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

- Reduce Stereotypical Behaviors
- Fitness Levels
- Individual Benefits of Physical Activity
- Enhance Quality of Life
- Make New Friends
- Motor Skills
- Communication
Family Benefits of Physical Activity and Recreation

- Family Empowerment
- To do Something Fun as a Family
- Improve Marital Satisfaction
- Family Benefits of PA & Recreation
- Transmit Family Values
- Makes Family Closer
- Improve Parental Communication
Barriers to Physical Activity and Recreation

- Programmatic
- Attitudinal
- Architectural
- Administrative
- Family constructs
Barriers to Physical Activity and Recreation

- Administrative
- Architectural
- Attitudinal
- Programmatic
- Family constructs

Perceived Behavioral Control
Question Check In

Are there any barriers to PA that you face?
Physical Activity Program for Children with Visual Impairments and Their Families
Human movement is a function of the interaction of:

- **Individual**
  - Functional
  - Structural

- **Task**
  - Rules
  - Goals
  - Equipment

- **Environment**
  - Physical
  - Sociocultural
Theory of Planned Behavior

- Behavioural beliefs
- Attitude
- Normative beliefs
- Subjective norm
- Control beliefs
- Perceived behavioural control
- Intention
- Behaviour
- Actual behavioural control
SU Fit Families Program: Visual Impairments

Parents
- Orientation & Mobility
- PA & Motor Development
- Aquatics
- Sports

Children

Children and Parents Practicing Activities Together
SU FIT Families Program:
Visual Impairments
Fit Families Program: Autism Spectrum Disorders (ASD)
Syracuse University
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.

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

<table>
<thead>
<tr>
<th>What the parent will do:</th>
<th>What the child will do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.”</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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.

**Skill:** Dribbling

[QR Code: http://uqr.to/ajhr]
<table>
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<tr>
<th><strong>9. Name of the Game: Follow the Target</strong></th>
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<td><strong>Equipment:</strong> Tennis ball or Gator ball, and tape or post it notes</td>
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<td><strong>Preparation:</strong> Use a wall outside or inside if available.</td>
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<td><strong>Formation:</strong> 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.</td>
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<td>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.</td>
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<td><strong>Too easy?</strong> Use smaller targets! Move back every time you hit a target.</td>
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<td><strong>Too difficult?</strong> 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.</td>
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<th><strong>Bringing in Communication Examples:</strong></th>
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<td>“I wonder if you can hit the targets with your ball. You love aiming for things!”</td>
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<td>“Do you want to use the gator ball or the tennis ball?”</td>
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<td>“Do you think you could move farther away from the target and still hit it?”</td>
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<td>“Which target was the hardest to hit?”</td>
</tr>
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<td><strong>Provide choices or additional structure if needed</strong></td>
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[http://uqr.to/awkk](http://uqr.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.

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!

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!
Equipment

Slow Motion Soccer Ball

Stomp Rocket

Spooner Board
# Physical Activity Log

**Child’s Name:**  
**Week of:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Game (No of Times Played)</th>
<th># of Minutes</th>
<th>Comments</th>
<th>Whom did they play with today?</th>
<th>Communication Example</th>
</tr>
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<tbody>
<tr>
<td>EX: 2/9/19</td>
<td>Red Light Green Light [2]</td>
<td>40</td>
<td>Lucas followed kicker where I was for red light green</td>
<td>Little brother and father</td>
<td>RGL: Bobby used his iPad to tell his brothers “stop,” “go” and “you’re out.” Later, I asked what he liked best, he pointed to “swipe in charge” (whiteboards)</td>
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| 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 = least motivated, 5 = most motivated  
  How motivated was your child in participating in the games this week? **Please explain**

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*Light work around a museum **Medium** work in playground, jumping on a trampoline, tuning  
**Heavy** work climbing 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

- Recruitment
- Workshop
- Wait-Listed Home (Control)
- Home
  - 1st Session
  - 2nd Session
  - 3rd Session
  - 4th Session
  - Post 3 weeks
  - Post 3 months

Icon Key:
- Weekly Text Messages, Questionnaires, Emails
- Assessments: TGMD-2/3, Questionnaires (Psych), Gait Assessment

Continue normal activities
Activity Booklets

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Games and Activities

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Sports/Physical Activity
Games and Activities
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**Bringing in Communication Examples:**

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- “Which target was the hardest to hit?”

Provide choices or additional structure if needed.

---

**Skill:** Overhand Throw

http://qr.to/awkk
Fit Families
UW-Madison
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
Parental Support toward Physical Activity (Ages 3-6 years and 11 months) Children with and Without Disabilities

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

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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