



UW- Fit Families

PHEAPA Lab

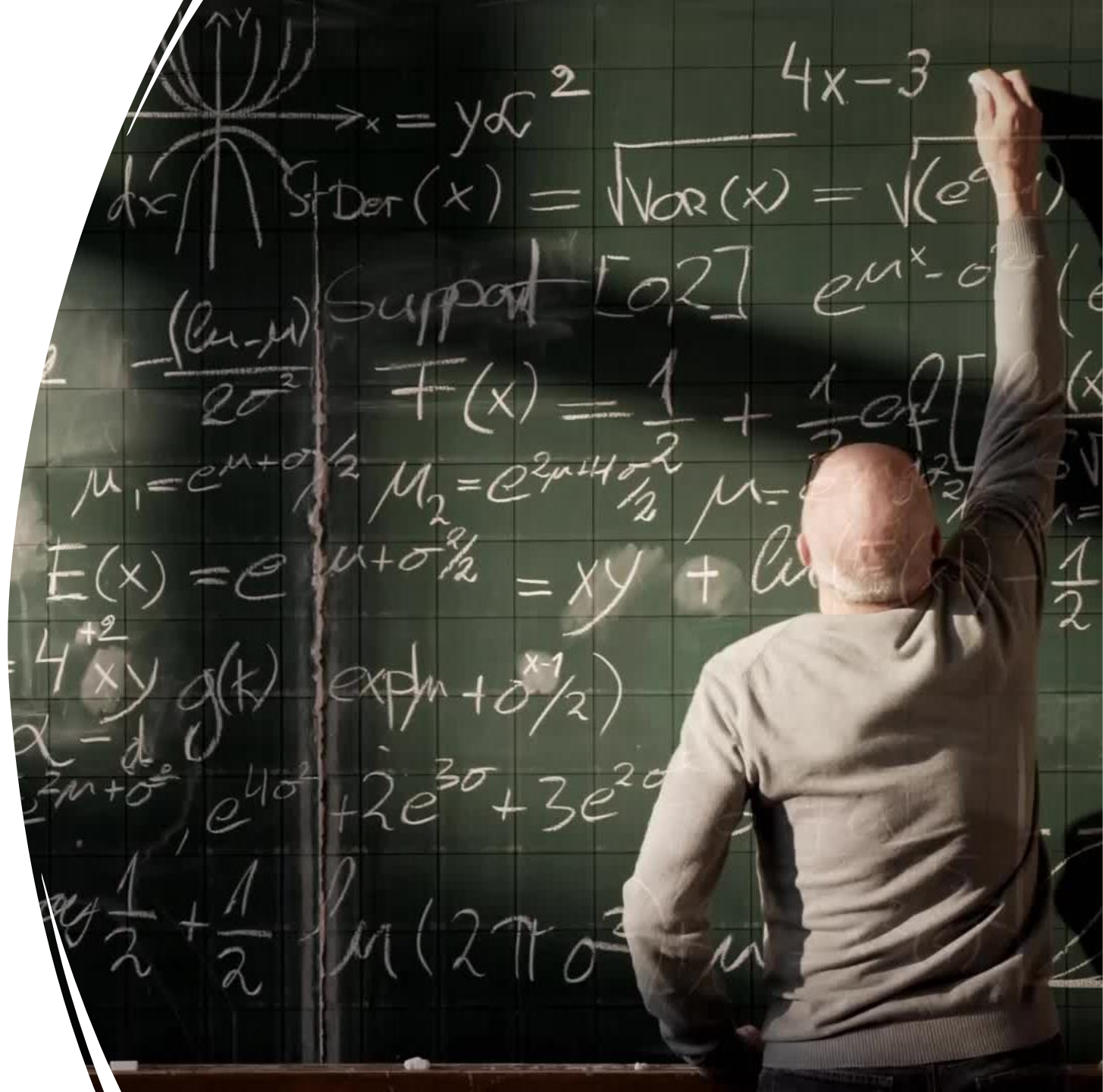


Dr. Luis Columna



A little bit about myself

- Where I'm from
- Athlete
- APE Student
- Master in PE
- Ph.D. in APE
- APE Teacher







Background

- Parents Expectations
 - White non-Hispanic Caucasian/ Hispanic
- Benefits of Physical Activity
- Barriers to Participation In Physical Activity
- Lack of Activity Transfer from School to Community



