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Playworks TeamUp Model

Year 1 Report 2016-2017

Key Findings

Five SDP schools implemented Playworks TeamUp, a program that provides a high-functioning recess to improve students' social and emotional health. In the TeamUp model, an experienced recess expert is on-site at the school 40 hours per month working directly with an identified school Recess Coach as a recess consultant. In this report, ORE found:

- Four of the five participating schools reported that the TeamUp model met their expectations.
- All five schools reported that they would prefer a Playworks coach or staff member to manage the program full-time rather than one week per month.
- Three of the five schools reported a change in school climate and/or student behavior after implementing the Playworks TeamUp model.

Based on these findings, ORE recommends the following to improve implementation of the TeamUp Model:

- Work with schools to identify qualified staff members to serve as Recess Coaches.
- Provide further training to Recess Coaches and other appropriate staff to improve adult-student interactions.
- Help schools create written policies to discourage teachers or administrators from withholding recess from students for academic or behavioral reasons.

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Why this Study?

A High-Functioning Recess Can Influence School Climate

Recess provides elementary school students with the opportunity to engage in physical activity while developing social relationships with peers and practicing skills such as self-regulation, problem-solving, and conflict resolution. Studies have shown that students' experiences of recess can play a role in how they experience the overall school climate.¹ Negative recess experiences including bullying, exclusion, and disciplinary incidents can result in students not feeling emotionally or physically safe during recess and disliking school in general. For this reason, schools are seeking ways to create a high-functioning recess in order to engage students in physical activity and encourage pro-social behavior that will contribute to a positive overall school climate.

The Goal of Playworks is to Support a High-Functioning Recess

Playworks is a national nonprofit that “leverages the power of play to transform children’s social and emotional health.” The program currently serves more than 1,300 schools in 23 U.S. cities, and reaches more than 700,000 students directly and through professional training services.²

Playworks offers three primary fee-based services:

Playworks Coach: Provides elementary schools with a full-time recess coach, throughout the school day and after school.

Playworks TeamUp: Provides an on-site coordinator 40 hours per month to teach, model, and empower a sustainable recess program by working with the school-based Recess Coach and recess team.

Playworks Pro: Provides training and ongoing professional development to school staff, paraprofessionals, and after-school care providers to create and maintain a great recess and play environment throughout the school year without the on-site support of Playworks staff.

According to the Playworks Theory of Change (see Appendix A), the program focuses on providing a high functioning recess in order to support a positive school climate where students have strong social and emotional skills and are engaged in school, and individual classrooms support a positive environment through conflict resolution, positive language, and inclusion. Previous research on the

¹ London, R.A., Westrich, L., Stokes-Guinan, K., & McLaughlin, M. (2014). Playing Fair: The Contribution of High-Functioning Recess to Overall School Climate in Low-Income Elementary Schools. *Journal of School Health, 85*, 53-60.

² Recess Coach Tool Kit provided by Playworks

Playworks approach has found increases in attendance,³ and decreases in bullying and exclusionary behavior⁴ in schools that received the Coach model.

Playworks TeamUp in SDP 2016-17

In Playworks TeamUp, Playworks provides an on-site coordinator to teach, model, and empower a sustainable recess program in elementary schools. At the five schools in our study, an experienced recess expert was on site one week (40 hours) per month working directly with an identified school recess team as a recess consultant. During that week, the site coordinator modeled and demonstrated best practices and provided ongoing training and consultation for the recess team.

Playworks provided a pre-launch training in the beginning of the school year for teachers, administrators, and recess support staff [ORE requested further information from Playworks regarding the number of trainings offered, the content of each training, and the attendance of each training session]. Each of the five Philadelphia schools was assigned one of two on-site coordinators who worked with the school recess team one week per month. Each school identified at least one Recess Coach who worked with the on-site coordinator and led Playworks activities during the weeks Playworks was off-site. Principals chose Recess Coaches from current school climate support staff or hired additional staff specifically to support the Playworks program. The full recess team consisted of adults at recess who supported the Recess Coach, and the Junior Coaches.

According to the program model, the Site Coordinator and school recess teams are supposed to focus on three key programmatic areas:

Recess – The Site Coordinator and recess team develop standard agreements for behavior and conflict resolution skills, teach kids the rules and strategies for games, and encourage disengaged students to participate.

Junior Coach Program – The Site Coordinator and recess team implement a Junior Coach program to establish student leadership within the school and build student ownership of key recess responsibilities. In collaboration with teachers, students in 4th and 5th grade are selected to serve as role models on the playground. Trainings for Junior Coaches are held regularly, outside of school time.

Class Game Time (CGT) – The Site Coordinator leads instructional time during the school day with individual classes throughout the year. During this time the coach teaches

³ Leos-Urbel, Jacob and Monika Sanchez. (2015). The Relationship between Playworks Participation and Student Attendance in Two School Districts. *John W. Gardner Center*.

⁴ Mathematica Policy Research. (2013). Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior. *Robert Wood Johnson*.

foundational skills and activities that will prepare students to enjoy recess and increase engagement.

What the Study Examined

The focus of this Year 1 report is on the implementation of the TeamUp model. This was done with a series of observations and interviews. From January through March 2017, ORE conducted two observations of recess at each school, one with Playworks staff present and one without (Table 1). ORE adapted the Playworks Great Recess Framework Rubric (GRF), which focuses on seven recess components: Recess Access, Transitions, Play Space and Equipment, Activities and Games, Adult Supervision, Student Interactions, and Adult-Student Interactions. Two ORE staff members attended each of the observations and took detailed field notes to inform scores on the GRF and ensure reliability. ORE compared notes and scores between the two observations at each school to assess differences in recess when the Playworks staff member was and was not present. The Evaluation Plan including all research questions can be found in Appendix B.⁵

Table 1: Observation Schedule

School	Observation 1 Date	Observation 1 Location	Observation 2 Date	Observation 2 Location
Meade	1/6/2017	Indoors: Cafeteria & Gym	2/24/2017	Outdoors
Hackett	1/19/2017	Outdoors	3/8/2017	Outdoors
Kirkbride	1/24/2017	Indoors: Classrooms	3/9/2017	Outdoors
Sheppard	1/26/2017	Indoor/Outdoor Mix: Auditorium	2/13/2017	Indoors: Auditorium
Willard	1/11/2017	Outdoors	2/22/2017	Outdoors

Note: Highlighted cells indicate Playworks was present during observation

ORE also conducted interviews with the principal and lead Recess Coach at each school to obtain feedback on the implementation of the TeamUp model.

This report provides information about seven overarching research categories along with recommendations based on findings from the observations and interviews:

1. How many students participated in Playworks activities?
2. What was school staff feedback about the TeamUp Model?
3. How was school staff trained and supported during implementation?
4. How did staff describe students' experiences with the TeamUp Model?

⁵ The original Evaluation Plan for Year 1 included 19 research questions. ORE grouped these questions into seven separate categories, which were then used as sections for the report.

5. What activities take place at each school during recess when Playworks is on-site versus when they are not on-site?
6. How does the Junior Coach program work in each school?
7. What contextual factors contribute to the implementation of the TeamUp Model?

