**PAPER NUMBER #203**

**Application of a theoretical framework to design a strategy supporting schools’ implementation of physical activity**

**Presenting Authors**

Nicole Nathan1,2,3,4, Rachel Sutherland1,2,3,4, Sze Lin Yoong1,2,3,4, Luke Wolfenden1,2,3,4

**Affiliation**

1. Hunter New England Population Health, Wallsend, New South Wales
2. School of Medicine and Public Health, University of Newcastle, Callaghan, New South Wales
3. Priority Research Centre for Health Behaviour, University of Newcastle, New South Wales
4. Hunter Medical Research Institute, Newcastle, New South Wales

**Country of residence**

Australia

**Objectives/aims**

Research consistently indicates that schools fail to implement mandatory physical activity policies, with studies showing that less than 20% of Australian schools meet mandatory policies. Despite this, there is a lack of evidence to inform the implementation of policies in schools, which is hampered by a limited understanding of the barriers and enablers to guideline implementation. The aim of this paper is to describe factors (barriers and facilitators) that may influence the implementation of school physical activity policies and describe the application of these to the Theoretical Domains Framework (TDF) in the development of an implementation intervention.

**Methods**

The implementation intervention was developed using the following steps;

1. Identification of barriers and facilitators via; i. a systematic review of teachers', principals' or school administrators' barriers and/or facilitators to implementing mandated school physical activity policies. ii. interviews using a validated TDF survey with teachers and iii. observations of teachers’ delivery of physical activity.
2. Identification of potential implementation strategies by mapping barriers to the constructs of the TDF.
3. Review of implementation strategies by key stakeholders to ensure strategies were feasible and acceptable to school communities.

**Main findings**

The systematic review identified 17 studies (8 quantitative, 9 qualitative) which covered 8 TDF domains. The use of surveys and observations identified an additional 3 TDF domains. Mapping to TDF resulted in a multi-component implementation strategy that included; obtaining executive support, training in-school champions, provision of tools and resources, implementation prompts, reminders and feedback. The feasibility and acceptability review by the advisory group consisting of implementation scientists, physical activity experts, teachers, principals and senior government policy makers resulted in minor modifications to enable strategies to be scalable.