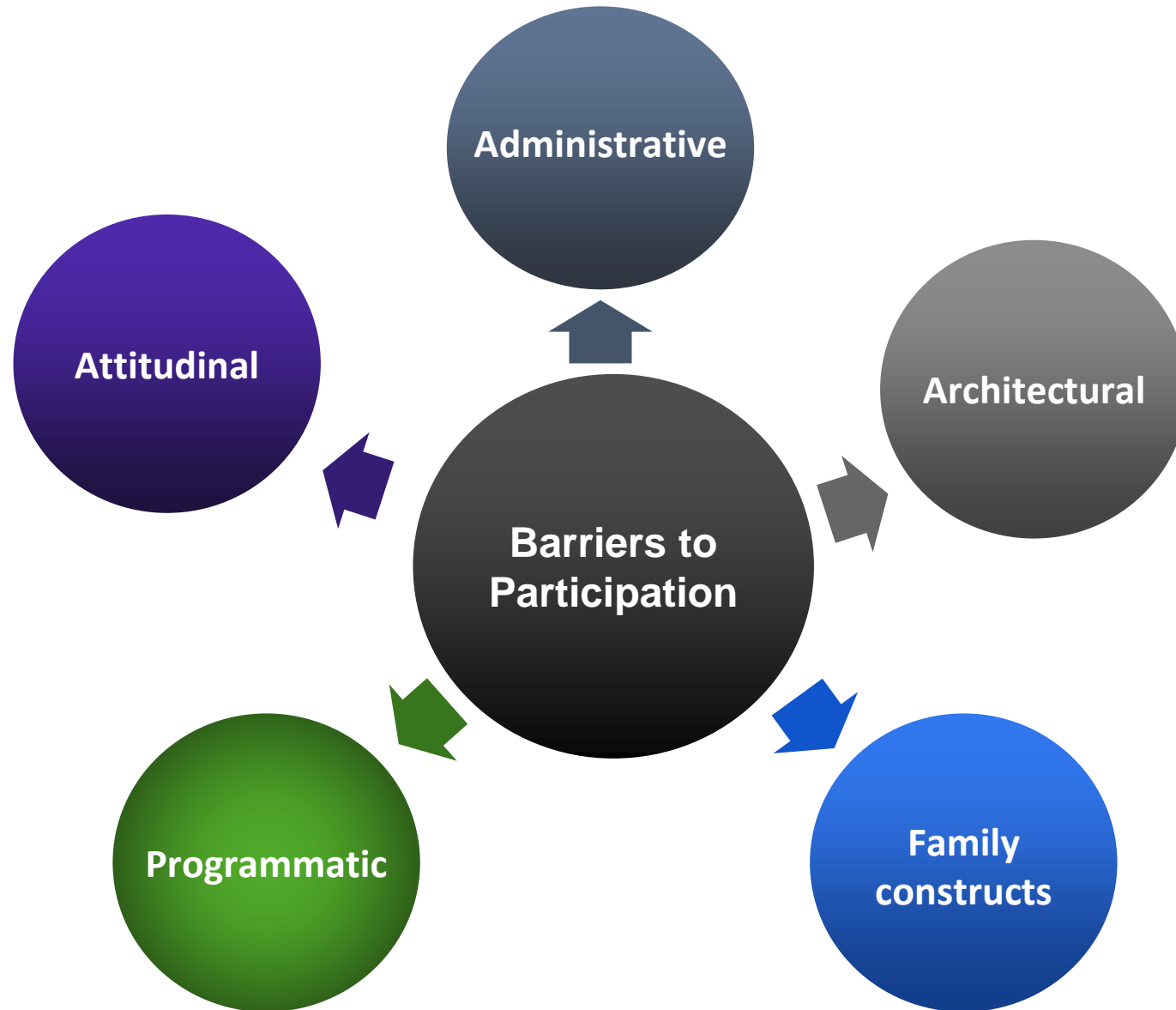
Benefits of Physical Activity and Recreation



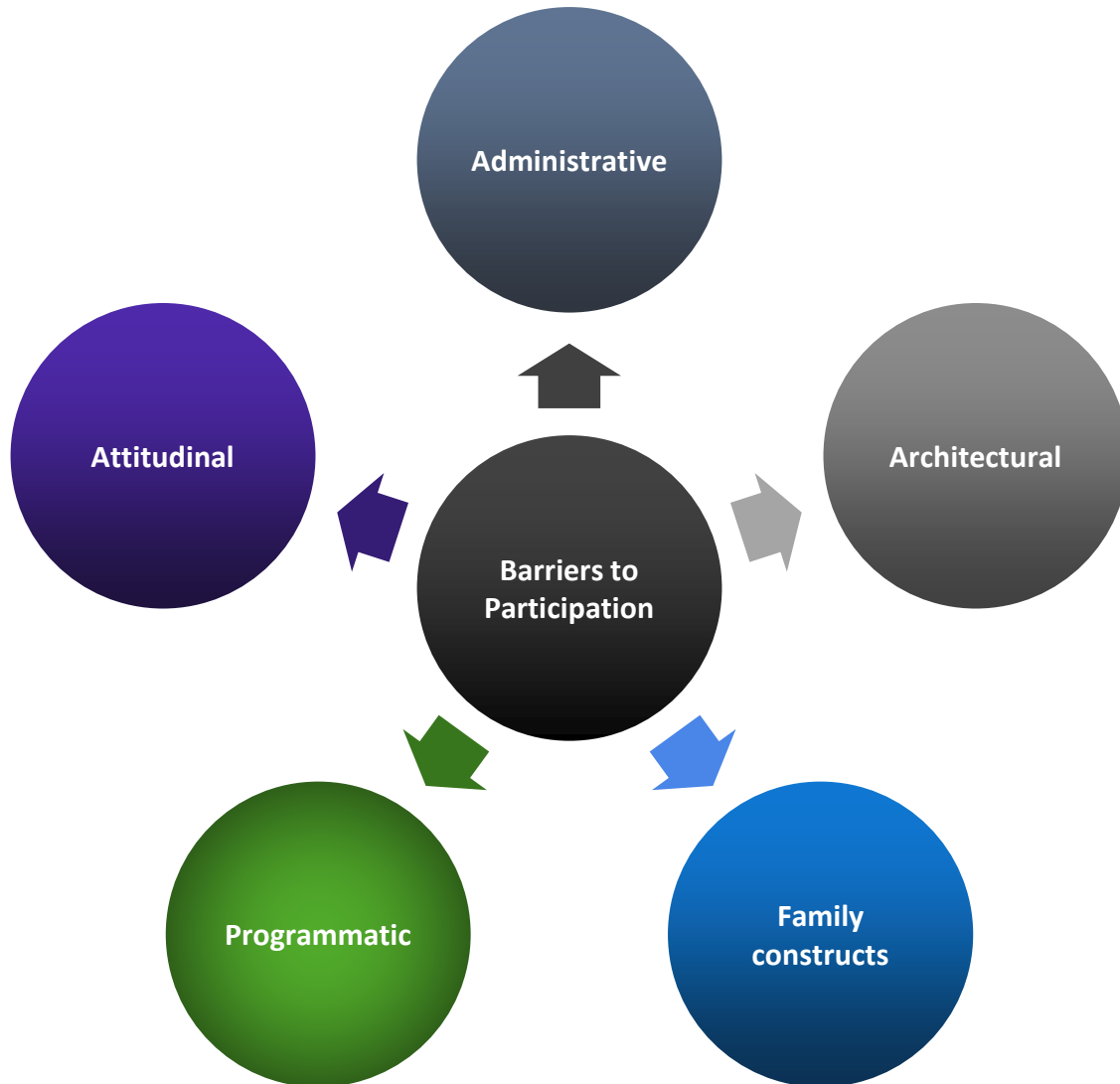
Family Benefits of Physical Activity and Recreation



Barriers to Physical Activity and Recreation



Barriers to Physical Activity and Recreation



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Question Check In

The background image shows a classroom setting. On the left, a child in a red long-sleeved shirt and light-colored pants is seen from the back. On the right, a child in a light blue jacket, a white cap, and dark shoes is standing and interacting with a stack of large, colorful blocks (red, blue, and purple). The room has a wooden floor, a wooden bench, and a wall with a colorful mural.

