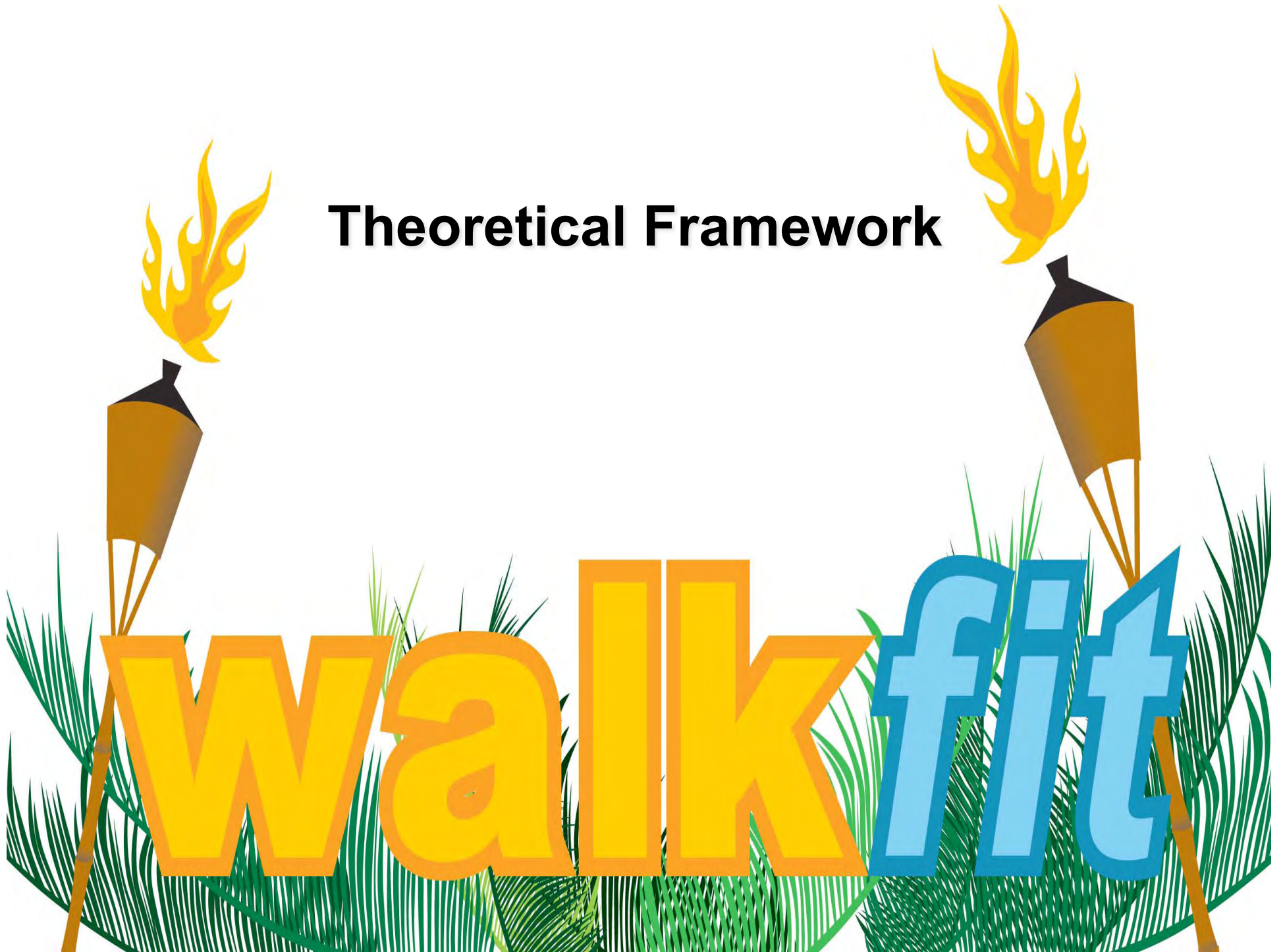
