

Seán Healy

Department of Behavioral Health and Nutrition

University of Delaware

DE, 19711

healys@udel.edu

434-284-3047

Educational Background

- Ph.D. Kinesiology** (2015)
University of Virginia, Charlottesville, VA
Dissertation: Online professional development: enabling physical educators to implement peer tutoring for the inclusion of all students.
Advisor: Dr. Martin E. Block and Dr. Luke E. Kelly
- MA. Adapted Physical Activity** (2012)
University of Leuven, Belgium
Thesis: "Happy and a Bit Nervous"; the experiences of students with autism in physical education.
Honor with great distinction
- B.S. Physical Education and Mathematics** (2010)
University of Limerick, Ireland
Thesis: Examining the psychosocial benefits of physical education.
First Class Honors Degree

Publications

Manuscripts under review

1. Patterson, S., **Healy, S.**, Brewer, B., Paller, A., Katulka, E., Powers, B., Daly, J., McGuire, J., & Malone, S.K. (in review). Identifying the most proximal multi-level factors associated with meeting 24-hour movement behavior recommendations in a national sample of autistic adults. *Autism*
2. Blagrove, J., Colombo-Dougovito, A., & **Healy, S.** (revisions requested) Just invite us": Autistic adults' recommendations for developing more accessible physical activity opportunities. *Autism in Adulthood*
3. Dahlgren, J., **Healy, S.**, MacDonald, M., Geldhof, G. Palmiere, K., & Haegele, J. (revisions requested). Physical activity and screen-time among youth with autism: A longitudinal analysis from 9 to 18 years. *Autism*
4. Powers, B., Patterson, F., Palmiere, K., & ***Healy, S.** (revisions requested). Health-related time-use among adults with intellectual disabilities: An interpretative phenomenological analysis. *Research in Developmental Disabilities*.

5. Young, A., **Healy, S.**, Silliman-French, L., & Brian, A. (in review). Pilot Study of a Parent-Mediated, Web-Based Motor Skill Intervention for Children with Down Syndrome: Project SKIP. *Adapted Physical Activity Quarterly*
6. **Healy, S.**, Pacanowski, C., Kennedy, L., Obrusnikova, I. (In review). “This cage that I’m stuck inside”: autistic adults’ perceptions of weight management, body weight, and body image. *Journal of Autism and Developmental Disorders*.
7. **Healy, S.**, Brewer, B., Palmiere, K., Daly, J., McGuire, J. & Patterson, F. (in review). 24-hour movement behaviors among autistic adults: Differences by sex, age, and level of independence. *Research in Autism Spectrum Disorders*
8. Garcia, J., Brewer, B., **Healy, S.**, Patterson, F. (in review). The temporal relationships between 24-hour movement behaviors among children with Autism Spectrum Disorder. *Autism*
9. **Healy, S.**, Garcia, J., Brewer, B., & Patterson, F. (in review). Sweat, sit, sleep: a compositional analysis of 24-hour movement behaviors and body mass index among children with autism spectrum disorder. *Autism Research*
10. McNamara, S., Bittner, M., & **Healy, S.** (in review). Online training for physical activity practitioners on evidence-based practices for clients with autism. *Advances in Autism*
11. Haegele, J., Xihe, Z. Patterson, F. & **Healy, S.** (in review). The 24-hour Movement Guidelines and Body Composition among Youth Receiving Special Education Services in the United States. *The Journal of Pediatrics*
12. McNamara, S. Bittner, M. & **Healy, S.** (in review). Feasibility of online training to enable fitness professionals to work with individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*
13. Haegele, JA. Garcia, JM., & **Healy, S.** (in review). Impact of Weight Status on Bullying Victimization and Perpetration among Children and Adolescents with Disabilities. *Journal of Paediatrics and Child Health*.

Peer Reviewed Journal Articles in Press and Published

1. Haegele, J., Xihe, Z., & **Healy, S.** (in press). Behavioral Correlates of Depression among Adults with Visual Impairments. *Journal of Visual Impairment & Blindness*
2. **Healy, S.** Patterson, F., Williams, E., Lozano AJ., Hanlon, A.L. & Obrusnikova, I. (2020). A brief report: Rethinking daily movement behaviors of children with autism spectrum disorder; meeting the 24-hour movement guidelines. *European Journal of Adapted Physical Activity*. [ahead of print]. DOI 10.5507/euj.2020.006
3. McNamara, S., Trujillo-Jenks, L., Dillion, S., **Healy, S.**, Becker, K. (2020). Special Education Administrators’ Knowledge of Adapted Physical Education: A Pilot Study. *International Journal of Disability, Development and Education*.

