

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

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Dzewaltowski, D.A. (February 21, 2013) Institute of Medicine, A Conversation about Parents and Childhood Obesity Prevention.

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?

Current Reviews of Parenting

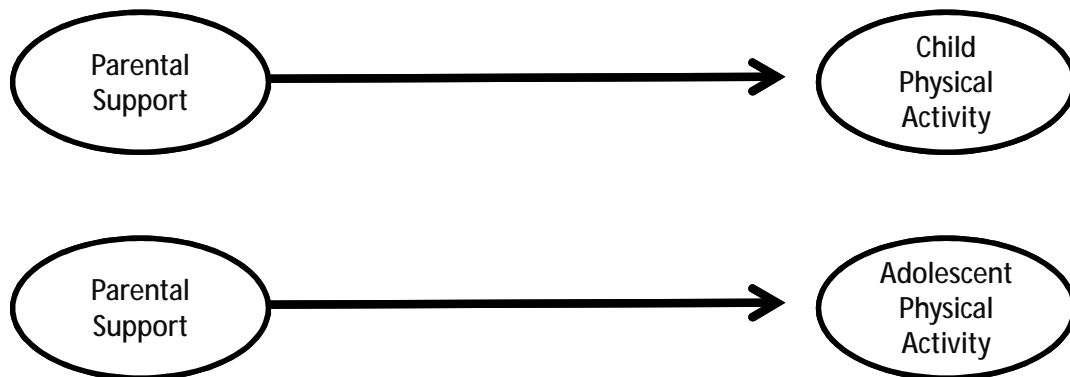


“Parental behaviors intended to influence their child’s PA, either to increase or decrease (p. 13, Sleddens et al., 2012).”



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Current Reviews of Parenting



Bauman et al. (2012). Correlates of physical activity: why are some people physically active and others not? *Lancet*, 380, 258-271.

Trost, S.G. & Loprinzi, P.D. (2011). Parental influences on physical activity behavior in children and adolescents: A brief review. *American Journal of Lifestyle Medicine*, 5, 171-181.

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Current Reviews of Parenting

Perceived
Parental
Role Models

Parental
Activity

Lacking Cross Sectional or
Longitudinal Evidence

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

Sleddens et al. (2012). Physical activity parenting: a systematic review of questionnaires and their associations with child activity levels. *Obesity Reviews*, 13, 1015-1033.

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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?

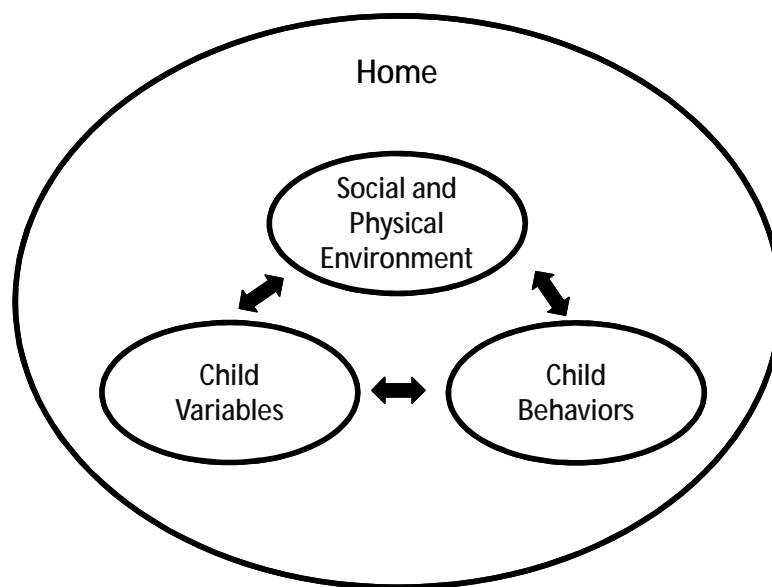
- Child variables
 - Personal and social assets likely to facilitate successful passage through child and adolescent developmental periods and optimal transition into adulthood.

National Research Council and Institute of Medicine (2002). *Community Programs to Promote Youth Development*. Community on Community-Level Programs for Youth. J. Eccles and J. Appelt Gootman (Eds.) Washington, DC: National Academy Press.