What the Study Found

How many students participated in Playworks activities?

Four of the five participating schools offered daily recess to all grades (Table 2). Meade does not provide regular recess to 7th and 8th grade students because those grades have a subject-based schedule which makes it difficult to set a consistent recess schedule.

Table 2: Participation in Playworks by School

School Name	Grades	Total Enrollment	Grades Receiving Playworks ¹	% Students Who Received Playworks During the School Year ²
Meade	K-8	369	K-6	83%
Hackett	K-5	351	K-5	100%
Kirkbride	K-8	542	K-8	100%
Sheppard	K-4	176	K-4	100%
Willard	K-4	745	K-4	100%

¹Source: Playworks schedule of Class Game Time

²ORE assumes the number of students enrolled in each grade scheduled to receive recess equals the number of students who received Playworks. Source: BDW, June 2017

What was school staff feedback about the TeamUp Model?

Four out of five schools feel their expectations of the TeamUp model implementation were met.

When asked about their expectations of how the TeamUp model would be implemented in their school compared to actual implementation, staff at four of five schools said that Playworks implemented the program exactly as described. Schools understood that the Playworks Site Coordinator would be on-site one week a month to demonstrate best practices and provide ongoing training and consultation for the recess team, and that roles and responsibilities would be handed over to school staff as the year progressed.

Staff at Sheppard described the program as an “I do, we do together, you do” model, and expressed satisfaction that the Site Coordinator made sure the school staff had the knowledge and resources to continue the program during the weeks she was not at the school. Kirkbride staff expected Playworks to take on a supervisory role while the full-time school staff ran the program, and they felt those expectations had been met. Willard staff reported that implementation was “really easy” and met expectations. The principal at Meade had prior experience with the Playworks Coach

model and came to Meade after the TeamUp model had already begun implementation, and was hopeful the model would help with the climate issues faced by the school. Meade staff reported satisfaction with how Playworks worked with teachers and climate staff to ensure everyone knew their roles in the program.

Staff from Hackett reported that the program did not entirely meet their expectations. During the interview, staff expressed that they understood that Playworks would come to the school to train School Climate Support (SCS) staff as well as teachers. They reported that Playworks provided a training in the beginning of the year with teachers but that there were not sufficient opportunities for follow-up training with the whole staff. For example, Playworks offered additional trainings throughout the year but the school reported that they did not learn about the opportunities with enough time for staff to be able to attend. During on-site weeks, the principal expressed that he felt the Playworks Site Coordinator conducted recess time and activities independently as opposed to training the SCS and recess team, and that Playworks did not spend enough time modeling activities for school staff. The principal also stated that he felt he could have met with his staff at the beginning of the year to explain the program fully and relay his expectations that all SCS staff shadow the Playworks Site Coordinator to learn how to better manage recess.

Schools gave mostly positive feedback about Playworks TeamUp, but several schools pointed to lack of consistency as a major challenge.

School staff reported that the reasons they decided to implement Playworks in their schools was to increase recess time and healthy play, to help with school climate issues, and to introduce organized activities during recess that would keep students engaged and safe. At the end of the first year, all five schools had positive things to say about the Playworks Site Coordinators and thought the program had the potential to increase physical activity and improve school climate.

Four of the five schools were originally interested in the full Coach model, but reported that Playworks did not have the capacity to offer the full-time Coach and encouraged them to try the TeamUp model instead. Three schools commented that the TeamUp model was not consistent enough to implement to its full potential, especially because schools did not have enough staff with the time or skill sets to support the program.

The principal at Sheppard, who had experience with the Coach model in a previous year, suggested that transitioning to TeamUp after having the full-time Coach would make it easier for school staff to take ownership of the program. Similarly, staff at Hackett reported that they did not feel there was enough consistency for the program to make an impact at their school, and that students see it as a special treat as opposed to a routine activity. The principal recommended starting with the full Coach model in year one and transitioning to the TeamUp model by year three.

At Meade, the principal also pointed to the lack of consistency as a challenge, particularly in a school that has a lot of climate issues. According to the principal:

“For the first year of implementation, they need to see that person that’s bringing that stuff every day, and when I say ‘they’ I mean the teachers and the students. They need to really see it and get acclimated to it. When they have that week off in between...it’s difficult to be consistent.”

The Meade principal believes that having a full-time coach who could focus on delivering Class Game Time every week would give more consistency to students, but the school does not have enough staff to support that process.

Kirkbride did not offer recess to students prior to the 2016-17 school year, so they decided to introduce structure and support during recess time with the Playworks program. While the school staff reported they like the TeamUp model because it builds capacity and autonomy and did not report any major challenges with consistency, they also told us that they would love to have the coach model to give them a full-time person to manage the program.

Finally, according to staff, Willard decided to implement the TeamUp model because they were struggling with how to effectively supervise recess time and wanted help coming up with organized activities to keep the children engaged and safe. The school chose the TeamUp model since it was more affordable than the Coach model. Staff reported that they preferred the TeamUp model because it made the school more dependent on themselves as opposed to relying on a full-time consultant.

Three out of five schools reported noticing a change in school climate and/or student behavior.

Sheppard staff reported that they noticed a decrease in office referrals and serious incidents during lunch and recess since Playworks began in the school. The Recess Coach also reported that the Playworks Site Coordinator recommended implementing a Girls Club because girls in 3rd grade were having peer conflicts. The club met every Friday and students participated in crafts and other activities. The Recess Coach noticed that the girls now share during recess and can communicate without getting into fights.

When asked what changes they have noticed since Playworks came into the school, Meade staff replied, “it’s calmer.” The Recess Coach reported that students now “check each other” and encourage each other to behave since they do not want to lose recess or Playworks. The Recess Coach also believes the conflict resolution strategies introduced by Playworks, especially ro-sham-bo, reduced conflicts. She gave an example in 4th grade where students had a disagreement during a football game, and instead of fighting they stopped what they were doing and played ro-sham-bo to settle the dispute and continue their game. The principal agrees that the overall atmosphere is “not as volatile,” and attributes the decrease of fighting and destruction of property to their implementation of the Playworks TeamUp recess program.

According to the staff at Willard, change has been slow but there have been noticeable differences since they began using the Playworks TeamUp program at recess. The Recess Coach noticed a reduction in fistfights, particularly among boys when they play football. She also noticed a decrease in violent games as students learned Playworks activities and engaged in those instead. Both the principal and the Recess Coach reported that students did not really know how to play games before the Playworks staff member taught them, and that the Playworks TeamUp program brought more positivity into the school.

Kirkbride staff told us that they did not notice a change throughout the year in the level of conflicts, and also explained that this could be due to the fact that they did not have a climate issue or major behavioral problems to begin with. Similarly, students at Hackett have not exhibited serious behavioral problems in the past, and the principal believes that any positive impacts this year were due to the school restructuring different elements of lunch and recess and not specifically to the implementation of the Playworks TeamUp program. For example, the school placed a leadership person in the cafeteria during all lunch periods, and the principal reported that this provided consistency and helped lower student incidents.