<https://doi.org/10.1080/1034912X.2020.1776850>

4. Colombo-Dougovito, A., Blagrove, J., & **Healy, S.** (2020). A new grounded theory of physical activity participation of autistic adults. *Autism*. DOI: /doi.org/10.1177/1362361320932444
5. **Healy, S.**, Foley, J., & Haegele, JA. (2020). Physical activity, screen-time, and sleep duration among youth with chronic health conditions in the United States. *American Journal of Health Promotion*. 34(5), 505-511 DOI:10.1177/0890117120915687
6. McNamara, S. Dillion, S., & **Healy, S.** (2020). The impact of podcasts on special education administrators' knowledge of adapted physical education. *International Journal of Disability, Development and Education*. DOI:10.1080/1034912X.2020.1731437
7. Hernandez, D.J., **Healy, S.**, Mona L., & Young K.S., (2020). Effect of Rest Interval Duration on the Volume Completed During a High-Intensity Bench Press Exercise. *The Journal of Strength and Conditioning Research*. DOI: 10.1519/JSC.0000000000003477
8. Haegele, J., Xihe, Z., **Healy, S.**, & Patterson, F. (2020). Proportions of Youth with Visual Impairments Meeting 24-Hour Movement Guidelines. *Child: Care, Health & Development*. DOI: 10.1111/cch.12747
9. **Healy, S.** & Marchand, G. (2020). The feasibility of Project CHASE: A Facebook-delivered, parent-mediated physical activity intervention for children with Autism. *International Journal of Disability, Development and Education*, 67(2). 225-242. DOI: 10.1080/1034912X.2019.1597968
10. Xihe, Z. **Healy, S.**, Haegele, J., & Patterson, F. (2020). 24-hour Movement and Body-weight. *The Journal of Pediatrics*. 218(1), 204-209. DOI: 10.1016/j.jpeds.2019.11.031
11. Haegele, J., Aigner, C., & **Healy, S.** (2020) Extracurricular Activities and Bullying among Children and Adolescents with Disabilities. *Maternal and Child Health Journal*, 24(1), 310-318. DOI: 10.1007/s10995-019-02866-6
12. **Healy, S.** Block, M.E., & Kelly, L.E. (2020). The impact of online professional development on physical educators' knowledge and implementation of peer tutoring. *International Journal of Disability, Development and Education*, 67(4), 424-463. DOI: 10.1080/1034912X.2019.1599099
13. Haegele, J. Foley, J. **Healy, S.**, & Paller, A. (2019). Prevalence of overweight among children with chronic conditions in the United States: An update from the 2016 National Survey of Children's Health. *Pediatric Obesity*. DOI: 10.1111/ijpo.12595
14. Marchand, G. & **Healy, S.** (2019). The Implementation of Project CHASE (Children with Autism Supported to Exercise): a Facebook-delivered, parent-mediated physical activity intervention. *Palaestra*. 33(3); 1-8.
15. McNamara, S., **Healy, S.** & Haegele, J. (2019). Use of social media for professional development by physical educators who teach students with disabilities. *International Journal of Disability, Development and Education*. DOI: 10.1080/1034912X.2019.1699649
16. Haegele, J. Carrie, A., & **Healy, S.** (2019). Meeting the Physical Activity, Screen-Time,

