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Process Evaluation Measures Effectively Assess Fidelity of Fuel for Fun Classroom Lessons

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Process Evaluation Measures Effectively Assess Fidelity of Fuel for Fun Classroom Lessons

Jessica Clifford, MS, RDN; Stephanie Smith, MS, RD; Rae Brandenburg; Barbara Lohse, PhD, RD; Leslie Cunningham-Sabo, PhD, RDN
Objective

• To assess the fidelity of the Fuel for Fun cooking and tasting classroom lessons in year 1 of program intervention using 3 process evaluation measures
Study Design

• Fuel for Fun is a school-based research program, including 5 components:

  1) Cooking and Tasting Classroom Lessons
  2) Sports Play and Active Recreation for Kids (SPARK)
      Active Recess
  3) Cafeteria Connection
  4) Family
  5) About Eating

• Process evaluation for cooking & tasting lessons was conducted in year 1 of Fuel for Fun intervention
Setting and Participants

- 8 elementary schools
- 22 4th grade classrooms
- 476 4th grade students
Intervention

• 5 cooking and 5 tasting lessons in classrooms

5 Cooking Lessons
- Chinese American Fried Rice
- Minestrone
- Black Bean Tostadas
- Llapingachos
- Paella

5 Tasting Lessons
- Introduction with Cantaloupe Sample
- Apples
- Citrus
- Salad Greens
- Peas
Intervention (Cont.)

• Trained **food educators** led all 10 lessons
• Trained **college students** assisted with lessons
• **Cooking with Kids Colorado Curriculum** was used for implementation of lessons
Outcome Measures and Analysis

3 Process Evaluation Measures:

1) Tested classroom **lesson observation forms** completed by evaluation personnel

2) Classroom **lesson debriefing forms** completed by educators after each lesson

3) Weekly **team meeting transcripts** recorded

*Cunningham-Sabo, L. et al. (2008) JNEB 40: S84*
Outcome Measures and Analysis

– Lesson components checklist
  Highest Possible Score: 21 cooking
  17 tasting

– Classroom management
  3= no problems
  1= major problems

– Student engagement
  4= actively involved
  1= uninterested

• Used descriptive statistics and thematic analysis of observation comments
Results

- Completed in Year 1 of Intervention:
  - 14 classroom lesson observation forms
    - 5 cooking
    - 9 tasting
  - 214 classroom lesson debriefing forms
  - Compiled weekly meeting transcripts
Results (Cont.)

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Components Checklist</td>
<td></td>
</tr>
<tr>
<td>Cooking (Highest 21)</td>
<td>18.6 (±1.6)</td>
</tr>
<tr>
<td>Tasting (Highest 17)</td>
<td>15.0 (±1.7)</td>
</tr>
<tr>
<td>Classroom Management</td>
<td></td>
</tr>
<tr>
<td>3 = No Problems</td>
<td>2.8 (±.41)</td>
</tr>
<tr>
<td>1 = Major Problems</td>
<td></td>
</tr>
<tr>
<td>Student Engagement</td>
<td></td>
</tr>
<tr>
<td>4= Actively Involved</td>
<td>3.6 (±.73)</td>
</tr>
<tr>
<td>1= Uninvolved</td>
<td></td>
</tr>
</tbody>
</table>

This data from observation forms only- see notes for engagement data from Rae's analysis of 99 debrief forms- HOW REPRESENT?
Results (Cont.)

• Thematic analysis revealed 3 major findings:

  - Priority to keep children as engaged as possible at all times with hands-on activity
  - Educator flexibility critical when working with teachers and students in the classroom
  - Beneficial to reinforce student behavioral expectations with every lesson
Conclusions and Implications

• Classroom lesson fidelity was maintained while remaining flexible to the classroom situation

• Process evaluation measures were valuable in assessing lesson fidelity in year 1 and in providing direction for future intervention implementation
Funding

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Questions?