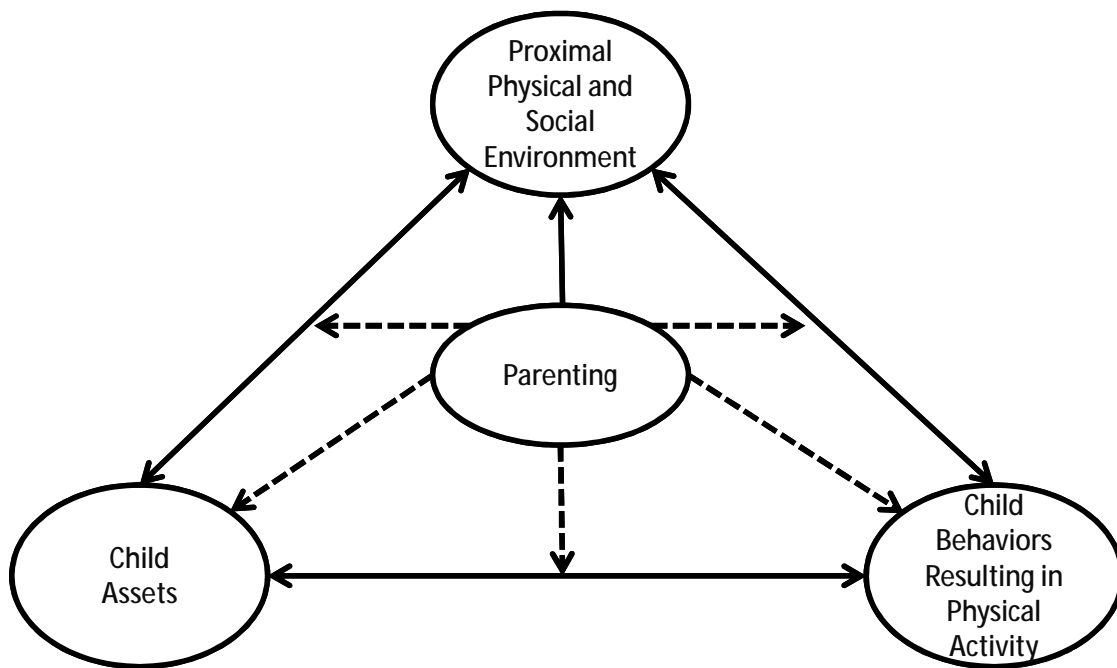
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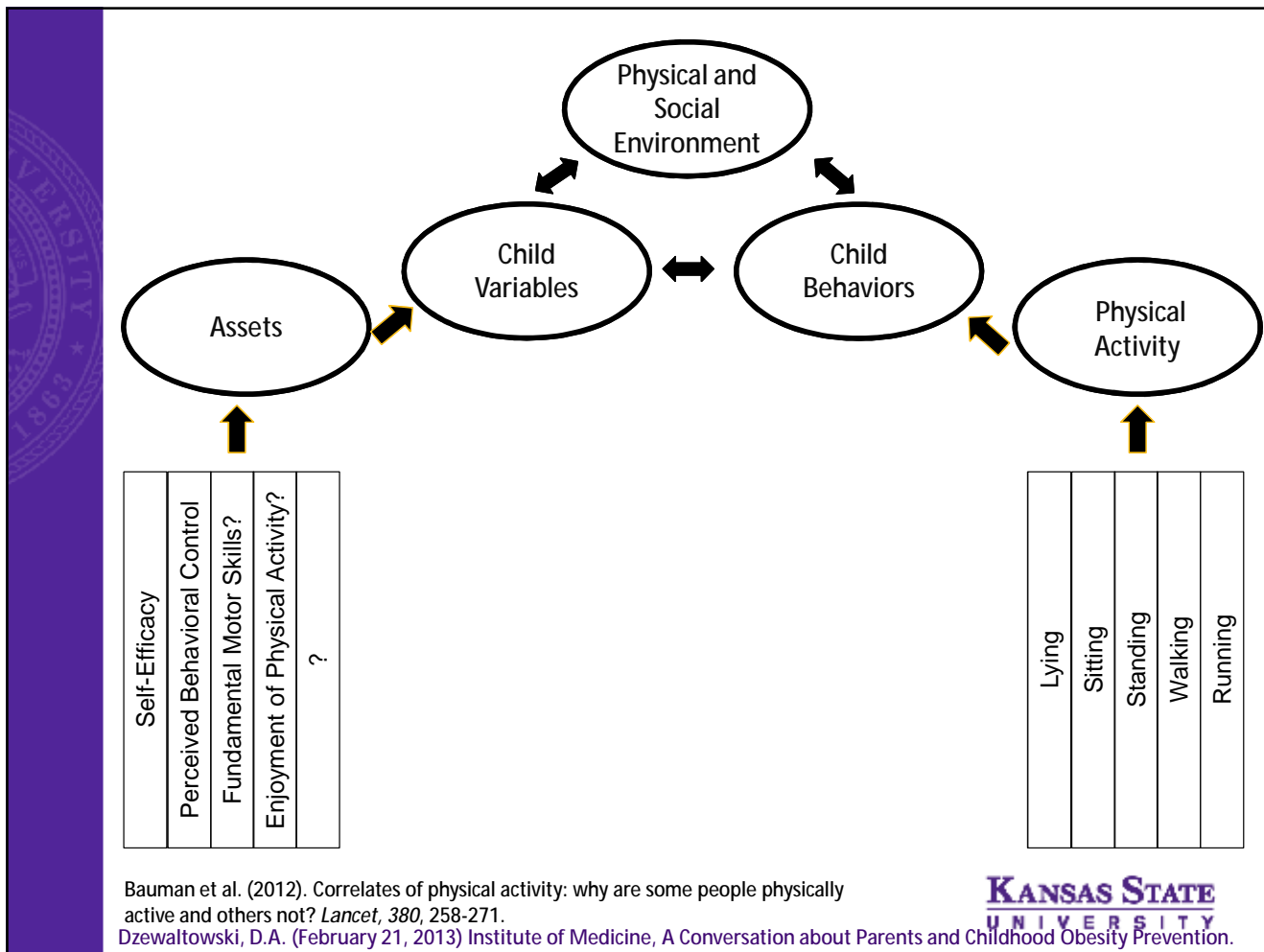
Physical Activity Within the Home Environment