How were school staff trained and supported during implementation?

School staff reported that monthly meetings with Site Coordinators were helpful in improving implementation.

Playworks offered training and support to Recess Coaches and school recess teams through Professional Development workshops, on-site trainings, and a Playworks TeamUp binder which offers resources on all components of the program. [ORE will include more information regarding trainings and workshops once that is received from Playworks].

During the on-site week, the Playworks Site Coordinator met with the Recess Coach and school recess team to provide feedback and review monthly goals. All five schools agreed that they found the monthly meetings with their Site Coordinator helpful in identifying what aspects of their implementation of the Playworks TeamUp model were working and what needed to be improved. Staff at every school mentioned that they used the TeamUp binder to track goals and plan recess activities, and several schools reported using the newsletters sent by Site Coordinators which include tips and best practices.

All five schools reported learning new strategies from Playworks that worked well in their school.

Although all schools reported they had challenges with implementing the Playworks TeamUp program fully while the Playworks staff was off-site, all schools identified one or more strategies that Playworks introduced that have helped school staff in some way.

For example, at Sheppard, the Playworks Site Coordinator taught school staff several strategies to get students to pay attention and follow directions. At one point in the school year, 3rd graders struggled to make lines during the transition to recess, so the Site Coordinator introduced a strategy called “I See, I See” where an adult gives a directive to students that they need to complete before moving on to the next step. Staff reported that students recognized that these activities make them lose recess time, and that they were more likely to follow directions quickly so that they can move on to play.

At Hackett, the Playworks Site Coordinator suggested implementing an incentive program where students earn points using the Class Dojo app. Students earned points for cleaning up after lunch and lining up, which helped manage transitions to and from recess. Students with the most points at the end of a week chose between several incentives including an extra few minutes of recess time. Playworks also helped implement stations in the cafeteria which students could use during indoor recess. Due to space constraints during indoor recess, the activities are less physically active (e.g., board games and reading), but the principal believed the structure helped keep students engaged.

The Recess Coach at Meade reported that after Playworks explained the concept of personal space to students she now reminds students during recess, “remember, personal space! You should be able to take a foot back because nobody is there, that’s personal space.” The principal also reported that teachers use the songs taught by Playworks to get students’ attention and redirect behavior.

One of the biggest changes made by Willard after a suggestion by Playworks was to create an inclusive recess; the school initially separated boys and girls because they felt boys would play rougher and girls would get hurt, but Playworks encouraged them to bring all students together and the principal reports that “eventually things just fell into place.” The Recess Coach stated that she learned how to effectively communicate with students through skills she learned from Playworks. She reports that:

“I found that I was becoming a bit of a bully with the children. The way I speak to the kids is totally different now...if I say ‘shut up’ which is a terrible word I have to do sit-ups or jumping jacks.”

The Recess Coach at Kirkbride pointed to Playworks’ focus on smooth transitions as something the school incorporated to improve recess. At the suggestion of Playworks, Kirkbride implemented an incentive program that encouraged students to participate in recess activities and lead the “Playworks Expectations,” a call-and-repeat chant at the beginning of recess where students resolve to be safe, respectful, and responsible.

How did staff describe students' experiences with the TeamUp Model?

Overall, staff reported that students had positive experiences with the TeamUp Model and Playworks Site Coordinators.

During the interviews, ORE asked school staff how they perceived student reactions to Playworks throughout the year. All five schools agreed that students loved the Playworks Site Coordinators and were excited during weeks when Playworks was on-site.

At Meade, school staff reported that students were not interested in the Playworks TeamUp program at first and were hesitant because they viewed recess as a time when they had freedom to choose activities and did not want to be told what they could or could not play. Staff explained that the Site Coordinator began visiting classrooms at the beginning of the year to talk about how the program would work. The Site Coordinator encouraged students to participate because it's something that would be fun for them, and now students can't wait for Playworks to be on site and get excited when they see their Site Coordinator. Staff also noticed that students warned each other that they would miss out on Playworks if they misbehaved.

At Kirkbride, staff reported that students were excited about the program from the beginning, especially because they did not have experience with recess before this year. The Recess Coach noticed that younger students act differently when the Site Coordinator is present and are more willing to participate in structured games.

Hackett staff said that students were more excited in the beginning of the year but lost interest as the Playworks TeamUp program progressed because it was "less of a novelty." Despite this loss of novelty over time, staff also expressed that students love the Site Coordinator and their excitement about the program increases when they see her on-site. According to the Recess Coach, students seemed more interested in the games during the week the Playworks Site Coordinator was present, and attributed that to the Class Game Time which gets students excited about a new game or activity.

Staff at Willard also expressed that their students were excited when the Site Coordinator visited the school. Staff reported that students are "coming around to a more playful atmosphere now." The Recess Coach told us that last year the kids only played zombie and "shoot-up" games, but now that students have learned how to play more structured games, she rarely sees the zombie and "shoot-up" games being played.

What are the differences at each school when Playworks is on-site versus when they are not on-site?

The following section presents findings from the two observations ORE conducted in Spring 2017, one when the Playworks Site Coordinator was on-site and one when only the school's recess team

Box 1.

An Ideal Playworks Recess

RECESS ACCESS: Recess is never withheld from students for behavior or academic reasons.

SMOOTH TRANSITIONS: Students enter and leave the play space quietly and in lines. Recess Coaches lead the Playworks Expectations and announce games and stations.

PLAY SPACE & EQUIPMENT: The play space is safe, game boundaries are clear, and extensive recess equipment is available and used safely.

ACTIVITIES & GAMES: Students are involved in physically active play, a large number of organized games/activities are available, and students initiate and sustain games.

ADULT SUPERVISION: All supervising adults arrive on time and are strategically positioned to view area.

STUDENT INTERACTIONS: Students use positive communication and demonstrate strategies for resolving conflicts.

ADULT-STUDENT INTERACTIONS: Adults model positive culture, play games and engage with students, and intervene in a constructive way after seeing negative communication.

was present. ORE observed between three to seven recess periods during each observation date. When the Playworks TeamUp model is operating smoothly, school-based recess teams are trained to continue Playworks activities and strategies throughout the month, even when the Site Coordinator is not present. Ideally, there should be little to no difference in recess when the Site Coordinator is on-site or off-site. Our observations focused on what activities were offered to students, how students behaved and interacted with one another, and how adults engaged and interacted with students. For reference, Box 1 describes an “ideal recess” according to the Playworks TeamUp model.

What are the main activities happening during recess and transition periods?

Overall, students were offered more structured games and activities when the Playworks Coach was present. During our visits, the Playworks Site Coordinator attempted to integrate the games and activities taught during Class Game Time so that students could practice playing those games during recess. When the Site Coordinator was not on-site, some structured games took place (mostly basketball, kickball, soccer, and other sports-related activities), but many students participated in less structured activities in smaller groups. In general, during our observations, the Recess Coaches offered at least one Playworks activity when the Playworks Site Coordinator was off-site.

