**Evidence Table 48. Description of the interventions used in child care settings**

| **Author, year** | **Arm** | **Description** | **Psychosocial dietary intervention** | **Physical/environmental dietary intervention** | **Psychosocial physical activity/ exercise intervention** | **Physical/environmental physical activity/ exercise intervention** | **Decrease sedentary behavior intervention** | **Other interventions** | **General Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bayer, 20091 | 2 | "Tiger Kids" low cost behavioral interventionLength of intervention, weeks: 2 "Kindergarten years"Setting: Child care (describe) : directly change health behavior on a daily basis in kindergartenConsumer health informatics (describe) : An internet platform with supporting information for Kindergarten teachers and families (www.tigerkids.de) | Intervention focused on modifying habits of food and drink consumptionThe nutritional target of the intervention was:1) regular consumption of fresh fruit and vegetables as a snack in the day care, aiming at replacing high energy density snack foods and establishing consumption of at least two portions/day of vegetables and fruits as a habit, and2) regular consumption of water and other non-sugared drinks (e.g. non-sugared fruit tea) in the day care, aiming at replacing sugared beverages and reaching a habitual consumption of notmore than one glass/day of sugared drinks and juices.A folder for Kindergarten teachers with information materials and modulesready for use in the day-to-day activities of the Kindergarten (374 printed pages) and a CD with songs for use in the day care was produced, along with information materials for parents in the form of four newsletters/Kindergarten year and twelve ‘‘Tipp Cards’’ providing simple messages on health related behavior for parents. Information in the Tipp Cards included nutritional messages such as ways to encourage fruit consumption by attractive presentation in small portions; attractive presentation of raw vegetable pieces as finger food; information on energy content of fruit, vegetables and energy dense snacksoffered to childrenTarget: Parent/CaregiverFamilyEducatorDelivery: TeacherOther : maybe researchersDuration frequency: four newsletters/Kindergarten year and twelve ‘‘Tipp Cards’’ providing simple messages on health related behavior for parentsComment: At the start of the intervention, all teachers of participating day care centers were asked to participate in a two-day training workshop in which they were introduced into the concept and practical application of the Tiger Kids program. A telephone hotline with the coordinatingcenter at the Dr. von Hauner Children’s Hospital, Universityof Munich was established for counseling of teachers and problem solving. At the start of the Tiger Kids program after the summer holidays, two information evenings were offered for parents at each Kindergarten setting to introduce the parents into the concepts, goalsand practical aspects of the project, in collaboration with the health insurance AOK Bavaria. At the start of the second Kindergarten yearafter the onset of the intervention, the Kindergarten teachers were encouraged to continue using the program. During the second yearthe telephone hotline at the coordinating center was maintained, and one workshop was held to motivate the educators. | A plate with fruits and vegetables offered throughout the day, in some kindergartens restricted to 1–2 h per day in order not to disturb other activitiesTarget: Child | A folder for Kindergarten teachers with information materials and modulesready for use in the day-to-day activities of the Kindergarten (374 printed pages) and a CD with songs for use in the day care was produced, along with information materials for parents in the form of four newsletters/Kindergarten year and twelve ‘‘Tipp Cards’’ providing simple messages on health related behavior for parents, including physical activity-related messages. Examples of such messages include information on integrating regular physical activity in the daily routine of children and their families; encouragement of physically active leisure activities for families, andothersTarget: Parent/CaregiverFamilyEducatorDelivery: maybe researchersOther: four newsletters/Kindergarten year and twelve ‘‘Tipp Cards’’ providing simple messages on health related behavior for parents. | Intervention focused on enhancing physical activity. The key target of the intervention was at least 30 min/day of playful and fun, vigorous physical activity games at the Kindergarten settingTarget: ChildDelivery: TeacherDuration frequency: At least 30 mins/dayFrequency: Daily |  | Other (describe) : Change in home environment.Target: ChildParent/CaregiverDelivery: TeacherDuration frequency: “Cool Contracts” children selected a home environmentchange goal; role played how to ask their parents to participate in signing a contract to change the home environment, and completed a home environment changecontract with their parents. Finally, after implementingenvironmental changes, the children again took picturesof their home and made a “HOP’N-at-Home” poster,which illustrated their home environmental changes. | The HOP’N intervention model included three levels: The FIRST LEVEL of intervention targeted the developmentof the community/government/human service agency (County Cooperative Extension office) to coordinateimproving after-school programs. The SECOND LEVEL was then delivered by The Cooperative Extension office to the after-school staff. This level of intervention included three staff training sessions per year (six sessions total), staff monthly meetingswith the Extension Assistant, and continuous web support. For the third level of intervention, the after-schoolstaff and the Extension Assistant implemented the HOP’N after school quality elements at each interventionsite. The after-school program at each site was approximately 2.5 hours per day. Every day, staff had the goal to implement 30 minutes of organized PA following the CATCH Kids Club PA principles [2]. The project provided the CATCH Kids Club curriculum box[10] and PA equipment. Also, after-school program staff was directed to work with their school’s food service to provide FV with every snack. In addition to this “bottom-up approach“, the County Extension Office workedwith the school district food service to achieve the same FV goal. To assist the program staff, the research teamprovided a list of healthy snack ideas and content expertise. Snacks were not purchased for the program. Finally, also part of the third level of intervention, the HOP’N Club was a weekly social-cognitive-theory basedcurriculum delivered by the Cooperative Extension Assistant to each after-school intervention site for 60 minutes once a week. The curriculum was organized in a notebook form with weekly modules that includedlearning objectives, behavior change strategy goals, and implementation procedures and scripts. The HOP’NClub child behavioral goals were: Be physically active every day (30 minutes after-school, 60 minutes daily); eat FV at every meal or snack; drink less soda and juice drinks (drink water, no more than 1 can of soda or sm |