Conceptual Model for Parental Influence on Development



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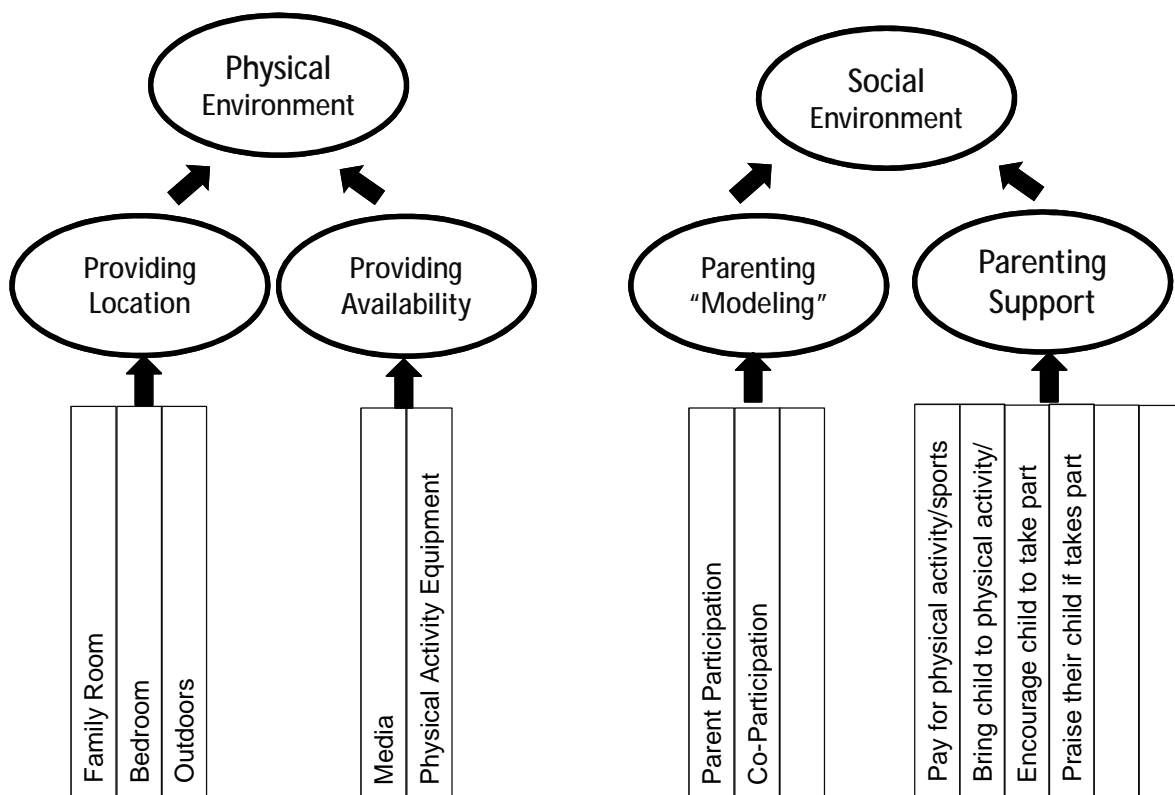