During observations, Playworks Site Coordinators mentioned working with recess teams to create smooth and organized transitions to and from recess. ORE observers noted that the extent to which there were smooth and organized transitions varied across schools and also depended on whether recess took place indoors or outdoors. Overall, transitions were likely to be more organized when the Playworks Site Coordinator was present. Below is a more detailed description of observations at each school site.

Meade:

When the school held recess indoors, students chose between several Playworks activities set up in the corners of the cafeteria or gym. During outdoor recess, Recess Coaches offered one game per recess period, either Dodgeball or a Relay Race. Activities were more limited due to a lack of equipment and a minimal amount of supervisory staff.

Transitions were a challenge during both indoor and outdoor recess at Meade. During indoor recess, the Playworks Site Coordinator explained that she wanted the school to incorporate Traffic Light symbols posted at each cafeteria table—students should only get up to play when their table light was marked green. This was not being utilized during our observation and students got up from their lunch tables at their own pace to start playing, so there were no organized transitions to recess. During the outdoor recess observation, the Recess Coach attempted to recite the Playworks Expectations with students when they came outside, but after the first class this did not occur and students simply ran outside to start playing with limited guidance. Transitions from recess were chaotic during both observations, and students did not seem to know the expectation to line up when Recess Coaches blew the whistle.

During the second observation (without the Playworks Site Coordinator present), three 2nd grade teachers came outside with their students during the last recess period with no Recess Coaches present. The teachers led the students through the Playworks Expectations and offered several Playworks activities which the teachers helped lead and organize. Transitions were smoother during this period and students had access to more structured activities than when Recess Coaches managed recess in earlier periods.

Hackett:

Structured activities during both observations mainly consisted of kickball and basketball, with one tag game offered in a designated space. When the Playworks Site Coordinator was present, students had access to more equipment than when the Playworks Site Coordinator was off-site, including cones in order to play Crossover.

Transitions were mostly smooth and organized both with and without the Playworks Site Coordinator. The transition to recess began in the cafeteria after lunch, where adults and Junior Coaches helped students line up. The Expectations were led by a student and recited once a week; the Recess Coach reported that they initially recited the Expectations every day but felt it took up too much time and caused issues when students argued over who would get to lead. When the Recess Coach blew the whistle after recess, students immediately picked up equipment and returned to line up.

Kirkbride:

When Playworks was on-site, recess occurred indoors and the Playworks Site Coordinator and Recess Coaches travelled to each classroom to lead games with students. During outdoor recess

when Playworks was off-site, the Recess Coaches offered a Playworks tag game and pointed to the area of the courtyard where this should occur, but it seemed challenging to get students organized enough to begin the game.

During the first observation when Playworks was on-site the Coaches went to individual classrooms, so the transition to recess occurred when teachers wrapped up any ongoing activities and announced to their classes that Playworks would be leading several games. Students did not recite the Playworks Expectations during indoor recess. During the second observation outside, students knew to line up and Recess Coaches chose a student to lead the Expectations. The Recess Coaches identified the games to be played and dismissed students to activities, however students often ran off before this list was complete. At the whistle, students knew to kneel down almost immediately until they were called to line up to go back inside.

Sheppard:

Students were offered more structured activities when Playworks was on-site, and areas for games were officially designated using cones or other equipment. When Playworks was off-site, students played basketball and jump rope games, but ORE staff did not observe the Recess Coach offering specific Playworks activities.

While Playworks was on-site, students transitioned to recess by entering the recess yard or auditorium and recited the Expectations. The Playworks Site Coordinator or a Junior Coach identified areas for games, and “dismissed” students to play. However, when Playworks was not on-site, students recited the Expectations in some periods but not in others. Transitions took a long time as Recess Coaches and other adults reacted to misbehavior or got equipment ready. At the end of recess, students ignored the whistle blows and continued to play for long periods of time before adults were able to get them to line back up. During the first observation, the Junior Coach received support from the Playworks Site Coordinator in using “attention-getters” to get students to line up, however Junior Coaches were less involved when Playworks was off-site.

Willard:

Willard was successful at incorporating Playworks activities when Playworks was off-site, and Recess Coaches offered at least three activities in each recess period including Four Square, Cat and Mouse, Relay Games, and Crossover. Recess Coaches led games and asked students who were not engaged in a structured game to choose one to join.

Transitions were mostly smooth and organized during both observations. Students lined up outside and listened to the games and stations announced by Recess Coaches. At the end of recess, the Recess Coach blew the whistle and yelled “Freeze!”, then selected groups of students to line up to go back inside.

What are students doing during recess?

For the most part, students at all five schools had free choice of what they played during both recess observations. The degree of choice was determined less by whether a Playworks Site Coordinator was present and more by the school staff and/or the space and equipment available.

Across all five schools, students in both observations initiated basketball, kickball, soccer, or other sports without much assistance from adults. When additional structured activities were absent, many students ran around with friends or played with the jump ropes, hula hoops and other materials available. When adults initiated structured activities, students often sustained the games for a short period of time after adults walked away, with some minor help needed in remembering the rules or settling a dispute. Kindergarten and 1st graders had more difficulty continuing the games across schools and observations, and activities dissolved if an adult did not step in again.

In general, student behavior was similar in all schools when Playworks was on-site and off-site; students had a similar number of conflicts and used similar verbal and nonverbal communication during both observations. However, when Playworks was on-site, ORE staff observed the Playworks Site Coordinator encouraging students to use positive verbal and nonverbal communication more often than Recess Coaches during both observations. Below is a more detailed description of student activities and behavior during recess at each school site.

Meade:

Students had mostly free choice during recess with some limitations due to space and adults available. Many students wanted to play on the jungle gym outside but were told not to since there were not enough adults to monitor the entire space. During indoor recess in the gym the Recess Coach took a vote as to which activities to play since space was limited.

Student behavior was consistent during both observations, but the Playworks Site Coordinator was more active than Recess Coaches in encouraging students to use positive verbal and nonverbal communication with each other. For example, the Playworks Site Coordinator encouraged students to cheer each other on in a basketball game. Students engaged in some negative communication like teasing and cursing, and some minor physical altercations during both observations.

Hackett:

Students initiated basketball and kickball on their own in both observations. When the Playworks Site Coordinator was present, students asked her to help them start Playworks activities like Mouse Trap. When students were left to play structured Playworks activities without an adult, the games were less likely to be sustained and students ran in and out of different games and activities. Students at this school had few behavioral issues during both observations. Students used mostly positive communication and cheered for each other in games, and ORE observed a few instances of negative communication when students teased each other.

Kirkbride:

Students had limited choice during indoor recess at Kirkbride when Coaches traveled to individual classrooms with limited space for more than one activity at a time. During outdoor recess, student had free choice to participate in any activity.

In the second observation outdoors, Recess Coaches listed available games and pointed to designated areas where these games would take place. Students initiated these games with some assistance from adults, especially sports-related activities like soccer. In one instance, students discussed a Playworks activity and started the game themselves with no adult intervention.

Sheppard:

Students had free choice of what games to play during both observations. The Playworks Site Coordinator and/or Recess Coaches listed structured activities or materials available, and students chose whether to play these games or run around with friends. Structured Playworks activities needed some assistance from an adult to get started, and students sustained the games with some help resolving disagreements about rules.