- and Sleep guidelines; comparing Children and Adolescents with and without Visual Impairments in the United States. *Adapted Physical Activity Quarterly*. 36(3); 399–405.
17. Xihe, Z., Haegele, J., **Healy, S.** (2019). Movement and Mental Health: Behavioral Correlates of Anxiety and Depression among Children of 6-17 Years Old in the U.S. *Mental Health and Physical Activity*. 16(1), 60-65.
 18. **Healy, S.**, Aigner, C. J., Haegele, J. A., & Patterson, F. (2019). Meeting the 24-hr movement guidelines: An update on US youth with autism spectrum disorder from the 2016 National Survey of Children's Health. *Autism Research*.
 19. Haegele, JA. Garcia, JM., & **Healy, S.** (2019). The Association between Neighborhood Factors and Physical Activity and Screen-time among Youth with Visual Impairments. *Disability and Health Journal*. DOI: 10.1016/j.dhjo.2019.02.004
 20. Reina, R., **Healy, S.**, Roldan, A., Hemmelmayr, H., & Klavina, A. (2019). Incluye-T: Professional development to increase the self-efficacy of physical educators towards inclusion. *Physical Education and Sport Pedagogy*. Doi: 10.1080/17408989.2019.1576863
 21. Russell, S., **Healy, S.**, & Braithwaite, R. (2019). Hobby preferences and physical activity participation among children with and without autism spectrum disorder. *European Journal of Adapted Physical Activity*, 11(2), 1-9. doi: 10.5507/euj.2018.008
 22. Haegele, JA. Garcia, JM., & **Healy, S.** (2019). Physical activity, body mass index, and health status among youth with severe visual impairments aged 13-17 years in the United States. *Disability and Health Journal*, 12(21), 24-28
 23. Baker, K., **Healy, S.**, Rice, D.J. & Garcia, J. (2018). Adolescent weight and health behaviors and their associations with individual, social, and parental factors. *Journal of Physical Activity and Health*, 19(1), 1-6. doi: 10.1123/jpah.2017-0279
 24. **Healy, S.**, & Garcia, J. (2018). The psychosocial correlates of physical activity participation among children with Autism Spectrum Disorder. *Journal of Developmental and Physical Disabilities*. <https://doi.org/10.1007/s10882-018-9642-9>
 25. **Healy, S.**, Garcia, JM., & Haegele, JA. (2018). Environmental factors associated with physical activity and screen time among children with and without autism spectrum disorder. *Journal of Autism and Other Developmental Disorders*. <https://doi.org/10.1007/s10803-018-3818-0>
 26. **Healy, S.**, Pacanowski, CR., & Williams, E. (2018). Weight management interventions for youth with autism spectrum disorder: a systematic review. *International Journal of Obesity*, 1.
 27. **Healy, S.**, Aigner, C. J., & Haegele, J. A. (2018). Prevalence of overweight and obesity among US youth with autism spectrum disorder. *Autism*, 1362361318791817.
 28. **Healy, S.**, Nacario, A., Braithwaite, R. E., & Hopper, C. (2018). The effect of physical activity interventions on youth with autism spectrum disorder: A meta-analysis. *Autism Research*.
 29. Haegele, J. A., **Healy, S.**, & Zhu, X. (2018). Physical activity and obesity among nine-

- year-old children with and without chronic health problems, illness, or disabilities in Ireland. *Disability and health journal*, 11(1), 143-148.
30. **Healy, S.** Marchand, G., & Williams, E. (2018). "I'm not in this alone" The perspective of parents mediating a physical activity intervention for their children with autism spectrum disorder. *Research in Developmental Disabilities*, 83(1), 160 -167.
 31. **Healy, S.** Columbo-Dougovito, A., Judge, J., Kwon, Y., Strehli, I., & Block, M.E. (2017). A Practical Guide to the Development of an Online Course in Adapted Physical Education, *Palaestra*, 31(2), 48-54.
 32. **Healy, S.,** Hirsh, S., & Lloyd J.W. (2017). Implementing a Group Contingency Behavior Management System in Physical Education, *Journal of Physical Education, Recreation and Dance*, 88(9): 50-56.
 33. Block, M.E., **Healy, S.**, Kwon, E., Ruin, S., & Volkman, V. (2017). Können Haltungen und Verhalten verändert werden? Der (internationale) Diskurs um Adapted Physical Education in der Sportlehrerbildung. *Sonderpädagogische Förderung heute* 62(3), 255-265.
 34. **Healy, S.,** Haegle, J., Grenier, M., & Garcia, J. (2017). Physical Activity, Screen-Time Behavior, and Obesity among 13-year olds in Ireland with and without Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 47(1), 49-57.
 35. Garcia, J., **Healy, S.,** & Sirard, J. (2016). The Individual, Social, and Environmental Correlates of Physical Activity and Screen Time in Irish Children: Growing Up in Ireland Study. *Journal of Physical Activity and Health*. 13(12), 1285-1293.
 36. Block, M.E., Kwon, E., & **Healy, S.** (2016). Preparing Future Physical Educators for Inclusion: Changing the Physical Education Teacher Training Program. *SOBAMA - Journal of the Brazilian association of Adapted Physical Activity*, 17(1).
 37. Hirsh, S., **Healy, S.,** Judge, J.P., & Lloyd J.W. (2016). Effects of an Interdependent Group Contingency on Engagement in Physical Education, *Journal of Applied Behavioral Analysis*, 49, 1-5.
 38. **Healy, S.,** Judge, J., Block, M., Kwon, E. (2016). Preparing Adapted Physical Educators to teach students with Autism: Current practices and future directions. *The Physical Educator*, 73(1), 97-109. *The Physical Educator*.
 39. **Healy, S.,** Judge, J. & Block, M. (2014). Adapted physical education teacher perceptions on advantages and disadvantages of online teacher development. *Palaestra*, 28(4), 14-17.
 40. **Healy, S.** (2014). Adapting equipment for teaching object skills, *Palaestra*, 27(4), 37-43.
 41. **Healy, S.** (2014). Preventing bullying in inclusive physical education, *Palaestra*, 28(2), 42-46.
 42. **Healy, S.,** Msetfi, R., & Gallagher, S. (2013). "Happy and a bit nervous": the experiences of children with autism in physical education. *British Journal of Learning Disabilities*, 41(3), 222-228.

