

In the first two parts of the course project, you've identified two behaviors that contribute to excessive weight gain in children in your community and two environmental factors that influence these behaviors to address in your action plan. You've also written specific objectives related to these behaviors and environmental factors. The next step is to identify the predisposing, enabling, and reinforcing (P.E.R.) factors that influence the behaviors or environmental characteristics you've identified.



## Project 3 Examples

Anita and her team identified overconsumption of sweetened beverages as a target behavior in Baker Middle School. To better understand the situation, the team conducted a P.E.R. analysis related to this behavior. Anita and her team came up with the following list of factors that contribute to (or work against) this behavior.

Kids like the taste of sweetened beverages

Kids know soda is unhealthy

Sweetened beverages are widely available in vending machines in schools

Kids believe soda will make them overweight

Their parents may not approve of drinking soda

Kids have money, perhaps lunch money, to buy drinks

Kids see lots of ads for these drinks

Most of the other kids drink sweetened beverages

Kids enjoy drinking them

Unsweetened beverages, such as fruit juice and water, are not widely available in schools

P.E.R. factors sorted and prioritized:

### **Enabling factors**

- ★ Sweetened beverages are widely available in vending machines in schools

Unsweetened beverages, such as fruit juice and water, are not widely available in schools

Kids have money, perhaps lunch money, to buy drinks

### **Predisposing factors**

- ★ Kids like the taste of sweetened beverages

Kids know soda is unhealthy

Kids believe soda will make them overweight

### **Reinforcing factors**

- ★ Kids enjoy drinking them

Their parents may not approve of drinking soda

Most of the other kids drink sweetened beverages

Kids see lots of ads for these drinks

**3b** Generally speaking, it is best to think first about the enabling factors, particularly the environmental ones. **Click your priority factor in each category.**

**Examples:** See [Anita's list of factors](#).

Your factors

**Enabling factors**

**Predisposing factors**

**Reinforcing factors**

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### **Reinforcing factors**

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**3c** If needed, do a higher-level P.E.R. analysis to look at what factors are affecting your top-ranked enabling factor. Prioritize and select one factor from this higher-level analysis for your action plan.

If you found that you needed to do a higher-level P.E.R. assessment, please enter your top-ranked P., E., or R. factor here. **(optional)**

**Examples:** See how Anita's team went about **their higher-level analysis.**



## Project 3 Examples

### **Here's how Anita's team went about their higher-level analysis:**

At Baker Middle School, Anita and her collaborators decided that overconsumption of sweetened beverages would be their priority behavior and that the availability of these beverages in school vending machines is the most important and changeable environmental factor affecting this behavior. In their first P.E.R. analysis they found that this environmental factor is also a priority enabling factor. With their higher level P.E.R. analysis, they found that the lack of a school policy about all sweetened beverages is the priority enabling factor.

**Here is a summary of Anita and her team's top-ranked P.E.R. factors related to overconsumption of sweetened beverages at Baker Middle School:**

**Target behavior:** Overconsumption of sweetened beverages by children

**Priority environmental factor:** Sweetened beverages are widely available in vending machines in schools

**Priority enabling factor:** Sweetened beverages are widely available in vending machines in schools

**Objective to address priority enabling factor:** Decrease by 30% the amount of sweetened beverages available in vending machines in Baker Middle School in two years

**Priority predisposing factor:** Kids believe soda will make them overweight

**Priority reinforcing factor:** Most of the other kids drink sweetened beverages

**Higher level priority P.E.R. factor:** School policies don't address all sweetened beverages, only soda

**Objective to address higher level priority P.E.R. factor:** By next fall, the school administration will adopt and implement a school wellness policy limiting the availability of sweetened beverages in vending machines.

**3d** Write a measurable objective for your top-ranked enabling factor from 3b. This is the factor that you are going to target in your action plan. If you also did a higher-level P.E.R. analysis, also write an objective for that top-ranked P.E.R. factor from 3c.

(At any point in the course project, if your assessment results indicate your chosen factor is either not that important or not that changeable, you can go back and choose a different behavior, environmental, or P.E.R. factor to address in your action plan.)

Priority enabling factor:

(loading...)

Objective to address priority enabling factor:

Higher-level priority P.E.R. factor (if relevant):

(loading...)

Objective to address higher-level priority P.E.R. factor (if relevant):

## **Here's how Anita's team went about their higher-level analysis:**

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**Objective to address higher level priority P.E.R. factor:** By next fall, the school administration will adopt and implement a school wellness policy limiting the availability of sweetened beverages in vending machines.



**3e** Now return to the other target behavioral or environmental factor you prioritized in the first parts of this project that relates to **physical activity** (listed below). Do a P.E.R. assessment on this factor, repeating the steps above.

**Examples:** See [Anita's list of factors](#).

Choose One

(loading...)

(loading...)