Students frequently used negative communication with each other, including teasing and cursing. During the second observation, several physical altercations occurred throughout the day.

Willard:

Students had several structured activities to choose from, however Recess Coaches told students they had to play a game and could not run around with friends on their own. Recess Coaches or the Playworks Site Coordinator led the games so students did not initiate activities on their own, and when the adult walked away to deal with other issues the students were usually not able to sustain the game and waited for the adult to return.

Students frequently used negative communication with each other, including teasing and cursing. ORE observed several instances of physical altercations during both observations.

What is school staff doing during recess?

There were few differences in the behaviors or activities of Recess Coaches and other adults when Playworks was on-site or off-site. In some schools, Recess Coaches consistently engaged with students and in games and activities, while in others the Coaches mostly monitored and addressed misbehavior.

Meade:

At Meade, the Recess Coaches at times engaged in games and at other times focused more on disciplining students. Recess Coaches used threats and harsh language more often than positive

reinforcement to address misbehavior. Recess Coaches did encourage students to get involved with games and activities, and reinforced the ro-sham-bo method of resolving conflicts.

During the last recess period in outdoor recess, three 2nd grade teachers brought their classes out without the Recess Coaches present. The teachers encouraged positive behavior, supported conflict resolution, and modeled positive culture consistently. They also set up a greater number of Playworks activities and engaged in games throughout the recess period.

Hackett:

At Hackett, the lead Recess Coach was usually joined at recess by 2-3 other School Climate Staff (SCS), and at times the Counselor who leads the Junior Coach program. The school has few behavioral issues to address, and the Recess Coach and other SCS seemed more passive in their approach to the program. When the Playworks Site Coordinator was off-site, we observed the Recess Coach supporting conflict resolution, trying to get students involved in the games, and actively engaging with students. The Counselor and another male staff member played games with students throughout most recess periods. When the Playworks Site Coordinator was on-site, the Recess Coach and SCS let her take the lead more often, and engaged less with students unless directly approached. Adults often gathered in the middle of the yard to talk to each other, and female staff almost never engaged in games or activities in either observation.

Kirkbride:

During indoor recess, the Recess Coaches worked with the Playworks Site Coordinator to lead games in each classroom. During outdoor recess, one Recess Coach actively participated in soccer or other sports activities in every recess period, while the lead Recess Coach jumped in and out of games and chatted with students throughout the day. There were few behavioral issues, and Recess Coaches simply told students to keep their hands to themselves or be more careful with equipment.

Sheppard:

While the Playworks Site Coordinator was at Sheppard, she encouraged good behavior and used positive reinforcement and positive language to discuss issues with students when there was a conflict (e.g., "I love the way my friends are standing in line"). When Playworks was off-site, we observed that the Recess Coaches did not use positive reinforcement as often as the Site Coordinator and instead pointed out misbehaving students as an example of what not to do. Two Recess Coaches were usually engaged in games with students, while the other Recess Coach tended to be less active and usually monitored and disciplined students using negative and harsh language. When Playworks was off-site, Recess Coaches often had students sit out of recess for several minutes as punishment for misbehavior. Coaches attempted to use the ro-sham-bo method to resolve conflicts, but when this was not enough to settle a dispute we did not observe the Coaches using other strategies to help students reach a resolution. Adults often asked students to sit out for several minutes due to misbehavior.

Willard:

At Willard, Recess Coaches split up to lead games and asked students to choose a structured activity as opposed to running around on their own. The lead Recess Coach successfully monitored the space and intervened between students when there was a conflict, using a mix of constructive communication and disciplinary measures. We observed the Recess Coaches quickly intervening when they noticed students having a conflict or breaking the rules, and at times, they sent students to sit out of recess for several minutes for misbehavior.

How does the Junior Coach program work in each school?

All schools agree that the Junior Coach Program is a positive addition but four schools reported that keeping students interested is a challenge.

Schools agreed that the Junior Coach program developed leadership skills and let students take ownership of recess. The principal at Sheppard told us that the program provided motivation to behave since Junior Coaches don't want to lose the privilege of participating. The principal reported that Junior Coach roles extended outside of recess—Junior Coaches helped during monthly Family Nights and other school events, allowing them to develop their leadership skills beyond school hours. In the beginning of the program, the principal noted that it was challenging for students to establish the habit of coming down during recess to help. Since there was so much time between weeks when the Site Coordinator was on-site, it took a few months to get students used to the structure of the program.

The principal at Hackett pointed to one student in particular who had serious behavioral issues and was chosen as a Junior Coach this year. According to the principal, this student really stepped up to the role, and said,

“It gave her some kind of positive thing that she’s done, and even for me I saw her in a different light which made her more likeable than seeing that upset person that was sent to the office.”

The principal agreed that it is important to identify students and teach them leadership skills and give them an opportunity to help out younger students. However, according to the principal, the students saw it as extra work and many dropped out throughout the year. Students also joined the program later in the year, which school staff told us made it more difficult for all Junior Coaches to have a consistent understanding of the program and their role. In addition, the structure of recess periods at Hackett is challenging —Junior Coaches are expected to volunteer during their own recess period as opposed to during class time, and they don't always want to give up playing with friends. Next year, the principal plans to make Junior Coaches a club that meets weekly and also give students a tangible reward for participating and giving up their time.

At Kirkbride, staff reported that students feel confident that they were picked by their teachers to be leaders, and that activities were fun for kids but also built important skills. Since the school is K-8, the principal wanted older students to be involved as well, but the curriculum is only for 4th and 5th grade students. Older students (6th-8th grades) still helped during recess for younger students, but the program focused on 4th and 5th graders. The principal reported that a challenge has been identifying staff to manage and lead the Junior Coach program.

At Meade, staff agreed that giving students positions of leadership like the Junior Coach program helped manage behavior. Meade also reported the difficulty in holding student interest throughout the year. The Recess Coach estimated that the program began with 14 Junior Coaches and was down to seven at the time of our interview in May because the students viewed the program as more work and many lost interest throughout the year.

What contextual factors contribute to the implementation of the TeamUp Model?

All five schools reported that a major factor in the success of the program was the staff chosen to manage implementation.

Principals reported that the staff selected to be Recess Coaches and/or part of the school's recess team was an important component to determine success of the program. Because recess staff (including School Climate Support staff, Noon-Time Aides, and other lunchroom staff) work on an hourly basis, many do not have the time to plan or prep for Playworks activities on top of their regular duties at the school. All five schools claimed that the model would be more successful if they were able to hire a full-time staff member who could focus solely on implementing the Playworks program.

In addition to lack of time, some schools reported that their staff did not have the skill sets necessary to manage the program effectively. A major part of Playworks is conflict resolution, and several schools mentioned a need to train recess staff in behavior modification and other climate issues to help them manage student behavior. One of the most significant differences ORE noticed during observations was that the Playworks Site Coordinators were more effective at redirecting student behavior through positive reinforcement and communication, whereas school recess staff were more likely to use threats, commands, and negative communication.