Are there any barriers to PA that you face?

Guatemala Camp Abilities, 2008

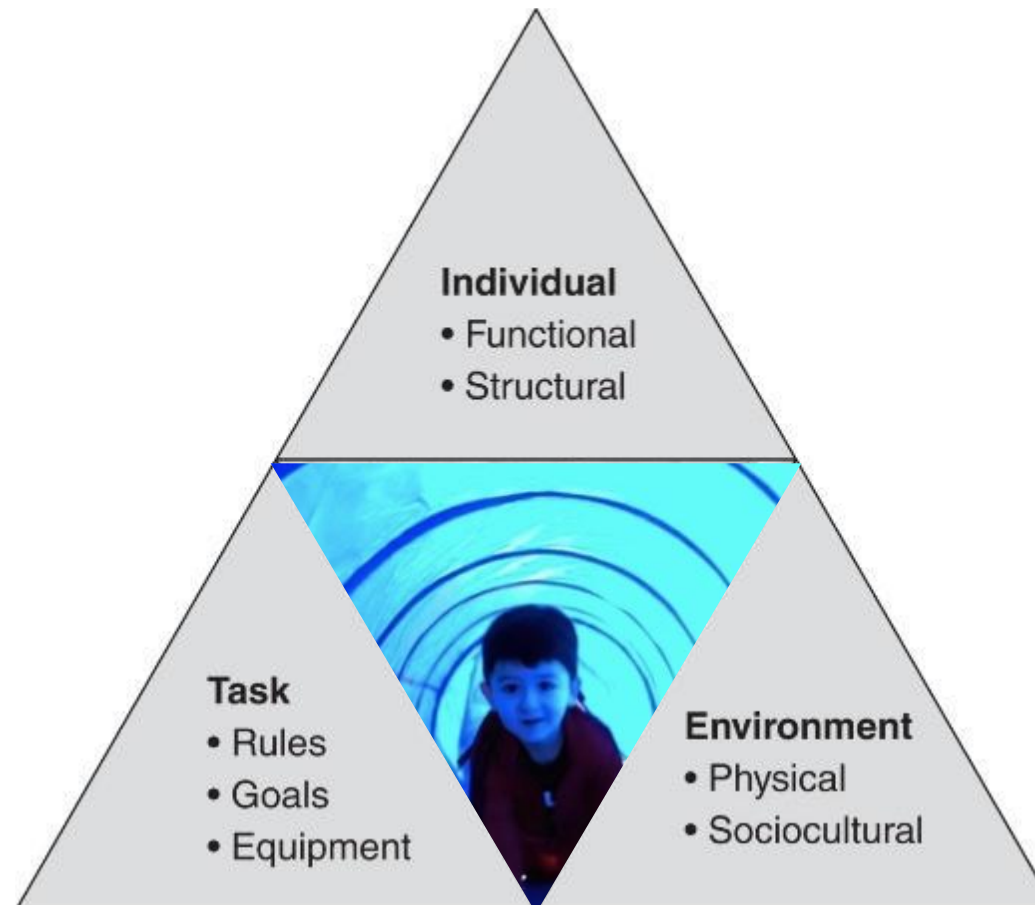




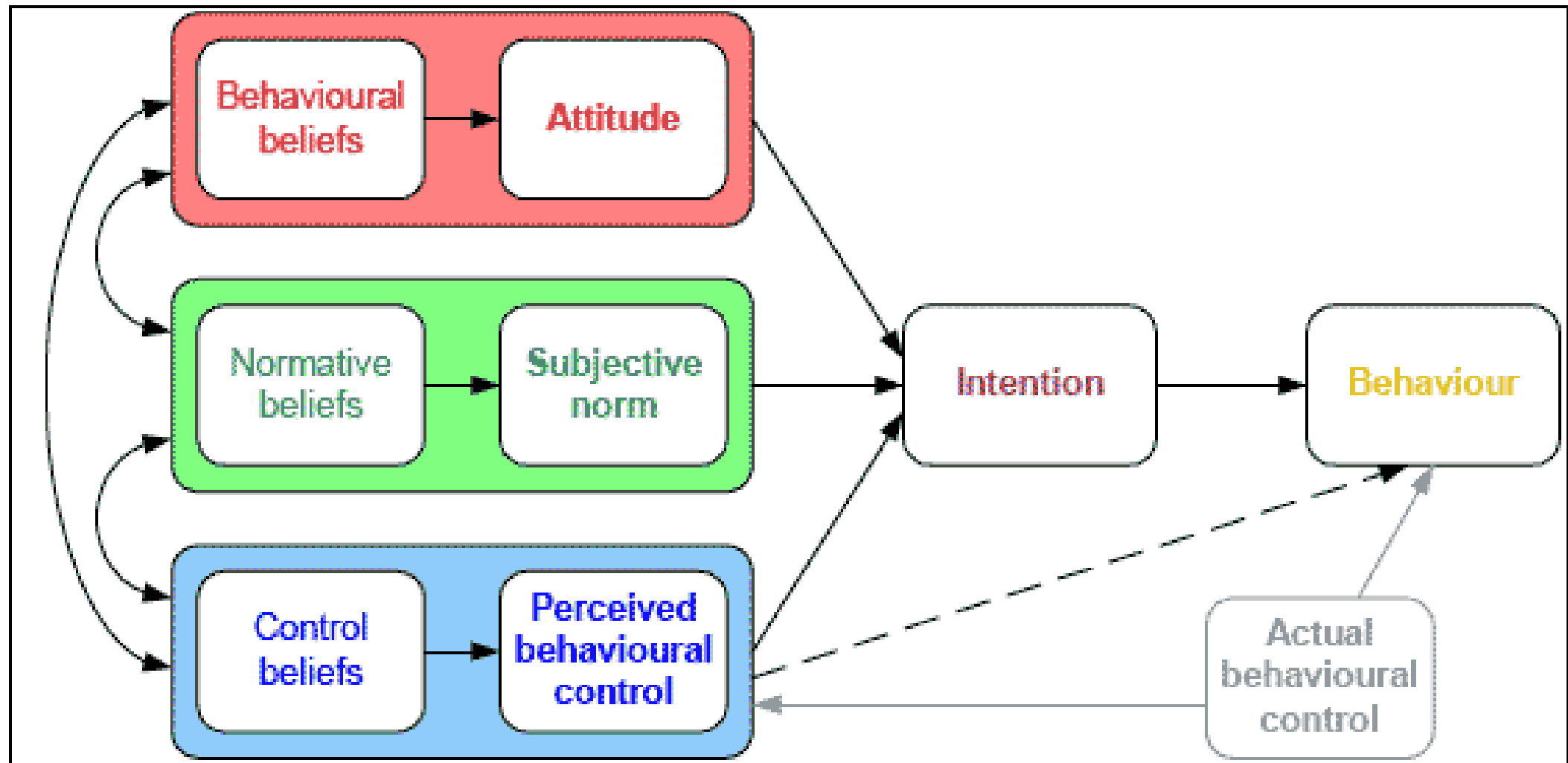
Physical Activity Program for Children with Visual Impairments and Their Families