**P**redisposing  
**E**nabling  
**R**einforcing

<b>P</b>	<b>E</b>	<b>R</b>
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## Project 3 Examples

Anita and her team identified not walking to school as a target behavior at Pleasantville Middle School. To better understand the situation, the team conducted a P.E.R. analysis related to this behavior. Anita's team came up with the following list of factors that contribute to (or work against) this behavior.

School isn't too far from neighborhood

Most kids are confident in their ability to walk

Walking with a heavy backpack is difficult for young children

Kids enjoy walking with friends as a way to socialize

A dangerous intersection exists between the residential area and the school

Walking doesn't take any special athletic skills or equipment

Parents like the idea of kids walking to school

Kids think it's "cool" to get a ride to school

A good sidewalk already exists

Kids know walking is "good for them"

Exercise on the way to school makes kids more attentive in class

P.E.R. factors sorted and prioritized:

### **Enabling factors**

★ A dangerous intersection exists between the residential area and the school

A good sidewalk already exists

School isn't too far from neighborhood

Walking doesn't take any special athletic skills or equipment

### **Predisposing factors**

★ Kids think it's "cool" to get a ride to school

Parents like the idea of kids walking to school

Kids know walking is "good for them"

Most kids are confident in their ability to walk

### **Reinforcing factors**

★ Kids enjoy walking with friends as a way to socialize

Exercise on the way to school makes kids more attentive in class

Walking with a heavy backpack is difficult for young children

**3f** Generally speaking, it is best to think first about the enabling factors, particularly the environmental ones. **Click your priority factor in each category.**

**Examples:** See [Anita's list of factors](#).

## Your factors

**Enabling factors**

**Predisposing factors**

**Reinforcing factors**



## Project 3 Examples

Anita and her team identified not walking to school as a target behavior at Pleasantville Middle School. To better understand the situation, the team conducted a P.E.R. analysis related to this behavior. Anita's team came up with the following list of factors that contribute to (or work against) this behavior.

School isn't too far from neighborhood

Most kids are confident in their ability to walk

Walking with a heavy backpack is difficult for young children

Kids enjoy walking with friends as a way to socialize

A dangerous intersection exists between the residential area and the school

Walking doesn't take any special athletic skills or equipment

Parents like the idea of kids walking to school

Kids think it's "cool" to get a ride to school

A good sidewalk already exists

Kids know walking is "good for them"

Exercise on the way to school makes kids more attentive in class

P.E.R. factors sorted and prioritized:

### **Enabling factors**

- ★ A dangerous intersection exists between the residential area and the school
  - A good sidewalk already exists
  - School isn't too far from neighborhood
  - Walking doesn't take any special athletic skills or equipment

### **Predisposing factors**

- ★ Kids think it's "cool" to get a ride to school
  - Parents like the idea of kids walking to school
  - Kids know walking is "good for them"
  - Most kids are confident in their ability to walk

### **Reinforcing factors**

- ★ Kids enjoy walking with friends as a way to socialize
  - Exercise on the way to school makes kids more attentive in class
  - Walking with a heavy backpack is difficult for young children

**3g** If needed, do a higher-level P.E.R. analysis to look at what factors are affecting your top-ranked enabling factor. Prioritize and select one factor from this higher-level analysis for your action plan.

If you found that you needed to do a higher-level P.E.R. assessment, please enter your top-ranked P., E., or R. factor here. **(optional)**

**Examples:** See how Anita's team went about **their higher-level analysis**.

## Project 3 Examples

### **Here's how Anita's team went about their higher-level analysis:**

At Pleasantville, Anita's group chose the dangerous intersection as the primary enabling factor they want to address. In this case, it wasn't necessary for them to do a higher-level P.E.R. analysis because the factors making this intersection dangerous are readily apparent and agreed upon.

### **Here is a summary of Anita and her team's top-ranked P.E.R. factors related to walking to school at Pleasantville:**

**Target Behavior:** Children not walking to school

**Priority environmental factor:** Neighborhood is not very "walkable"

**Priority enabling factor:** Dangerous intersection exists between the residential area and the school

**Objective to address priority enabling factor:** By the next school year, the intersection of Maple Avenue and Elm Street will be made safe enough for kids to walk to school.

**Priority predisposing factor:** Kids think it's "cool" to get a ride to school

**Priority reinforcing factor:** Kids enjoy walking with friends as a way to socialize

**3h** Write a measurable objective for your top-ranked enabling factor (listed below). This is the factor that you are going to target in your action plan. If you also did a higher-level P.E.R. analysis, also write an objective for that top-ranked P.E.R. factor.

(At any point in the course project, if your assessment results indicate your chosen factor is either not that important or not that changeable, you can go back and choose a different behavior, environmental, or P.E.R. factor to address in your action plan.)

Priority enabling factor:

(loading...)

Objective to address priority enabling factor:

Higher-level priority P.E.R. factor (if relevant):

(loading...)

Objective to address higher-level priority P.E.R. factor (if relevant):

# Project 3 Examples

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**Target Behavior:** Children not walking to school

**Priority environmental factor:** Neighborhood is not very "walkable"

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