The principal at Kirkbride reported that she was able to post job descriptions on job boards outside of the District, which allowed her to tailor the job description to better suit the goals of Playworks. She believes this made the program more successful since she identified Recess Coaches specifically interested in leading and implementing the TeamUp model.

School principals agreed that recess time should not be withheld for behavioral or academic reasons, but acknowledged this still happened in their schools.

The Playworks program calls for all students to participate in recess every day and discourages schools from holding students back from recess for any reason. Principals at all five schools reported that they discourage teachers and staff from withholding recess from students for behavioral or academic reasons but that it is sometimes still used as a punishment. Based on interviews and observations, most instances of withholding recess occurred for short periods of time after a student misbehaved; Recess Coaches and other staff asked students to sit or stand to the side for several minutes and then allowed them to join back in. During indoor recess at Kirkbride, several teachers required students to finish an assignment before playing a game.

ORE also observed several instances of entire groups or classes missing recess due to misbehavior. During the second observation at Willard, one recess period only received five minutes of recess after losing time due to misbehavior. At Meade, all 6th grade students lost recess one day because several students got into a fight. The Recess Coach at Meade reported that teachers often withheld recess from their classes as a form of punishment. Schools are unable to implement the Playworks TeamUp model with full fidelity unless all students have access to recess every day.

Conclusions and Recommendations

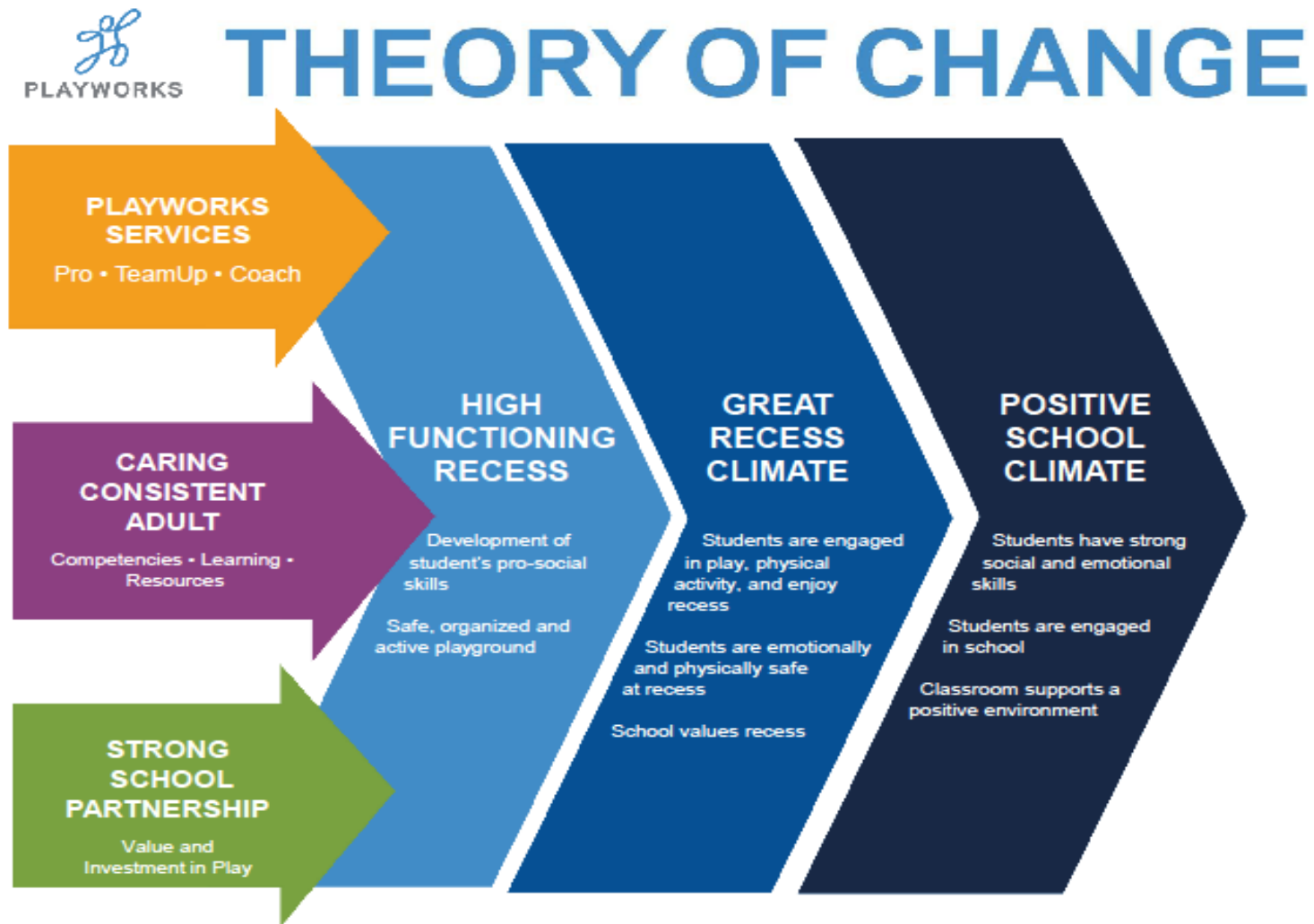
With few exceptions, school staff gave positive feedback about the Playworks TeamUp model and expressed satisfaction with how the program has been implemented in their schools. However, many schools pointed to the lack of consistency with the program as a major challenge to implementation, and reported that they would prefer a full-time staff member to implement and manage the TeamUp model. ORE developed several recommendations based on the results of this Year 1 implementation study:

1. **Work with schools to identify qualified staff members to serve as Recess Coaches.** All five schools reported that the staff they had available to join the recess team and serve as Recess Coaches did not have the time and/or skill sets to be able to implement the program fully during weeks when the Playworks Site Coordinator was off-site. The principal at Kirkbride believed the program was successful at the school in part because she was able to post job descriptions for additional staff that were tailored to Playworks responsibilities. Other schools chose Recess Coaches from the available climate and/or cafeteria staff members, which were mixed in terms of skills, experience, and interest in the program. ORE recommends that Playworks work with schools to identify staff members with the appropriate skills sets and interests to effectively implement the TeamUp model and carry over Playworks activities when the Site Coordinator is not present. This could mean identifying resources to hire an additional staff member to manage the program, providing appropriate training to current staff, and/or providing more time for hourly employees to plan and prep for Playworks activities.

2. **Provide further training to Recess Coaches and other appropriate staff to improve adult-student interactions.** One of the major components of the Playworks model is ensuring that adults model positive culture and interact with students in a constructive way to redirect behavior. Playworks provides strategies in their Recess Coach Toolkit including attention-getters, cheers, and transition activities to maintain student focus and encourage positive communication. The Site Coordinators also model ways to intervene in student conflicts effectively. However, ORE noticed during observations that Recess Coaches and other school staff sometimes struggled to utilize these strategies and resorted to yelling, threats, and other negative communication to manage student behavior. When asked what types of training would be helpful in improving their roles, several Recess Coaches mentioned wanting to be trained in behavior modification strategies and other climate topics. ORE recommends that Playworks focus on these topics during Professional Development workshops and monthly site visits with schools to ensure staff are ready and able to utilize effective strategies to manage student behavior.