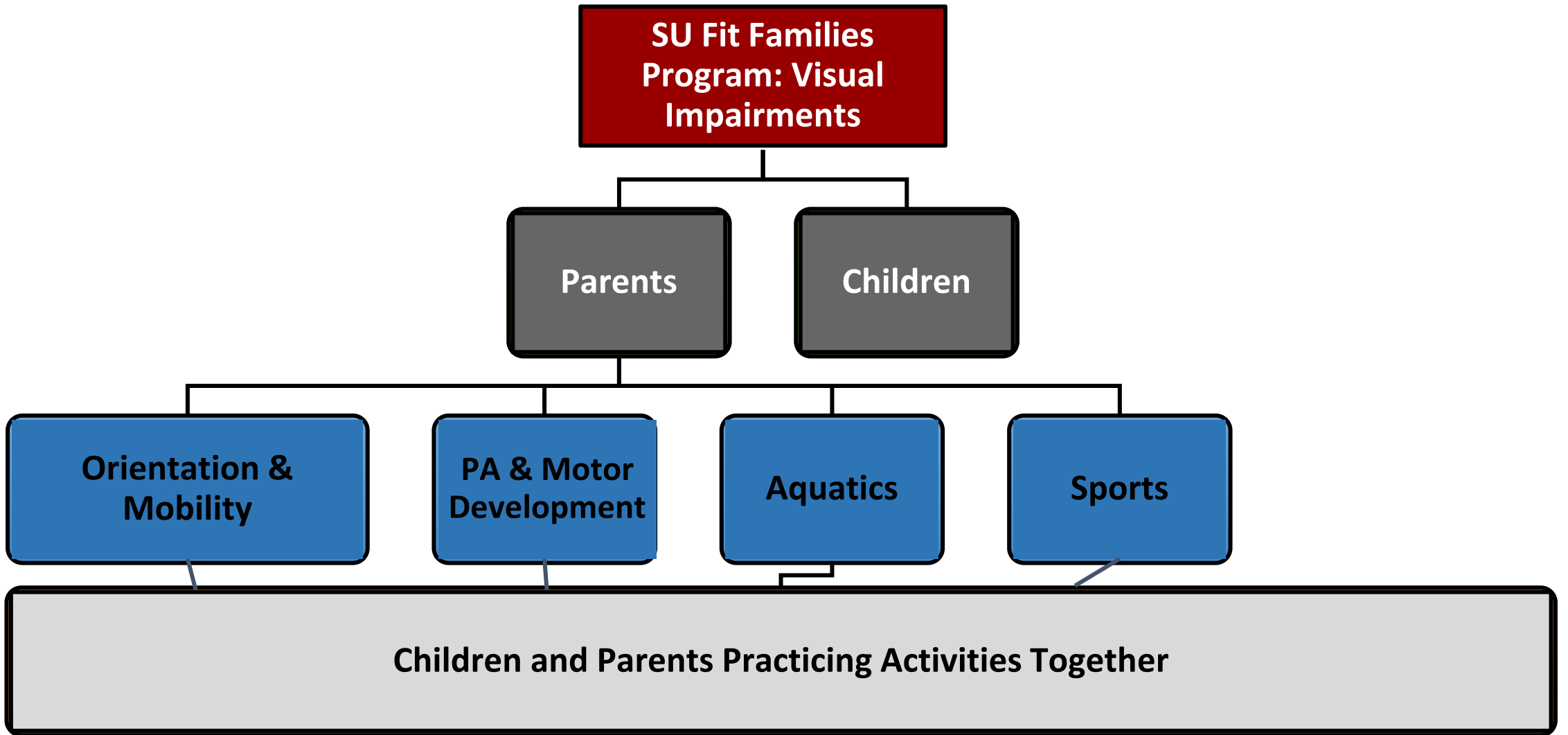
Dynamic Systems Theory

Human movement is a function of the interaction of:



Theory of Planned Behavior







SU FIT Families Program: Visual Impairments

Fit Families Program: Autism Spectrum Disorders (ASD)

