPACT team provide additional support in implementing InPACT?

10. How can school administrators provide additional support in implementing InPACT?

11. Have you made adaptations to the InPACT program to help you deliver your daily activity breaks? If so, please describe them below.

12. For 3rd- and 4th-grade teachers only: What, if any, difficulties have you experienced in administering the in-class InPACT student surveys?

End-of-Year Teacher Survey: This survey starts with a summary statement of the data collected during the mid-year reflection survey. Sharing data with teachers can help them realize the benefits of this program for others in the school.

The following is a summary of teachers' responses regarding the differences InPACT has made in the classroom this past year: When teachers in your school were asked "What difference, if any, has InPACT made for your classroom?", 96% responded positively. The most frequent positive feedback indicated that the program improved students' focus, students looked forward to moving, and the breaks served as a productive outlet for energy. When teachers in your school were asked "What, if any, behavior changes have you observed since implementing InPACT?", 82% responded positively. The most frequent positive feedback indicated that the program increased students' focus, led to fewer behavioral issues, and improved students' awareness when they were unfocused and needed a break. When teachers in your school were asked "What, if any, changes have you observed in the overall mood of students when engaging in classroom physical activity?", 86.4% reported positive mood changes (e.g., students "enjoy the breaks," "are happier," "smile more," and are "excited to do them").

1. I read the statement above.
   a. Yes
   b. No

2. I expect that implementing classroom physical activity with InPACT will be beneficial for my school district(s).
   a. Strongly disagree
   b. Somewhat disagree
   c. Neither agree nor disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

3. I expect that implementing classroom physical activity with InPACT will be viewed favorably by school administration.
   a. Strongly disagree
   b. Somewhat disagree

c. Neither agree nor disagree

d. Somewhat agree

e. Agree

f. Strongly agree

4. I expect that implementing classroom physical activity with InPACT will be viewed favorably by school educators.

    a. Strongly disagree

    b. Somewhat disagree

    c. Neither agree nor disagree

    d. Somewhat agree

    e. Agree

    f. Strongly agree

5. InPACT meets the needs of elementary school students.

    a. Strongly disagree

    b. Somewhat disagree

    c. Neither agree nor disagree

    d. Somewhat agree

    e. Agree

    f. Strongly agree