Creating Healthy Environments at Home: Parenting for the Development of Physical Activity

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Questions

• How can parents create quality settings for youth development that promote physical activity?
• What strategies have been identified to develop parents’ capacity to implement evidence-based obesity prevention practices?
“Parental behaviors intended to influence their child’s PA, either to increase or decrease (p. 13, Sleddens et al., 2012).”
Current Reviews of Parenting


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Current Reviews of Parenting

Perceived Parental Role Models

Lacking Cross Sectional or Longitudinal Evidence

Parental Activity

Child Physical Activity

Adolescent Physical Activity


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Physical Activity Parenting Measures

• Need for consistent parenting construct and operational definitions.
  – 46 studies using 11 unique questionnaires were included from 2989 identified unique records.

• Example of differences in measures
  – Davison et al. (2011)
    • Logistic support
      – Enroll child in youth sports, take child places, watch
    • Explicit modeling
      – Encourage by example, be active, enjoy activity
    • Use of community resources
      – Encourage use of parks and school, enroll in programs, find ways to help child be active
    • Restrict access to sedentary activities
  – Jago et al. (2009)
    • General parenting
      – Drive, encourage, take child to sport clubs
    • Active parents
      – Take part in physical activity
    • Guiding support
      – Rules

Gap in the literature

• Parenting beyond direct proximal effect on physical activity.

• Parenting includes providing a broad range of functions to promote child-environment-behavior interactions to foster the development of child and adolescent variables to accomplish culturally and age-appropriate physical activity.
Parenting to Develop Child Variables: What Children Need?

- Child variables
  - Personal and social assets likely to facilitate successful passage through child and adolescent developmental periods and optimal transition into adulthood.


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Physical Activity Within the Home Environment

- Social and Physical Environment
- Child Variables
- Child Behaviors

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Conceptual Model for Parental Influence on Development

Proximal Physical and Social Environment

Parenting

Child Assets

Child Behaviors Resulting in Physical Activity

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Example Parental Led Physical Activity Behavior Setting

Physical Environment
- Providing Location
  - Family Room
  - Bedroom
  - Outdoors
- Providing Availability
  - Media
  - Physical Activity Equipment

Social Environment
- Parenting “Modeling”
- Parenting Support
  - Pay for physical activity/sports
  - Bring child to physical activity
  - Encourage child to take part
  - Praise their child if takes part

Parent Participation
- Co-Participation

Support
- Parenting
  - “Modeling”

Social Environment Practices from Timperio et al. (2013).
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Parents can promote child-environment-behavior interactions to foster the development of personal assets for engaged physical activity across the lifespan.
Question

• What strategies have been identified to develop parents’ capacity to implement evidence-based obesity prevention practices?
Parent Involvement in Physical Activity Interventions

“Given the large number of pilot studies reported; the large variability in study design and outcome variables reported; the measures used to assess the outcome variables; and the lack of reporting of intervention fidelity, dose, and exposure, it is not possible to draw any conclusions as to how best to involve parents to yield the most promising outcomes for increasing physical activity in children.

Parental Involvement in Physical Activity Interventions

- Sending material home
  - Newsletters or homework
  - No evidence (8 of 11 studies no effect)
- Organized activities
  - Family fun nights/family workshops
  - Some evidence (4 of 9 studies reported moderate or mixed physical activity results)
- Parent-child physical activity programs
  - No evidence (4 studies no effect, 2 studies some effect)
- Family counseling or parent training during visits
  - Some evidence (3 of 6 studies)
- Telephone contact
  - Some evidence (2 of 3 studies) that reached parents by telephone had mixed effects on physical activity.


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Child Involvement in Engaging Parents

• Engaging children and adolescents in the process of involving parents in environmental change.
• Proxy agency is a socially mediated form of human agency where children and adolescents try to get other people to act on their behalf to secure their desired outcomes (Bandura, 2006).
  • Healthy Youth Places Middle School Project
    – (Dzewaltowski et al., 2009)
  • HOP’N After School Project
    – (Dzewaltowski et al. 2010)
  • Scouting Nutrition and Activity Program
    – (Rosenkranz et al., 2010).
  • HOP’N Home Child Care Project
    – (Hastmann, et al., 2012; Dzewaltowski et al., 2013)
Primary Aim

• Series of preliminary studies of a childcare setting (3-5 year olds) based 12-week intervention project designed to link childcare settings to home environments by developing children’s self-regulation skills to ask their parents for healthful home food and activity options.
HOP'N INTO ACTION

What is Limit Setting?
Parental limit setting is restricting a child's behavior.
Limit setting has two components:
1. A clear rule or request (e.g., Child is limited to only 2 beverages)
2. Providing the child choices (e.g., Ask your child if they would like water, 100% fruit juice, or water)

HOP'N FAMILY FUN
Make healthy changes to your daily routine
- Why do parents want to set limits?
  Limit setting is a good way to help your child make good decisions without having to control them. When limits are set, children gradually learn to set their own healthy limits.
- Make small changes at breakfast. Ask your child what food they (fruit) they would like as part of their breakfast.
- Changing your daily routine may be difficult at first, but after a few weeks it will be part of your everyday routine.

Ask your child
(When watching TV)
How many minutes of watching TV do you want?

Is it GO or is it Slow? Is it healthy yes or no?

Set limits as part of your daily routine...
- Limit your child to one or two food per meal. Ask your child what more food they would like (preferable options:
  - Limit the amount of television your child watches after school. After your child watches the allotted amount of television, ask your child what activity they would like to do (examples: go outside, bike, jump rope, etc.)
Group Time and Dramatic Play Curriculum Experiences
<table>
<thead>
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<th>Parent Question</th>
<th>RCT® Study</th>
<th>Field 1</th>
<th>Field 2</th>
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<tbody>
<tr>
<td></td>
<td>n=11/11</td>
<td>n=39/52</td>
<td>N=61/66</td>
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<tr>
<td></td>
<td>Always</td>
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</table>

<table>
<thead>
<tr>
<th>Home Connection (%)</th>
<th>RCT® Study</th>
<th>Field 1</th>
<th>Field 2</th>
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</thead>
<tbody>
<tr>
<td>Received</td>
<td>81.8</td>
<td>78.9</td>
<td>92.5</td>
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<tr>
<td>Read</td>
<td>72.8</td>
<td>71.1</td>
<td>77.4</td>
</tr>
<tr>
<td>Asked Child Questions</td>
<td>72.8</td>
<td>47.4</td>
<td>77.5</td>
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<tr>
<td>Did Family Activity</td>
<td>36.4</td>
<td>44.7</td>
<td>62.9</td>
</tr>
<tr>
<td>Brought Item to School</td>
<td>36.4</td>
<td>47.4</td>
<td>65.6</td>
</tr>
<tr>
<td>Made Changes in Home</td>
<td>27.3%</td>
<td>17.9%</td>
<td>36.1%</td>
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</table>
Engaging children and adolescents in the process of engaging parents may build children’s skills and efficacy and increase parental participation in obesity prevention initiatives.
Acknowledgements

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  – youthpanmotivationlab.weebly.com