3. **Help schools create written policies to discourage teachers or administrators from withholding recess from students for academic or behavioral reasons.** While principals agreed recess should not be withheld as punishment, ORE observed students losing recess time to varying degrees across schools. Principals reported that there are no policies allowing or prohibiting school staff to withhold recess. ORE recommends that schools create and implement a written policy to ensure all students receive recess time every day.

Appendix A: Playworks Theory of Change



Appendix B: Evaluation Plan

School District of Philadelphia, Office of Research and Evaluation

Playworks TeamUp Evaluation

At the request of the William Penn Foundation, the School District of Philadelphia's Office of Research and Evaluation (ORE) will conduct an evaluation of the Playworks TeamUp model, as implemented in a number of Philadelphia schools. The model was first implemented in 2015-2016. The first year of the evaluation (2016-2017 school year) will focus on program implementation and baseline data.

I. Background and Program Description

Playworks has been working in Philadelphia schools for a number of years, giving schools the option of purchasing their Coach model, which provides a full time coach to facilitate organized play during recess and class time, or their Pro model, which provides professional development to school staff. This particular study will focus on the TeamUp program, a newer model that is intended to be a sustainable middle ground between the other two. It involves Playworks training existing school staff, plus a Playworks staff member who spends one week per month at each school to provide coaching and additional supports.

The core components of the TeamUp model are:

- Experienced recess expert on site 40hrs per month working directly with school recess coach and administration as a recess consultant
- Recess, Jr Coach and Class Game Time

Schools to be served with TeamUp in 2016-2017:

- Hackett, Meade, Willard, Sheppard, Kirkbride

II. Research Questions and Evaluation Methods

<i>Fidelity of Implementation: Students</i>			
Research Question	Methods	When	How Data will be Analyzed
How many classes and grades have participated in Playworks activities?	Observations: Great Recess Framework (GRF)	Jan-June 2017	Descriptive Statistics
When Playworks staff is on-site, what are students doing? (Ex: initiating/sustain games; participating in organized/structured games)	Observations: GRF; Interviews with PW and school staff	Jan-June 2017	Qualitative Analysis
When Playworks staff is not on-site, what are students doing? (Ex: initiating/sustaining games; participating in organized/structured games)	Observations: GRF; Interviews with school staff	Jan-June 2017	Qualitative Analysis
Are students being pulled from participating in recess for behavioral or academic reasons?	Observations: GRF; Interviews with PW and school staff	Jan-June 2017	Qualitative Analysis

<i>Fidelity of Implementation: School Recess Staff</i>			
Research Question	Methods	When	How Data will be Analyzed
What are the details surrounding School Staff training? a) How many staff members receive Playworks training and coaching? b) How often is training received? c) What activities and skills are being taught?	Interviews with PW and school staff; Records of training (attendance and materials)	Jan-June 2017	Qualitative Analysis; Descriptive Statistics
Do staff members feel supported by the program?	Possible School Staff Annual Survey (once complete); Interviews with School Staff	Jan-June 2017	Qualitative Analysis
When Playworks staff is on-site, what is school staff doing during recess and CGT? a) Are school staff intervening in student conflicts? b) Are interventions constructive? c) Are staff modeling positive behavior (getting students involved, playing games with students, using positive language)? d) How many school staff members are involved in recess and CGT?	Interviews with PW and school staff; Observations: GRF	Jan-June 2017	Qualitative Analysis
When Playworks staff is not on-site, what is school staff doing during recess and CGT? a) Are school staff intervening in student conflicts? b) Are interventions constructive? c) Are staff modeling positive behavior (getting students involved, playing games with students, using positive language)? d) How many school staff members are involved in recess and CGT?	Observations: GRF; Interviews with school staff	Jan-June 2017	Qualitative Analysis

<i>Fidelity of Implementation: Playworks Staff</i>			
Research Question	Methods	When	How Data will be Analyzed
What specific activities are being conducted by Playworks staff at each school?	Salesforce reports; Interviews with PW staff	PW staff submits reports twice per year	Qualitative Analysis
Are Playworks staff friendly/ knowledgeable/ reliable/ available? (Quality)	Interviews with Recess Coaches and Junior Coaches	Jan-June 2017	Qualitative Analysis

<i>Fidelity of Implementation: Junior Coaches</i>			
Research Question	Methods	When	How Data will be Analyzed
How many Junior Coaches are involved in the program?	Signed contracts by Junior Coaches; Rosters/sign-up records; Interviews with PW staff.	Jan-June 2017	Descriptive Statistics; Qualitative Analysis
What are the attendance rates of Junior Coaches?	Interviews with PW and school staff; Rosters/sign-in records	Jan-June 2017	Descriptive Statistics; Qualitative Analysis
Are Junior Coaches fulfilling their roles?	Interviews with PW staff; Observations (GRF)	Jan-June 2017	Qualitative Analysis

Fidelity of Implementation: Program Activities			
Research Question	Methods	When	How Data will be Analyzed
What are the main activities happening when Playworks staff is present?	Observations (GRF); Interviews with PW and school staff.	Jan-June 2017	Qualitative Analysis
What are the main activities happening when Playworks staff is not present? Are structured/organized games and activities still being played?	Observations (GRF); Interviews with PW and school staff.	Jan-June 2017	Qualitative Analysis
What are the goals for each school and how are they being met?	Interviews with PW and school staff; Review of written goals	Jan-June 2017	Qualitative Analysis
What aspects of the program seem to be working well in each school? What could be improved?	Observations (GRF); Interviews with PW and school staff	Jan-June 2017	Qualitative Analysis
What factors affect implementation of the TeamUp Model? a) conditions at school site (i.e. whether play space is safe/appropriate, whether equipment is adequate)? b) Playworks strategies? c) school staff participation?	Observations (GRF); Interviews with PW and school staff.	Jan-June 2017	Qualitative Analysis
How does Playworks operate differently when recess is held indoors (e.g. in inclement weather)?	Observations (GRF); Interviews with PW and school staff.	Jan-June 2017	Qualitative Analysis

Appendix C: Great Recess Framework Rubric

Observer Name:

Observation Location:

School Name:

Grades Present:

Observation Date:

Number of Staff Present:

Observation Time & Duration:

Weather:

RECESS ACCESS

1	Are teachers or administrators permitted to withhold scheduled recess from students for academic reasons?
	Yes No Unsure
2	Are teachers or administrators permitted to withhold scheduled recess from students for behavioral reasons?
	Yes No Unsure

TRANSITIONS

	1	2	3	4
3	Hardly any transitions <u>to recess</u> from classroom are organized and smooth.	Some transitions <u>to recess</u> from classroom are organized and smooth.	Many transitions <u>to recess</u> from classroom are organized and smooth.	All transitions <u>to recess</u> from classroom are organized and smooth.