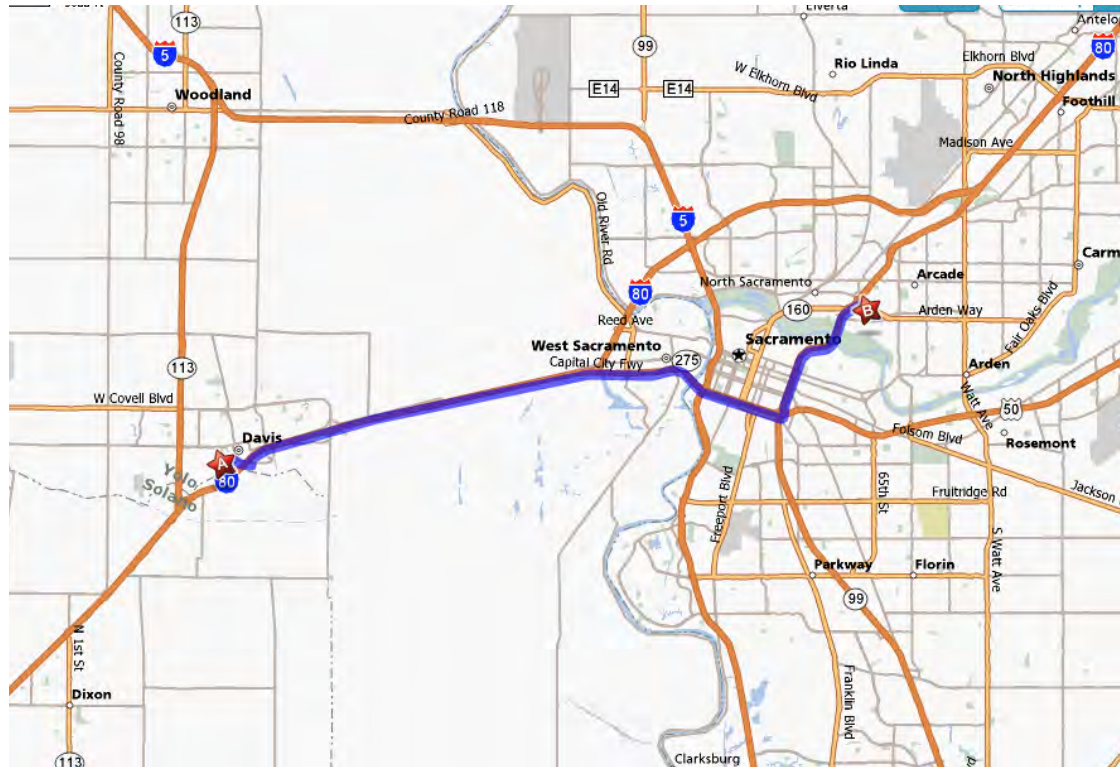