| Fitzgibbon, 20062 | 2 | Weight control interventionLength of intervention, weeks: 14 weeksSetting: School (describe) : Diet and physical activity curriculum | Nutrition activity based on hand puppets that reflected the food pyramid (e.g., Miss Dairy, Mr. Fat, Miss Grain, etc.).Target behaviors for the intervention included increased fruit and vegetable consumption, decreased fat intake.Target: ChildDelivery: TeacherDuration frequency: 20 minutesFrequency: three times weekly |  | Physical activity curriculum to increase physical activity and aerobic activity that was not based on skill building but on overall moderate tovigorous movement.Target: ChildDelivery: TeacherDuration frequency: 20 minutesFrequency: 3 times weekly |  | Target: TeacherDelivery: Reducing screen time Other: Parental involvement | Other (describe) : screening for overweight in childrenTarget: Parent/CaregiverFamilyDelivery: ClinicianComment: Flyers sent to parents explaining importance/consequences of overweight in children. Teachers informed of significance of overweight through sessions with study physician/dietician. Posters on prevention of obesity in young children were placed around school. Parents of overweight/at-risk children were explained the importance of bringing the child to family physician. Physicians contacted to encourage follow-up care and invited to receive further training for treatment of obesity. | I did not split the intervention into physical and nutritional because they were all combined in ten 20-min sessions. It might seem like there were ten 20-min sessions of nutritional education and another ten 20-min sessions for physical activity if split up.The only difference b/w arm 2 and arm3 is arm3 has a health piece for children. |
| Scheffler, 20073 | 2 | Sport; ; Length of intervention, weeks: 104; ; Setting: School (describe): Playful athletic exercise program |  |  |  | Playful athletic exercise programs were designed. Teachers were also given additional training. The exercises targeted improving the pleasure of movement and train the motor basics like endurance, power, speed and skillfulness. Examples are running with a newspaper in front of breast without letting the paper fall down, jump from a chalk circle in to another one or balance on a line.; ; Target: Child; Educator; ; Duration frequency: 60minutes; Frequency: 3 |  |  |  |
| Metcalf, 20124Burgi, 20125 | 1 | Ballabeina intervention  Length of Intervention (weeks): 44 weeks Setting: School Home: PA sessions, information classes on HE, exercise equipment  | Information sessions for children focusing on healthy nutrition. Every other week children received nutritional activity cards to take home. Parents also received information sessions that included healthy nutrition.Target: Child, Parent/Caregiver Frequency: 22 sessions per 44 weeks  | Parents were given three information sessions that included promoting physical activityTarget: Parent/Caregiver Delivery: Teacher, Comments: Frequency (e.g., number of sessions per week),Parental information session also included healthy nutrition, media use (TV time) and sleep. | Parents were given three information sessions that included promoting physical activity Target: Parent/Caregiver Delivery: TeacherFrequency: 3 sessions during intervention  Parental information session also included healthy nutrition, media use (TV time) and sleep.  | Extra physical activity sessions, additional exercise equipment were provided.Target: Child Delivery: TeacherFrequency: four sessions per week  | Target: Parent/CaregiverDelivery: Teacher Comments: 3 times during intervention, how to reduce screen time at home. | Intervention: Sleep timeTarget: Child,Parent/Caregiver |  |
| Metcalf, 20124Burgi, 20125 | 2 | Ballabeina intervention Length of Intervention (weeks): 47 weeks Setting: School Home: PA sessions, information classes on HE, exercise equipment  | Information sessions for children focusing on healthy nutrition. Every other week children received nutritional activity cards to take home. Parents also received information sessions that included healthy nutrition.Target: Child Parent/Caregiver Delivery: Teacher, Frequency: 22 sessions per 44 weeks  | Parents were given three information sessions that included promoting physical activity Target: Parent/Caregiver Delivery: TeacherParental information session also included healthy nutrition, media use (TV time) and sleep. | Parents were given three information sessions that included promoting physical activityTarget: Parent/Caregiver Delivery: Teacher  Frequency: 3 sessions during intervention Parental information session also included healthy nutrition, media use (TV time) and sleep.  | Extra physical activity sessions, additional exercise equipment were provided.Target: Child Delivery: TeacherFrequency: four sessions per week  | Target: Parent/Caregiver Delivery: Teacher Comments: 3 times during intervention, how to reduce screen time at home., | Information regarding proper sleep was administered during information sessions (for parents) and during class time (for children) |  |
| Metcalf, 20124 | 3 | Ballabeina intervention  Length of Intervention (weeks): 44 weeks Setting: School Home: PA sessions, information classes on HE, exercise equipment  | Information sessions for children focusing on healthy nutrition. Every other week children received nutritional activity cards to take home. Parents also received information sessions that included healthy nutrition. Target: Child Parent/Caregiver Parent/Caregiver Teacher Frequency: 22 sessions per 44 weeks  | Parents were given three information sessions that included promoting physical activity Target: Parent/Caregiver Delivery: TeacherParental information session also included healthy nutrition, media use (TV time) and sleep. | Parents were given three information sessions that included promoting physical activityTarget: Parent/Caregiver Delivery: Teacher Frequency: 3 sessions during intervention  Parental information session also included healthy nutrition, media use (TV time) and sleep.  | Extra physical activity sessions, additional exercise equipment were provided. Target: Child Delivery: Teacher Frequency: four sessions per week  | Target: Parent/Caregiver Delivery: Teacher  Comments: 3 times during intervention, how to reduce screen time at home. | Information regarding proper sleep was administered during information sessions (for parents) and during class time (for children) |  |