4	Hardly any transitions to the classroom <u>from recess</u> are organized and smooth.	Some transitions to the classroom <u>from recess</u> are organized and smooth.	Many transitions to the classroom <u>from recess</u> are organized and smooth.	All transitions to the classroom <u>from recess</u> are organized and smooth.
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PLAY SPACE & EQUIPMENT				
	1	2	3	4
5	The play space for recess is unsafe due to many hazardous areas (e.g. trip hazards, broken glass/sharp objects, hidden areas that cannot be seen by adults) that aren't identified as "no play" zones.	The place space for recess has many safety concerns due to some hazardous areas that aren't identified as "no play" zones.	The play space for recess has some safety concerns. There are some hazardous areas but most are identified as "no play" zones.	The play space for recess has no safety concerns. It is clearly free of hazards and/or all unsafe areas are identified as "no play" zones.
6	The play space for recess is inappropriate (too small, near open roads, etc.) and has many immediate safety concerns.	The play space for recess is somewhat inappropriate and has some immediate safety concerns.	The play space for recess is mostly appropriate in that there are very few immediate safety concerns.	The play space for recess is appropriate in that there are no immediate safety concerns.
7	The play space for recess has no clearly identified boundaries for games (no cones, chalk, paint).	The play space for recess has some boundaries identified for games.	The play space for recess has many boundaries identified for games.	The play space for recess is well marked and all game boundaries are clear.
8	No fixed recess equipment is available. (SKIP TO 10)	Limited fixed recess equipment is available.	Adequate fixed recess equipment is available.	Extensive fixed recess equipment is available.
9	Fixed recess equipment is available but is hardly being used as intended and in a safe manner.	Fixed recess equipment is available and is sometimes being used as intended and in a safe manner.	Fixed recess equipment is available and is mostly being used as intended and in a safe manner.	Fixed recess equipment is available and is being used as intended and in a safe manner.

10	No unfixed recess equipment is available. (SKIP TO 12)	Limited unfixed recess equipment is available.	Adequate unfixed recess equipment is available.	Extensive unfixed recess equipment is available.
11	Unfixed recess equipment is available but is hardly being used as intended and in a safe manner.	Unfixed recess equipment is available and is sometimes being used as intended and in a safe manner.	Unfixed recess equipment is available and is mostly being used as intended and in a safe manner.	Unfixed recess equipment is available and is being used as intended and in a safe manner.

ACTIVITY & GAMES

	1	2	3	4
12	Hardly any students are involved in physically active play (less than 10%).	Some students are involved in physically active play (11-50%).	Many students are involved in physically active play (51-89%).	Almost all students are involved in physically active play (90% or more).
13	Students have no free choice of activities to play during recess.	Students have some free choice of activities to play during recess.	Students have mostly free choice of activities to play during recess.	Students are free to choose activities to play during recess.
14	Hardly any organized games and/or activities are available during recess.	A limited number of organized games and/or activities are available during recess but there is limited variety .	A limited number of organized games and/or activities are available during recess, but there is variety .	A large number of organized games and/or activities are available during recess.

15	Hardly any games are inclusive to certain groups by gender, ability, race and/or age.	Some games are inclusive to certain groups by gender, ability, race and/or age.	Many games are inclusive to certain groups by gender, ability, race and/or age.	All games are inclusive to a variety of groups by gender, ability, race and/or age.
16	Hardly any games are initiated by students.	Some games are initiated by students.	Many games are initiated by students.	All games are initiated by students.
17	Hardly any games are sustained by students.	Some games are sustained by students.	Many games are sustained by students.	All games are sustained by students.

ADULT SUPERVISION				
	1	2	3	4
18	The adult to student ratio is more than 75:1.	The adult to student ratio is approximately 50-75:1.	The adult to student ratio is approximately 35-49:1.	The adult to student ratio is less than 35:1.
19	Hardly any supervising adults arrive on time, and there are many periods of time in which students are unsupervised.	Some supervising adults arrive on time, and there are some periods of time in which students are unsupervised.	Many supervising adults arrive on time, and there are few periods of time in which students are unsupervised.	All supervising adults arrive on time, and there are no periods of time in which students are unsupervised.
20	Hardly any supervising adults are strategically positioned to view students in the recess play space (i.e., adults are all huddled together).	Some supervising adults are strategically positioned to view students in the recess play space, but many students are unsupervised.	Many supervising adults are strategically positioned to view students in the recess play space, but some students are unsupervised.	All supervising adults are strategically positioned to view students in the recess play space.

STUDENT INTERACTIONS				
	1	2	3	4
21	Hardly any communication (verbal or nonverbal) between students is positive and encouraging towards each other.	Some communication (verbal or nonverbal) between students is positive and encouraging towards each other.	Most communication (verbal or nonverbal) between students is positive and encouraging towards each other.	All communication (verbal or nonverbal) between students is positive and encouraging towards each other.
22	There are many physical altercations between students.	There are some physical altercations between students.	There are few physical altercations between students.	There are no physical altercations between students.
23	There are many disagreements about rules between students.	There are some disagreements about rules between students.	There are few disagreements about rules between students.	There are no disagreements about rules between students.
24	Students demonstrate hardly any strategies for resolving conflicts on their own.	Students demonstrate some strategies for resolving conflicts, but a lot of adult support was needed.	Students demonstrate adequate strategies for resolving conflicts, but some adult support was needed.	Students demonstrate extensive strategies for resolving conflicts on their own.
ADULT-STUDENT INTERACTIONS				
	1	2	3	4
25	Hardly any adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc.)	Some adults model positive culture.	Many adults model positive culture.	All adults model positive culture.
26	Hardly any adults are playing games or engaged with students.	Some adults are playing games and/or are engaged with students.	Many adults are playing games and/or are engaged with students.	All adults are playing games and engaged with students.

27	Hardly any adults consistently reinforce the rules.	Some adults consistently reinforce the rules.	Most adults consistently reinforce the rules.	All adults consistently reinforce the rules.
28	Did you observe students using negative verbal or nonverbal communication to each other that was seen by supervising adults? If no, skip the next two questions. If yes, answer the next two questions.			
29	Adults did not intervene between students after seeing negative communication (verbal or nonverbal). (SKIP TO 31)	Adults sometimes intervene between students after seeing negative communication (verbal or nonverbal).	Adults often intervene between students after seeing negative communication (verbal or nonverbal).	Adults always intervene between students after seeing negative communication (verbal or nonverbal).
30	Hardly any adult interventions are done in a constructive way.	Some adult interventions are done in a constructive way.	Most adult interventions are done in a constructive way.	All adult interventions are done in a constructive way.

ADULT-STUDENT INTERACTIONS

	1	2	3	4
31	Did you observe physical altercations between students that was seen by supervising adults? If no, skip the next two questions. If yes, answer the next two questions.			

32	Adults did not intervene between students after seeing physical altercations. (SKIP TO END)	Adults sometimes intervene between students after seeing physical altercations.	Adults often intervene between students after seeing physical altercations.	Adults always intervene between students after seeing physical altercations.
33	Hardly any adult interventions are done in a constructive way.	Some adult interventions are done in a constructive way.	Most adult interventions are done in a constructive way.	All adult interventions are done in a constructive way.