# Theoretical Framework



# walkfit ...why use theory?

- A roadmap to behavior change



# walkfit ...social cognitive theory

## Reason chosen

- more research with adolescents than any other theory
- incorporated goal setting and environmental factors
- focused on immediate benefits with adolescents

# walkfit ...social cognitive theory

## Strategies to promote behavior change

- self-monitoring/self-assessment
- setting the goal
- contracting
- skill building
- modeling
- reinforcing/rewarding
- social support

# walkfit

# ... self-assessment



- Step counter



# walkfit

## ... contracting



- Students sign a personal contract for themselves and get a signature from a parent and a friend.
- Filling out and having a parent and a peer sign the contract increases the likelihood that students will make changes in their behavior.

**walkfit**

...self-monitoring

- Tracking steps daily
- Tracking goals weekly
- Setting a weekly goal
- Tracking goal attainment

# walkfit

## ...skill building

- Goal setting
- Step counters
- Stepping goal calculations
- Better food choices
- Overcoming barriers
- Teamwork





# walkfit

## ...social support

- Parent
  - contract
- Peer
  - contract
  - goal groups



# walkfit ...reinforcing / rewarding

- Raffle tickets (optional)
  - students receive raffle tickets for weekly goal attainment
  - tickets are drawn for prizes
  - other options: homework points, extra credit, extra recess time



# walkfit ...goal setting theory

- When goal setting\* is a component of an intervention, positive behavior change in nutrition and physical activity are more likely to occur in adults.
- Based on our research, middle school audiences need assistance in goal setting.\*\*

\*Shilts, MK, Horowitz, M, & Townsend, MS. (2004). Goal setting as a strategy for dietary and physical activity behavior change: a review of the literature. *American journal of health promotion*, 19(2), 81-93

\*\* Shilts, MK, Horowitz, M, Townsend, MS, et al. (2004). An innovative approach to goal setting for adolescents: guided goal setting. *Journal of nutrition education and behavior*, 36(3), 155-158.

# walkfit ...reasons for goal setting

- Directs attention to the task
- Motivates
- Increases confidence
- Is a transferable life skill

**walkfit**

... goal attributes



- Specific
- Difficult
- Proximal
- Attainable

# walkfit ... goal setting types



- When designing the goal setting strategy for an intervention, a decision about goal type (who develops & chooses the goal) has to be made.
  - Self-set
  - Participatory
  - Assigned

These types not shown to be effective with adolescents.



## ...goal setting types

- Setting a goal requires abstract reasoning, which begins to develop during adolescence. Therefore, some adolescents may not yet have the cognitive ability to self-set a goal.
- Participatory goal setting was not an option for a school setting owing to the individualized time commitment needed from the teacher.
- Assigned goal setting may limit adolescent autonomy, thereby decreasing goal commitment.

# walkfit ... goal setting types



- When designing the goal setting strategy for an intervention, a decision about goal type (who develops & chooses the goal) has to be made.
  - Self-set
  - Participatory
  - Assigned
  - **Guided\***

\* Developed at UC Davis.



# walkfit ...what makes it *guided*?

- *Guided* goal setting, a refinement of goal setting, recognizes the adolescent's need for autonomy and accomplishes this by offering carefully selected choices.
- Pre-determined goal choices ensure that goals are specific, difficult, proximal, and attainable, and that students have choices.

# walkfit ...what makes it *guided*?

- Instead of expecting youth to set their own goals or be assigned a goal, guided goal setting provides adolescents with a choice from a variety of practitioner-developed goals. This type of goal setting eliminates possibility of inappropriate goal selection.

# walkfit ...goal setting theory

How it is used

<b>Practitioner steps</b>	<b>Examples from the Walkfit Intervention</b>
Choose main behaviors for the focus.	Improve physical activity behaviors.
Determine target audience motivators for desired behaviors (using qualitative research).	Motivators: Increased energy, improved appearance, autonomy for adolescent audience.
Develop predetermined major goals.	Increase daily steps to 15,000 per day.
Develop minor goal options. Structure goals with these attributes: proximity, specificity, difficulty, and attainability.	Each week the daily mean for steps taken is increased by a student-chosen percentage. The students have the ultimate decision on increasing their steps by 8%, 10% or 12%. This new stepping goal is used as a daily goal for the following week.
Choose or develop a self assessment.	Students use the step counter to determine baseline steps. A daily step log is included in the student workbook.

# walkfit ...goal setting theory

How it is used

<b>Practitioner steps</b>	<b>Examples from the Walkfit Intervention</b>
Develop a method for scoring the self-assessment to generate appropriate goals.	The mean from week 1 is used to create a baseline number of daily steps. This baseline is used to set future goals.
Develop a contract stating the selected major and minor goals.	Each student has a contract stating his major and minor goals. The form is in student workbook. A peer, parent or teacher signs the contract.
Develop a method for track goal progress.	The daily step log allows students to visually see if they have or have not reached their goals. The tracking number line shows the progress.
Develop a reward system for goal attainment.	Ideas provided in teacher guide. Among them are: raffle tickets, party at the end of the program, or extra recess time.

# walkfit how is goal setting theory used?

- Personalized self-assessment
- Students set stepping goals
- Sign contracts
- Lessons provide skills, practice and support for goals
- Goal tracking
- Incentives/rewards (optional)