Books and chapters

1. **Healy, S.** (in press). Exercise prescription for individuals with autism spectrum disorder. In G. Liguiri, *ACSM's Guidelines for Exercise Testing and Prescription (11th Edition)*.
2. **Healy, S.** (2020). Technology-based Professional Development in Adapted Physical Education. In JA. Haegele, SR. Hodge, & D. Shapiro, *Handbook of Adapted Physical Education*.
3. **Healy, S.** & Miller, N. (2018). Adapting Equipment for Students with Multiple and Severe Disabilities, In L. Lieberman, *Adapted Physical Education for Students with Multiple and Severe Disabilities*.
4. **Healy, S.** (2016). Including students with Autism Spectrum Disorder, In M.E. Block (Ed.) *Adapted Physical Education; an Inclusive Approach*. Champaign, IL: Human Kinetics.

Invited presentations, lectures, and workshops

1. **Healy, S.** (2019, November). *Physical activity programming for children with autism spectrum disorder*; Autism Spectrum Disorder Forum: Charting the Path Forward for Teachers and Rehabilitation Specialists in China. Beijing Sport University, China.
2. **Healy, S.** (2019, November). *'The whole day matters'; patterns of health-related time-use among children with autism spectrum disorder*; Autism Spectrum Disorder Forum: Charting the Path Forward for Teachers and Rehabilitation Specialists in China. Beijing Sport University, China.
3. **Healy, S.**, Dillion, S., & Geslak, D. (2019, May). *Autism and exercise: discovering the possibilities*. American College of Sport Medicine; World Congress for Exercise. Orlando, FL.
4. **Healy S.** (2017, October). *Instructional strategies for children with autism spectrum disorder*. Conference of Inclusive Physical Education in China. Beijing Sport University, China.
5. **Healy, S.** (2016, April). *Adapted Physical Activity; the DisAbility Movement*. Psych Talks Guest Speaker, Humboldt State University, CA.
6. **Healy, S.** (2013, May). *Creativity in Adapted Physical Activity*. National Symposium of Adapted Physical Activity, Sao Carlos, Brazil.
7. **Healy, S.** (2013, December). *Adapted equipment for instruction, assessment and behavioral support*, invited speaker for Adapted Physical Education Masters Program, University of Virginia, VA.
8. **Healy, S.** (2012, December). *Adapting equipment to teach object control skills*, invited speaker for Adapted Physical Education Masters Program, University of Virginia, VA.
9. Judge, J. & **Healy, S.** (2012, March). *The APE technological toolbox: innovative ideas and instructional strategies for children with autism in physical education*. West Virginia University, Morgantown, WV.

10. **Healy, S.** & Wong, J. (2011, July). *How to modify equipment for those with multiple sensory impairments*, Anne Sullivan Centre for people who are deaf/blind, Dublin, Ireland.

