**Supplemental Content**

Table 1. Intervention material structure and time line

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| **Week** | **Newsletter/Phone Call General Topics** | **Newsletter Information/Phone Call Activities** |
| 1 | PA Recommendations – adults/ children | * Identify why PA is important to you. * Review PA results from accelerometer for parent and child. * Review PA guidelines for adults and children. * Engage in PA goal setting with parent for parent and parent/child goals. |
| 2 | Goal Setting – PA focused | * Engage in PA goal setting with parent for parent and parent/child goals * Encourage parent to use the S.M.A.R.T principle with goal setting. * Identify actions to be taken to help meet the goals. |
| 3 | PA Social Support | * Identify people who can support you being more active. * Identify ways they can support you * Link the social support method to one PA barrier. |
| 4 | PA Barriers | * Identify up to 3 PA barriers. * Develop a plan to reduce that barrier. * Pick one barrier to work on this week. |
| 5 | PA Progression | * Use the S.M.A.R.T or F.I.T.T methods to set weekly PA goals. * If you have been meeting the goals think about how you can increase them. * If you have not been meeting them, think about ways to scale the goals back so you can meet them. * Try to reduce sedentary time to meet PA goals. |
| 6 | Lifestyle PA | * Identify ways to increase lifestyle PA for you and your child. * Set a lifestyle PA goal for you and your child. * Develop strategies that will be used to implement this goal. |
| 7 | PA Motivators | * Review why PA is important to you * Identify ways to remind you to do PA * Think of rewards to give yourself and your child for being active. |
| 8 | PA Setback Prevention | * Identify all the changes you have made over the past weeks * List all the benefits you have received by being more active * Create a plan in advance for what to do when setbacks happen * Review strategies for overcoming past barriers |

PA = Physical Activity