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Example Parental Led Physical Activity Behavior Setting



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.



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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.”

- O'Connor TM, Jago R, Baranowski T. Engaging parents to increase youth physical activity: a systematic review. *Am J Prev Med.* 2009;37(2):141-149.

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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.

O'Connor TM, Jago R, Baranowski T. Engaging parents to increase youth physical activity: a systematic review. *Am J Prev Med.* 2009;37(2):141-149.

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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)

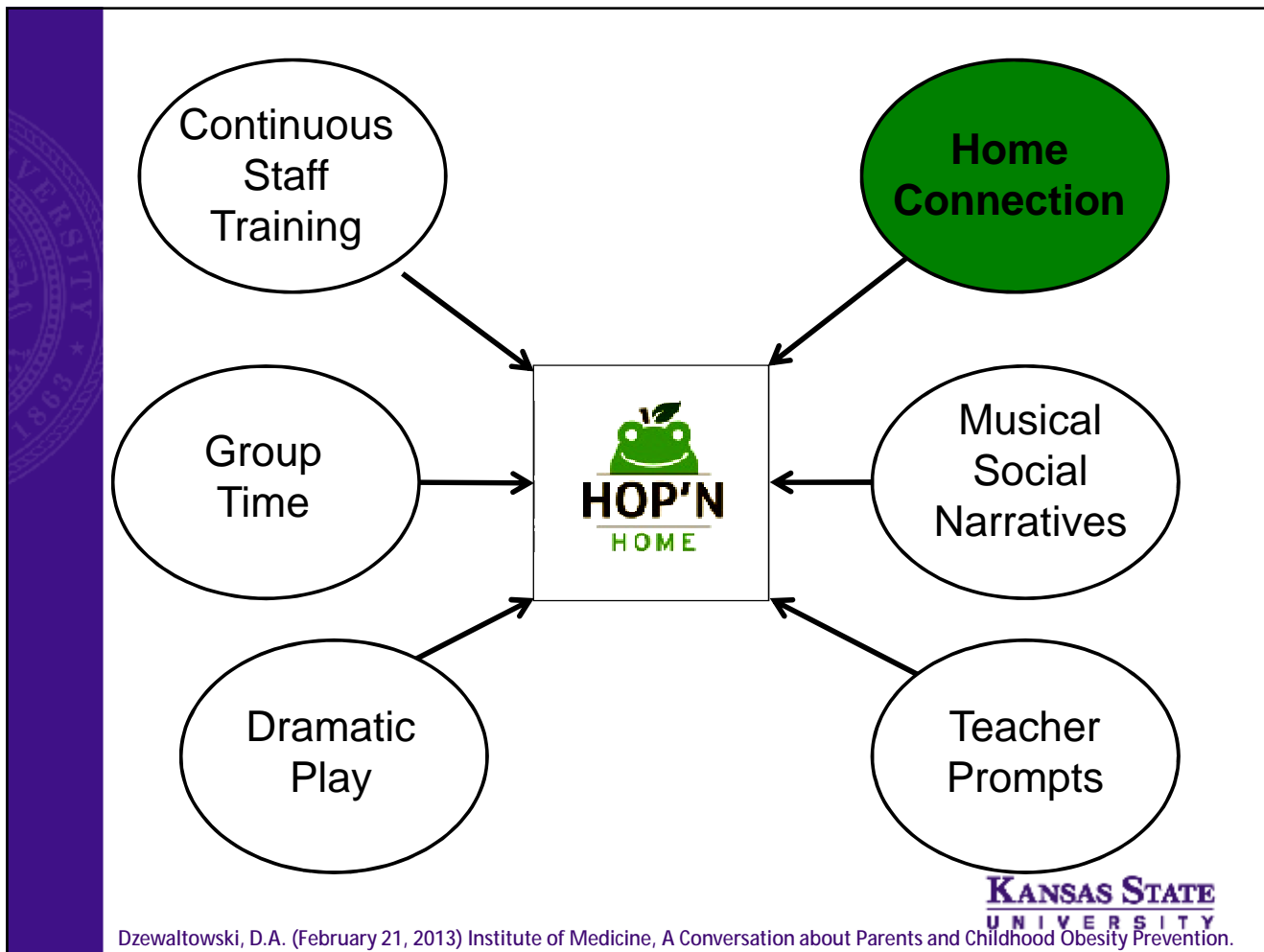



Primary Aim

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


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HOP'N INTO ACTION




What is Limit Setting?

Parental limit setting is restricting a child's behavior.

Limit setting has two parts:

1. A clear rule or request (Ex. Child is limited to only Go beverages)
2. Providing the child choices (Ex. Ask your child if they would like water, 100% fruit juice or skim milk)

According to the American Academy Pediatrics, parents should limit children's screen time to no more than 2 hours per day.



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 a small change at breakfast.** Ask your child what Go food (ex. 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 slow food per meal. Ask your child what slow food they would like (provide options).