International and national presentations and workshops

1. McNamara, S., Bittner, M., & **Healy, S.** (April 2020). The feasibility of online training to enable fitness professionals to work with individuals with autism spectrum disorder. Society of Health and Physical Education (SHAPE). Baltimore, MD. (Conference canceled)
2. **Healy, S.** (2018). "I'm not in this alone" The perspective of parents mediating a physical activity intervention for their children with autism spectrum disorder. Paper presented at the North American Conference of Adapted Physical Activity, Corvallis, OR.
3. **Healy, S.** (2018). Project CHASE: A Web-Based, Parent-Mediated Intervention for Children with Autism. Paper presented at the Society of Health and Physical Education (SHAPE) conference, Nashville, TN.
4. McNamara, S., **Healy, S.**, Haegele, J. (2018). Social Media Usage for Professional Development in Adapted Physical Education. Poster presented at the Society of Health and Physical Education (SHAPE) conference, Nashville, TN.
5. Grenier M., Lieberman, L., **Healy, S.**, Miller, N., & Griffin, A. (2018). Accessing the Curriculum for Students with Severe Disabilities. Workshop presented at the Society of Health and Physical Education (SHAPE) conference, Nashville, TN.
6. O'Neil, K., Krause, J., **Healy, S.**, Richards, K., Doan, R., Wahl-alexander, Z. (2018). Surviving and Thriving as an Early Career Academic. Workshop presented at the Society of Health and Physical Education (SHAPE) conference, Nashville, TN.
7. **Healy, S.**, Haegele, J., & Grenier, M. (2016). Physical Activity, Screen-Time Behavior, and Obesity among 13-year olds in Ireland with and without Autism Spectrum Disorder. Paper presented at the National Federation of Adapted Physical Activity (NAFAPA) conference, Edmonton, Canada.
8. **Healy, S.**, Block, M.E., & Kelly, L.E. (2016). *Can Online Professional Development Enable the Implementation of Peer Tutoring?* Poster presented at the Society of Health and Physical Education (SHAPE) conference, Minneapolis.
9. Colombo-Dougovito, A., **Healy, S.**, O'Neill, K., Alexander, M.A., Douglas, M. (2016, April). *Practical Strategies to Successfully Assess Children with Autism Spectrum Disorder*. Workshop presented at the Society of Health and Physical Education (SHAPE) conference, Minneapolis.
10. **Healy, S.** (2015, March). *Youth Physical Activity participation: the importance of the social environment?* Paper presented at the Society of Health and Physical Education (SHAPE) conference, Seattle.
11. **Healy, S.** (2015, March). *Evaluating Fidelity in Online Professional Development for Physical Educators*. Poster presented at the Society of Health and Physical Education (SHAPE) conference, Seattle.

12. **Healy, S.**, Block, M., & Judge, J.P. (2014, October). *Certified Adapted Physical Educators' Perspectives on Advantages and Disadvantages of Online Professional Development*. Paper presented at the North American Federation of Adapted Physical Activity (NAFAPA) conference, University of Michigan, Ann Arbor, MI.
13. **Healy, S.**, Block, M., & Judge, J.P. (2014, October). *Preparing Adapted Physical Educators to teach students with Autism: Current practices and future directions*. Paper presented at the European Conference of Adapted Physical Activity (EUCAPA), Madrid, Spain.
14. **Healy, S.** (2013, July). *Parental Expectations toward adapted physical education: an Asian perspective*, Paper presented at the International Symposium of Adapted Physical Activity (ISAPA), Istanbul, Turkey.
15. **Healy, S.** (2013, July). *Making Sport Equipment Accessible on a Limited Budget*, workshop presented at the International Symposium of Adapted Physical Activity (ISAPA), Istanbul, Turkey.
16. **Healy, S.** & Wong, J. (2012, May). *Adapting equipment for inclusion of all students*, European Congress of Adapted Physical Activity (EUCAPA), Killarney, Ireland
17. **Healy, S.** (2012, October). *Making adapted activity equipment accessible, on a limited budget*, North American Federation of Adapted Physical Activity (NAFAFA) conference, Alabama, US.
18. **Healy, S.** (2012). *Happy and a bit nervous; students with autistic spectrum disorders; their perspective of inclusive physical education*. North American Federation of Adapted Physical Activity (NAFAFA) conference, Alabama, US.
19. **Healy, S.** & Taylor, D. (2011, October). *Outdoor Adventure for Children with Dyspraxia*, workshop presented at Ireland's National Dyspraxia Conference, Limerick, Ireland.

Regional and state presentations and workshops

1. Knutsen, H., **Healy, S.**, & Hall, M. (2020). *The Motivate to Move (M2) Band: A user-friendly garment for the promotion of physical activity in individuals with intellectual disabilities*. Henswear Symposium, University of Delaware, Delaware.
2. **Healy, S.**, McGuire, J., Daly, J., Powers, B., Palmiere, K., & Patterson, F. (2019) *Health-related time-use among adults with intellectual disabilities: An interpretative phenomenological analysis*, Cardiovascular Health Symposium, University of Delaware, Delaware.
3. Colombo-Dougovito, A., & **Healy, S.** (2014, November). *Utilizing evidence-based practices to teach motor skills to children with autism spectrum disorder*, Virginia Association of Health and Physical Education, Recreation and Dance (VAHPERD) conference, Virginia Beach, Virginia.
4. **Healy, S.** et al. (2014, November). *Teaching the self-contained adapted physical education class*, Virginia Association of Health and Physical Education, Recreation and Dance (VAHPERD) conference, Virginia Beach, Virginia.