Syracuse University



**SU Fit Families
Program: Autism**

```
graph TD; A[SU Fit Families Program: Autism] --> B[Parents]; A --> C[Children]; B --> D[Sensory Motor Integration]; B --> E[Aquatics]; C --> F[Communication]; C --> G[Sports/PA]; D --- H[Children and Parents Practicing Activities Together]; E --- H; F --- H; G --- H;
```

Parents

Children

**Sensory Motor
Integration**

Aquatics

Communication

Sports/PA

Children and Parents Practicing Activities Together



SU Fit Families: Autism Video

Intervention Protocol

Workshop Group

- **Receive Equipment**
- **Games and Activities Booklet**
- **Weekly text messages (at least 2 per week)**
- **Four Workshops**
 - Sensory Motor Activities
 - Communication
 - Aquatics
 - Physical Activity & Sports

Home Group

- **Receive Equipment**
- **Games and Activities Booklet**
- **Weekly text messages (at least 2 per week)**

Activity Booklets

UW-Madison Fit Families Program

Sensory Integration Workshop

Games and Activities



UW-Madison Fit Families Program

Aquatic and Locomotor

Games and Activities



UW-Madison Fit Families Program

Communication Workshop

Games and Activities



UW-Madison Fit Families Program

Sports/Physical Activity

Games and Activities





Kicking



- <http://uqr.to/ajib>

Treasure Hunt

Equipment: 1 Basketball or 1 Playground ball. Several small objects in the "treasure chest." **Preparation:** Start and end point using a hallway or outdoor space. The "treasure chest" can be a bucket, a kitchen bowl, or any other object around the house. Place 5-6 toys in the chest for the child to retrieve.

Skill: Dribbling

Formation: The child will start at the start line, and wait until the parent says "Go" for the activity to start.

What the parent will do:

The parent will set up pathway for student to dribble. Parent will make sure the child is maintaining a dribble, and only picking up the dribble when picking up the "treasure."

What the child will do:

The child will start at the beginning, and dribble the pathway all the way to the end to collect the "treasure." Collecting only one piece of the "treasure" with hand, and bring it all the way to the start.

Modifications:

Too easy? Add zigzags to pathway. Use a smaller playground ball. Can Time Child

Too difficult? Keep the pathway in a straight line. Allow the child to throw the object back to the beginning, so they do not have to carry the object as well as dribble.

<http://uqr.to/ajhr>



9. Name of the Game: Follow the Target

Equipment: Tennis ball or Gator ball, and tape or post it notes

Skill: Overhand
Throw

Preparation: Use a wall outside or inside if available.

Formation: Using tape or post it notes, place large targets on the wall at a low, medium, and high level to use as targets. Whoever hits the target first; the second person must try to hit the same target.

What the parent will do:

The parent will set up the activity placing large X's on the wall as targets. Be sure to place the targets at low, medium, and high levels.

What the child will do:

The child will stand 12-15 feet away from target. They will use the tennis or gator ball and aim for the targets that the parent chooses using an overhand throw.

Modifications:

Too easy? Use smaller targets! Move back every time you hit a target.

Too difficult? Make targets larger, and decrease the throwing distance. Use the gator ball. Tape arrows or put post it notes on the floor to signal the direction to step in towards the target.

Bringing in Communication Examples:

- "I wonder if you can hit the targets with your ball. You love aiming for things!"
- "Do you want to use the gator ball or the tennis ball?"
- "Do you think you could move farther away from the target and still hit it?"
- "Which target was the hardest to hit?"

Provide choices or additional structure if needed



<http://ugr.to/awkk>

Weekly Text Messages

Fit Family! What new games have you played? Keep playing, moving, and using the equipment! Y'all are doing amazing! **REPLY** with any questions or suggestions.

Fit Family! When you are on your way to pick up your equipment **please respond to this text to make sure we can meet you at the door!** Thank you!

This upcoming SATURDAY April 7 is the 4th Fit Families workshop! The theme is sports. **The program is from 9-12 @ SU Please arrive @8:40am bring tennis shoes,** the activity log, a snack, for your child- Everyone will be moving!