- Limit the amount of television your child watches after school. After your child watches the allotted amount of television, ask your child what Go activity they would like to do from a list (Example: go to the park, ride bicycle, jump rope, etc.)



www.hopnhome.org

IS YOUR HOME HOP'N?



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Group Time and
Dramatic Play
Curriculum
Experiences

NAME	1	2	3	4	5	6	7	8	9	10	11	12
Sarah												
John												
Ava												
Byam												
Ester												
Nick												
Leah												

HOP'N HOME Connection
Week 1
Go & Slow Foods

QUESTIONS OF THE WEEK
Ask your child...

1. Which is a Go Food?
2. What is a Slow Food?
3. Singing, "Is it a Go or is it a Slow, is it healthy, yes or no?"

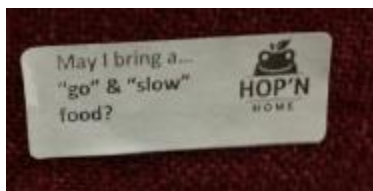
HOP'N HOME Connection
Week 1
Go & Slow Foods

ACTIVITY OF THE WEEK

Hi Parents...

Task: Child will bring a Go & Slow Food to share.

- With your child, identify Go & Slow Foods in your home (see Go & Slow Foods list below).
- Have your child select a Go & Slow Food to share with classmates.
- The Go & Slow food can be an empty box, wrapper, or a fresh fruit or vegetable.



Parent Question	RCT Study n=11/11	Field 1 n=39/52	Field 2 N=61/66
	Always	Always	Always
Home Connection, %			
Received	81.8	78.9	92
Read	72.8	71.1	77.4
Asked child questions	72.8	47.4	77
Did family activity	36.4	44.7	62.9
Brought item to school	36.4	47.4	65.6
Made changes in home	27.3	17.9	36.1

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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.

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 - youthpanmotivationlab.weebly.com



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