5. **Healy, S.**, & J.P. Judge (2014, August). *Physical Education for Students with Autism; Strategies that Work*, at the Syphax Education Center in Arlington, VA
6. Jackson, T., **Healy, S.**, Hwan Koh, Y., Colombo-Dougovito, A., & Judge, J.P. (2014, February). *Comparing Selected International K-12 Physical Education Programs*, Curry Research Conference Poster Session, University of Virginia, U.S.
7. **Healy, S.** & Judge, J. (2014, February). *Adapted physical education specialist's preparation for teaching students with autism spectrum disorders*, Curry Research Conference, University of Virginia, U.S.
8. **Healy, S.** & Colombo-Dougovito, A., (2013, October). *Theory to Practice: Inclusive practices for Physical Education Teachers*, University of Virginia Curry Cup, University of Virginia, U.S.
9. **Healy, S.** (2013, November). *DSM V's new definition of autistic spectrum disorder; what it means for the physical educator*, Virginia Association of Health and Physical Education, Recreation and Dance (VAHPERD) conference, Virginia Beach, VA.
10. **Healy, S.** & Judge, J. (2012, November). *What's new in teaching children with autism in physical education?* Virginia Association of Health and Physical Education, Recreation and Dance (VAHPERD) conference, Roanoke, VA.
11. Kwon, E. & **Healy, S.** (2012, February). *Parental expectations toward adapted physical education: an Asian perspective*, Curry Research Conference, University of Virginia, U.S.
12. **Healy, S.** (2012, October). *'The throw-master': teaching the overhand throw to students with autism*, University of Virginia Curry Cup, University of Virginia, U.S.

Teaching & Professional Experience

Employment

University of Delaware (2017 – present)
 Assistant Professor of Adapted Physical Activity, Department of Behavioral Health and Nutrition.

Course taught:

- Introduction to Adapted Physical Activity (Fall '17, Spring '18, '19)
- Fundamental Movement Skills (Fall '17, '18)

Service positions:

- College of Health Sciences Governance Committee member (Fall '19 – present)
- Health Behavior Science Graduate Program Committee member (Spring '19 – present)
- Program Advisory Group member, Disability Studies Minor (Spring '19 – present)

Humboldt State University, CA (2015-2017)
 Assistant Professor of Adapted Physical Education, Department of Kinesiology and Recreation Administration

Courses taught:

- Health Related Exercise (Fall '15)
- Elementary School Physical Education (Fall '15, Spring/Fall, '16)
- Motor Development and Motor Learning (Fall '15, Spring '16)
- Adapted Physical Education (Spring '16)
- Adapted Physical Education Programing (Spring '16)
- Assessment and Adapted Physical Activity (Summer '16)
- Adapted Aquatics (co-instructor) (Summer '16)
- Research Methods in Physical Activity (co-instructor) (Summer '16)
- Curriculum & Assessment in Physical Education (Spring '17)
- Inclusive Recreation (Fall '16, Spring '17)

Service positions:

- Research Director of the Masters of Adapted Physical Education (included supervision of eight master students' thesis work).

Other Responsibilities

- Organization and supervision of undergraduate and graduate students' school placement experiences.
- Research Director for Humboldt's Young Athletes Program: A motor development program for children with intellectual disabilities aged 3 to 7.
- Founder and director of 'Surfing on the Spectrum'; a surf camp for youth with Autism Spectrum Disorder
- Organizing and supervision of student work placements, including schools and community-based adapted physical activity programs.
- Faculty Advisor (serving 44 undergraduate and graduate advisees)
- Member of the Search Committee for an Assistant Professor Position in motor development/motor learning (Fall, 2016).
- Member of the Search Committee for Dean of the College of Professional Studies (Fall, 2016).

University of Virginia**(2012-2015)****University Graduate Teaching Assistant**

- Adapted Physical Education: Physically, Sensory and Health Impaired (Spring '15)

- Physical Education for Children with Severe Disabilities (Spring, '15)
- Secondary Methods of Physical Education (Spring, '15)
- Elementary Methods of Physical Education (Fall, '14)
- Motor Development (Spring, '14)
- Kinesiology for Individuals with Disabilities (Fall, '13)

Masters Student Supervision

- Supervise (observe, advise and assess) master during teaching practica.