Equipment

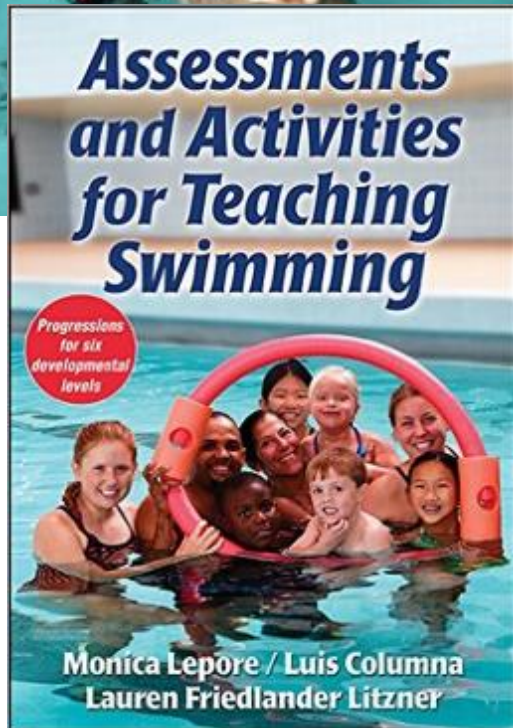
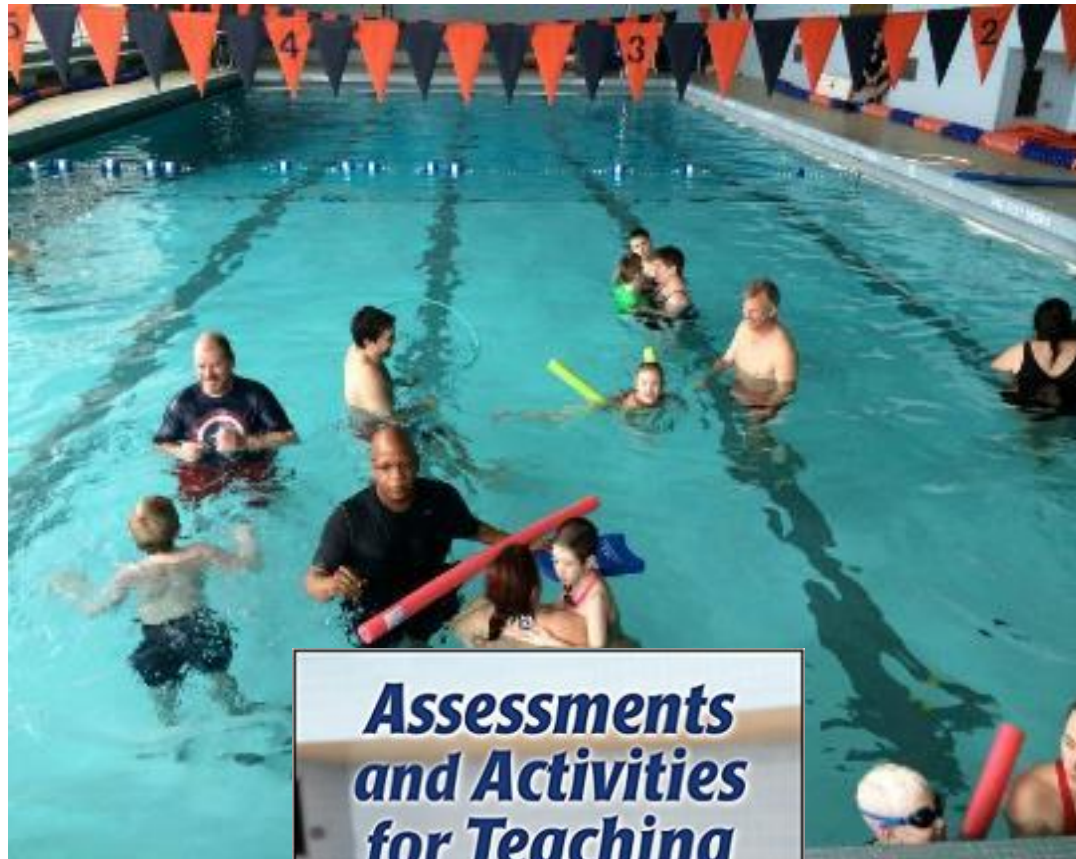
**Slow Motion
Soccer Ball**



**Stomp
Rocket**



**Spooner
Board**



Physical Activity Log

Child's Name:

Week of:



Day	Game (# of Times Played)	# of Minutes	Comments	Whom did they play with today?	Communication Example
EXAMPLE 2/9/18	Red Light Green Light (2) Follow the Leader (3)	40	Loved follow the leader, wanted to look where I was for red light green	Little brother and father	RLGL: Bobby used his iPad to tell his brothers "stop," "go" and "you're out." Later, I asked what he liked best, he pointed to: "being in charge" (whiteboard)
Monday / /					
Tuesday / /					
Wednesday / /					
Thursday / /					
Friday / /					
Saturday / /					
Sunday / /					

What was your favorite game this week? (both child and parent perspective encouraged!)	What worked and didn't work?
On a scale of 1 to 5 1 = light*, 3=medium **5=high*** How was the intensity of the overall activities this week? <u>Please Explain</u>	On a scale of 1 to 5; 1 =least motivated, 3=neutral, 5=most motivated 5, How motivated was your child in participating in the games this week? <u>Please Explain</u>

*Lightwalk around a museum **mediumplay on playground, jumping on a trampoline, hiking

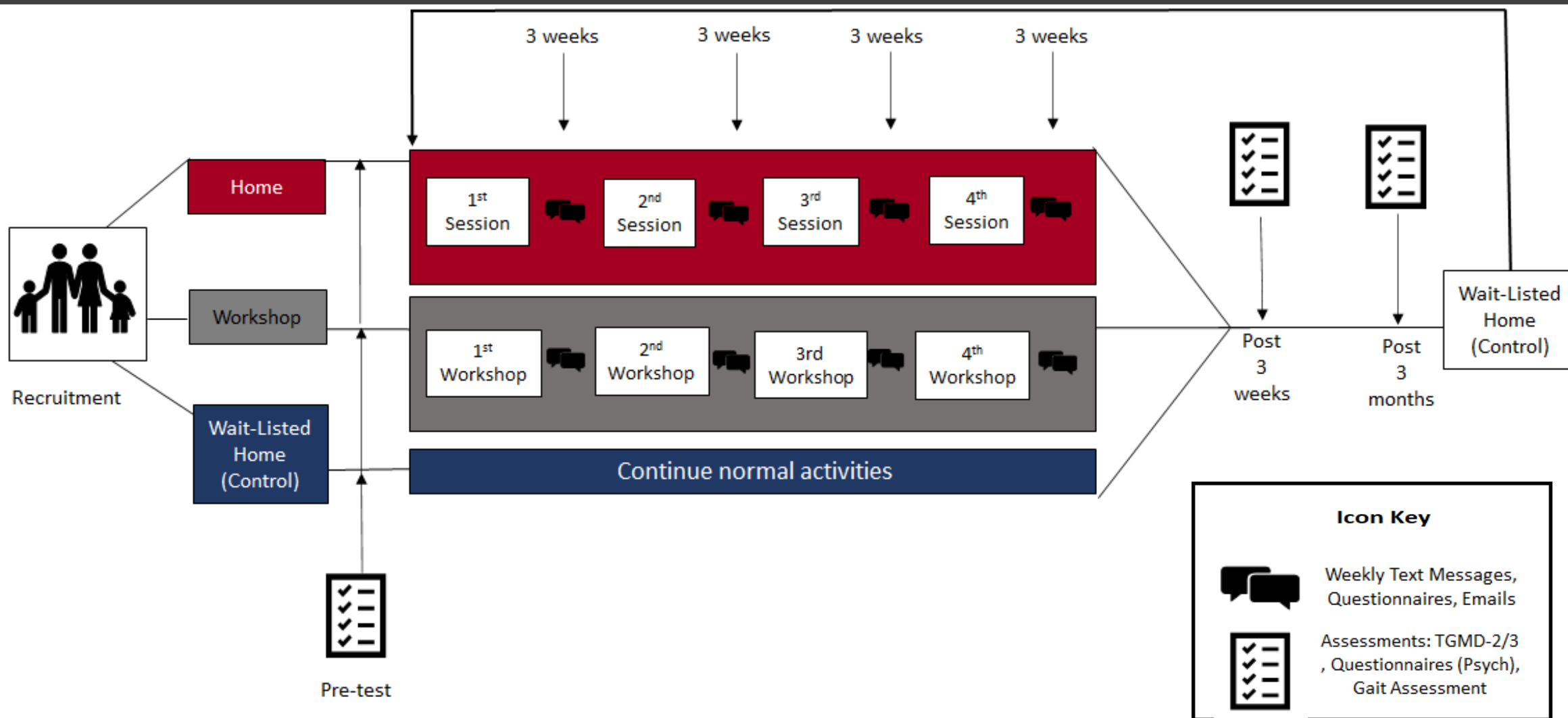
*** hardbicycling up a steep hill, competitive sport