Masters and Doctoral student supervision

*denotes committee chair

- 2017: Dominic Ratto: The Effect of Online Education on Pre-service Physical Education Teacher's Knowledge Retention on the Subject of Peer Tutoring*
- 2017: Elizabeth Keener: Physical Activity Participation: The Perspectives of Adults with Disabilities*
- 2017: Ellie Anderson: Weight perception among adolescents with autism spectrum disorder
- 2017: Jacob Cheek: The Effect of the Teaching Practicum Setting on the Beliefs of Pre-Service Physical Educators About Inclusion in Physical Education*
- 2017: Nik Jonte: The Effect of Physical Activity Participation and Externalizing Behaviors Among Children with and without ADHD*
- 2017: Quinn Pawlick: Differences in Physical Activity Participation, Screen Time, and Body Mass Index for Youth with Learning Disabilities*
- 2017: Scott Russell: Hobby preferences and physical activity among children with autism spectrum disorder*
- 2017: Stephanie Chuml: KT effect's on circulation and healing; a meta-analysis*

Doctoral Student Committees

- 2018: Scott McNamara: The use of podcasts for professional development of school administrators related to adapted physical education.
- Current: Brittany Powers: Research focus: Mental health of college students with intellectual disabilities*
- Current: Paige O' Sullivan: Using photovoice to elicit the perspective of leisure activities among adults with intellectual disabilities*

Professional Affiliations

- National Consortium for Physical Education for Individuals with Disabilities (NCPEID) - awards committee member ('19 – present)
- Associate member of the Healthy Weight Research Network (a professional network of researchers that seek to advance the understanding of obesity risk factors in children with autism) ('18 – present)
- Adapted Physical Activity Quarterly: Editorial board member and Books & Media Review Editor ('17 – present)
- Palaestra Journal: Editorial Board member ('17 – present)
- Society of Health and Physical Educators (SHAPE) ('14 – present)
- International Federation of Adapted Physical Activity (IFAPA) (Board member '12 – '15) ('12 – present)

Community Service

- Co-founder and vice-president of Adapt It Sport: a non-profit Organization providing training for practitioners to acquire and use adapted sports equipment. (‘12-‘16)
- Coaching involvement with many disability sport groups (‘10-present)

Journal Reviews

- Journal of Motor Learning and Development, Guest Reviewer (‘20-present)
- International Journal of Obesity, Guest reviewer (‘18-present)
- Advances in Neurodevelopmental Disorders, Guest reviewer (‘18-present)
- Journal of Adapted Physical Activity Quarterly, Guest Reviewer (‘16 present)
- British Journal of Visual Impairment, Guest Reviewer (‘16-present)
- The Journal of Primary Prevention, Guest Reviewer (‘15-present)
- Palaestra, Guest Reviewer (‘12-present)
- European Journal of Adapted Physical Activity, Guest Reviewer (‘12-present)
- Autism, Guest Reviewer (‘12-present)

Honors and awards

- University of Delaware Excellence in Teaching Award nominee (2018)
- National Consortium of Adapted Physical Education, David P. Beaver Adapted Physical Activity Professional Young Scholar Award (2017)

Grant Funding

Ongoing Research Support

Healy, S. (Sub PI) (10/01/2019 – 09/30/2024)

US Department of Education

Project title: Training Leaders to Improve Education and Health Outcomes of Individuals with High-Intensity Needs: A Multi-Institution Mentorship Consortium

Healy, S. (PI)

Funder: National Institutes of Health: Center for Biomedical Research Excellence in Cardiovascular Health (12/03/2019 – 12/02/2020)

Research Excellence in Cardiovascular Health

Project title: Using an integrated model to define key intervention targets for cardiovascular health among adults with autism spectrum disorder

Healy, S. (Co-PI)

Funder: HENSWEAR (04/8/2019 – 04/7/2020)

Project title: The Motivate to Move (M²) Band; a user-friendly garment for the promotion and tracking of physical activity in individuals with intellectual disabilities
The purpose of this work is to create a wearable – the Motivate to Move Band (M² BAND) – that provides a user-friendly method of tracking and motivating movement among individuals with ID.

Healy, S. (Co-PI)

Funder: General University Fund, University of Delaware (04/10/2019-04/9/2021)
Project title: Adaptation, acceptability and feasibility of an automated smart-scale intervention for weight management among young adults with developmental disabilities. The purpose of this study is to adapt and test the acceptability and feasibility of a 12-week automated weight-loss intervention in young adults (aged 18 – 35) with Developmental Disabilities.