Dr. Columna

Thank you for this program and thank you for this awesome tool. Gian loves it and has literally played or sat on it (puts it on the couch to sit on) since Sunday.

Fit Families 2020 UW- Madison



Activity Booklets

UW-Madison Fit Families Program

Sensory Integration Workshop

Games and Activities



UW-Madison Fit Families Program

Aquatic and Locomotor

Games and Activities



UW-Madison Fit Families Program

Communication Workshop

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UW-Madison Fit Families Program

Sports/Physical Activity

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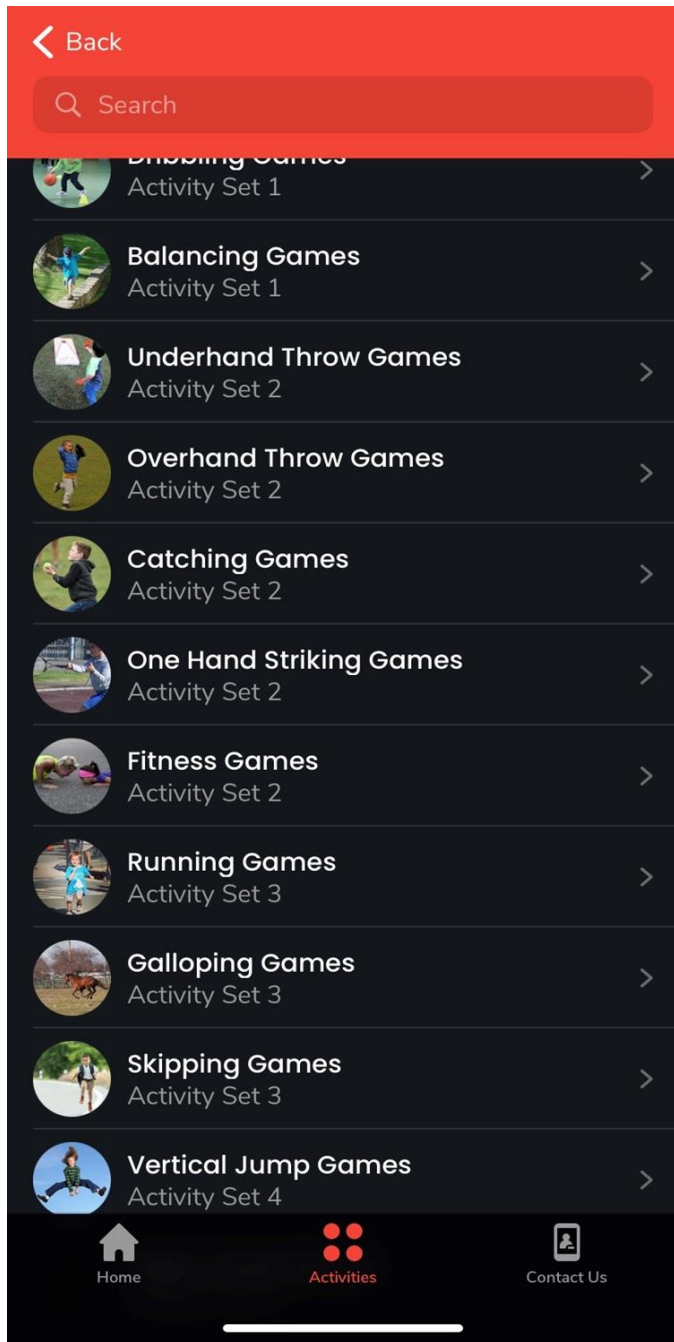
<http://ugr.to/awkk>