Healy, S. (Co-PI)

Funder: Center for Innovative Health Research (04/08/2019-04/07/2021)
Project title “Parent stress, parental feeding styles, and child nutrient intake among families of young children with autism.
The purpose of this study is to examine the relationships among parental stress, parental feeding styles, and nutrient intake in children with ASD.

Healy, S. (Co-PI)

Funder: College of Health Sciences Equipment Grant (11/01/2018 – 10/30/2020)
Project title: A Virtual Reality (VR) mobile research lab to support health sciences innovations. The purpose of this grant was to establish an interdisciplinary VR research collaboratory focused on health sciences topics and to create a VR mobile research lab.

Healy, S. (Co-I)

Funder: Unidel Grand Challenge grant program (12/10/2018 – 12/10/2020)
Project title: Designing Inclusive Futures: Disability, Diversity, and Innovation
The purpose of this grant is to establish a working group to foster collaborations related to research of disability issues at the University of Delaware.

Healy, S. (PI)

Funder: Center for Innovative Health Research (02/08/2018 – 01/31/2020)
Project title: VR-STEP: Virtual Reality – Supporting Transition to Exercise Programs for individuals with autism.
The purpose of this study is to develop and test the feasibility of ‘VR-STEP’ (Virtual Reality – Transition to Exercise Program); a VR-based intervention that enables successful access to, and functioning in, physical activity settings for individuals with ASD

Completed Research Support

Healy, S. (PI)

Funder: California Physical Education-Health Project (State DOE) (07/01/2016 – 06/30/2017)
Project title: Redwood Physical Education-Health Project
The purpose of this study was to assess the effect of a teacher-mediated professional development course for physical education.

Healy, S. (PI)

Funder: Graduate Federal Work Study Program (HSU) (02/01/2016 – 01/31/2017)

Project title: Physical and Sedentary Activity in the Daily Lives of Children with Autism; an Analysis of Time-use Data

The purpose of this study was to examine the patterns of health-related time-use among children with autism spectrum disorder.

Healy, S. (PI)

Funder: Research, Scholarship, and Creative Activities Program (HSU) (8/01/2015 – 7/30/2016)

Project title: The social-ecological correlates of physical activity for youth with autism

The purpose of this study was to define the social-ecological determinants of physical activity among children with autism spectrum disorder.

In review/not awarded

Healy, S (Co-PI)

Funder: National Institute for Health (r21) (2020)

A Multi-Level Examination of Health-Related Time-Use among Adults with Intellectual Disabilities

The purpose of this study is to quantify health-related time-use (HRTU), the multi-level correlates of HRTU (including family-member time-use), and the temporal patterning between HRTU behaviors in young adults (18-35y) with MMID who live with family.

Healy, S (Co-PI)

Funder: National Institute for Health (r21) (2018)

A Multi-Level Examination of Health-Related Time-Use among Adults with Intellectual Disabilities

The purpose of this study is to use time-use epidemiological approaches to assess and characterize the multi-level correlates (including caregiver time-use and the interdependence of time-use components) of time spent in physical activity, sedentary behavior, and sleep in young adults with MMID.

Healy, S. (Co-I)

Funder: National Institute for Health (R21/33) (Co-I) (2017)

The Implementation of a Modified Judo Program to Increase Physical Activity in Children with Autism Spectrum Disorder.

The purpose of this study is to examine the feasibility of a modified judo program for children with autism spectrum disorder.

Healy, S (PI)

Funder: Organization for Autism Research (2017)

Project title: Project CHASE (Children with Autism Supported to Exercise): a randomized pilot trial of a Facebook-delivered, parent-mediated physical activity intervention.

The purpose of this study is to evaluate the feasibility and preliminary effectiveness of a parent-mediated, exercise intervention, delivered through Facebook, to increase physical activity participation among children with ASD.

References

Dr. Rock Braithwaite
Chair and Professor
Kinesiology & Recreation Administration

Humboldt State University
Arcata, CA 95521
Office: (707) 826-4543
Email: rock.braithwaite@humboldt.edu

Dr. Chris Hopper
Professor and Chair
Kinesiology & Recreation Administration
Humboldt State University
Arcata, CA 95521
Phone: +1 7078263853
Email: Chris.Hopper@humboldt.edu

Dr. Jeanette Garcia
Assistant Professor
School of Kinesiology and Physical Therapy
12494 University Boulevard,
Orlando, FL 32816
Phone: +1 4078233207
Email: Jeanette.Garcia@ucf.edu