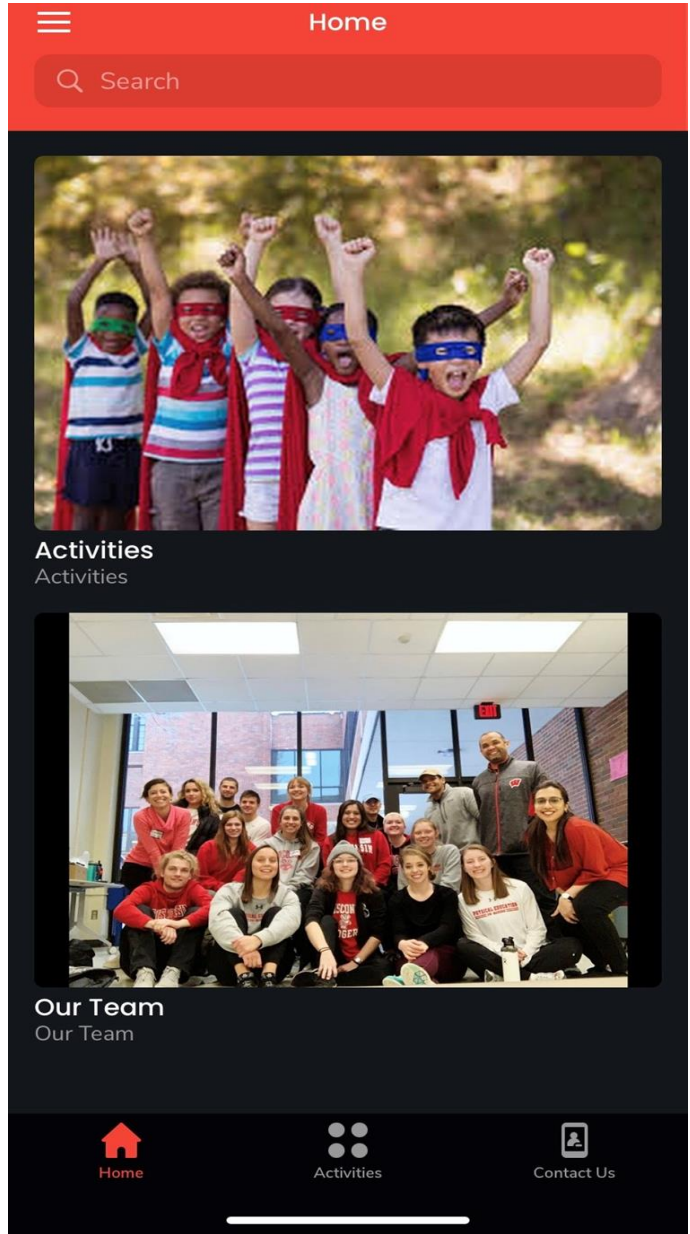
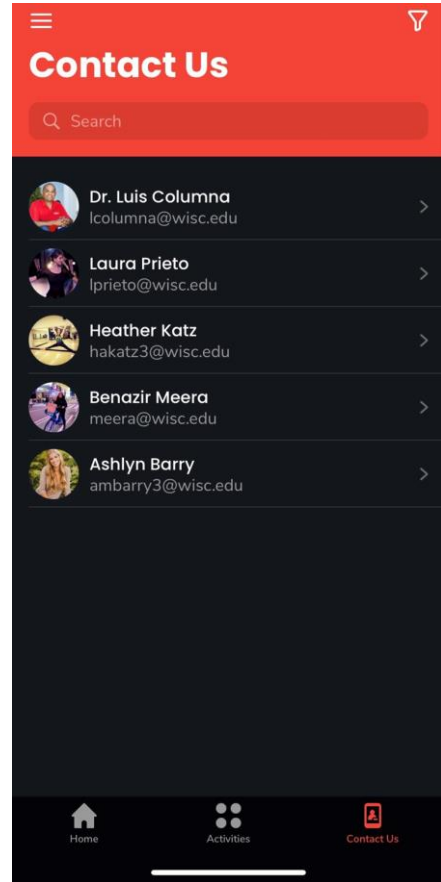
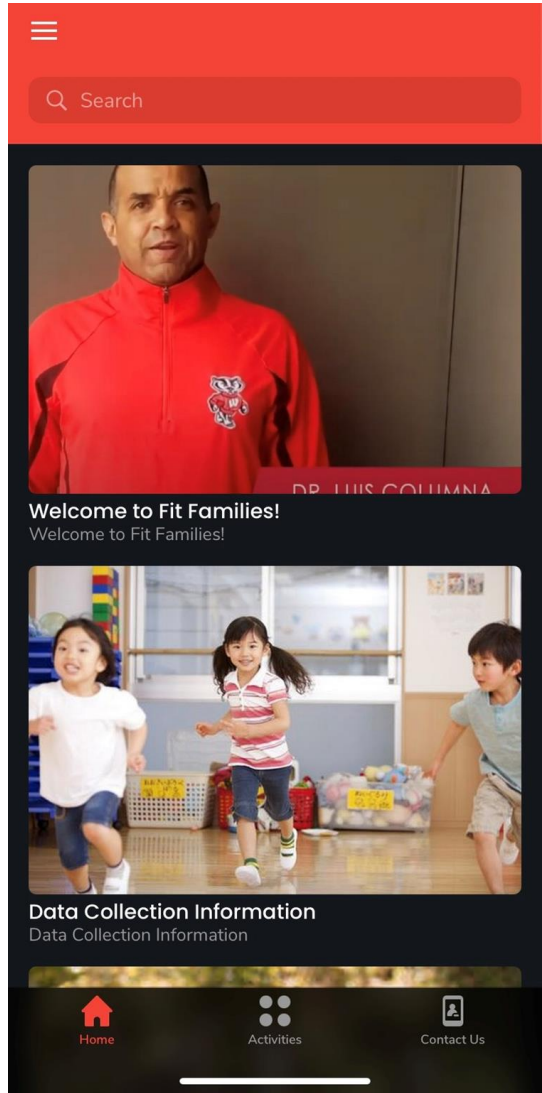
Fit Families UW-Madison

Fit Families APP





Fit Families App





What's Next?

Bringing Fit Families to Latinx Communities



Future Directions

1. Translate exercise protocol (lesson plans) for families in other parts of the U.S.
2. Provide training to teachers and specialists in terms of physical activity for all.
3. Optimize methodology to best capture outcomes and replicate our findings first locally, internationally
4. Multisite National Study with an Online Modality

Study 1: Questionnaire

Parental Support toward
Physical Activity (Ages
3-6 years and 11
months) Children with
and Without Disabilities



Study 2: Questionnaire

Latinx Parental Support
toward Physical Activity
(Ages 4-18) Children
with and Without
Disabilities



Study 3: Physical Activity Measurements

Motor Skills Validation
Study (Ages 4-11)
Children Without
Disabilities



Take Home Message

1

Be creative

2

Use what you
have

3

Work on
Fundamental
Motor Skills

4

Work with PE
& APE
teachers

5

Be Present

6

BE Nice to
yourself



¿Preguntas?



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