

Prevention interventions for 6-12 year olds (More information)

Name	Sample characteristics	Intervention components
Wollongong Sport	<p><u>Inclusion criteria:</u> Children aged 8-10 years, overweight or obese or at risk of overweight and obesity <u>% boys at baseline:</u> 60 <u>Retention rate at follow-up:</u> 87% at 7 months</p>	<p><u>Outcomes assessed at:</u> 7 months, 12 months <u>Description of intervention:</u> 30 min session, 5/wk for 12 consecutive weeks (5-10 min theory and 20-25 min vigorous exercise) <u>Study evaluation:</u> At 7 months intervention group showed a significant decrease in BMIz compared to control group. Changes were not maintained at 12 months <u>Strengths:</u> high methodological quality <u>Weaknesses:</u> sample size</p>
SAKG Program	<p><u>Inclusion criteria:</u> Ongoing program for all children in grades three to six (8 to 12 years of age). <u>% boys at baseline:</u> 54 <u>Retention rate at follow-up:</u> 75.8% for children</p>	<p><u>Outcomes assessed at:</u> 12 months <u>Description of intervention:</u> Intervention program includes 45 minutes per week in a garden class with a garden specialist and 90 minutes per week in the kitchen with a cooking specialist. <u>Study evaluation:</u> A mixed methods approach was used, relying on qualitative measures to understand changes in school cultures and the experiential impacts on children, families, teachers, parents and volunteers, and quantitative measures at baseline and 1 year follow-up to provide supporting information regarding patterns of change. <u>Strengths:</u> Length of intervention <u>Weaknesses:</u> Sample size</p>
<i>fun 'n healthy in Moreland!</i>	<p><u>Inclusion criteria:</u> All students in the program schools were eligible to participate in the school based intervention program initiatives <u>% boys at baseline:</u> 46.4% <u>Retention rate at follow-up:</u> Cross sectional</p>	<p><u>Outcomes assessed at:</u> School outcomes assessed at 2 and 4.5 years, individual outcomes assessed at 4.5 years <u>Description of intervention:</u> Community Development Workers supported schools to identify school champions and create multi-level and comprehensive strategies and initiatives that could be sustained over time and owned by the school community. This ensured customized school driven solutions to achieve changes at the system, policy, curriculum, environment, behavior and health outcome levels (BMI and wellbeing). The program parameters required a whole school combined focus on physical activity, healthy eating and wellbeing. <u>Study evaluation:</u> Repeated cross sectional surveys were undertaken: at baseline in the second half of 2004 / early 2005, and at follow-up in the second half of 2009. School level data was also collected at baseline, mid-point and end-point. <u>Strengths:</u> High methodological quality, sociodemographic diversity, length of intervention</p>

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Healthy Dads, Healthy Kids	<p><u>Inclusion criteria:</u> Primary school aged children whose fathers (age 18-65 years) have a BMI 25-40. <u>% boys at baseline:</u> 56 <u>Retention rate at follow-up:</u> 80% at 3 months</p>	<p><u>Outcomes assessed at:</u> 3 months, 6 months <u>Description of intervention:</u> Fathers attend 7x90 min group sessions (3 with their children) over 3 months incorporating education and physical activity sessions. <u>Study evaluation:</u> To be evaluated <u>Strengths:</u> High methodological quality, novel study and innovative program <u>Weaknesses:</u> sample size</p>
Healthy Dads, Healthy Kids2	<p><u>Inclusion criteria:</u> Primary school aged children whose fathers (age 18-65 years) have a BMI 25-40. <u>% boys at baseline:</u> To be evaluated <u>Retention rate at follow-up:</u> To be evaluated</p>	<p><u>Outcomes assessed at:</u> 3, 6 and 12 months <u>Description of intervention:</u> Fathers attend 7x90 min group sessions (4 with their children) over 3 months incorporating education and physical activity sessions. <u>Study evaluation:</u> To be evaluated <u>Strengths:</u> One of very few studies investigating efficacy of research translation to the community <u>Weaknesses:</u> No control group</p>
The Fit-4-Fun Program	<p><u>Inclusion criteria:</u> Stage 3 Primary School children (10-13years) <u>% boys at baseline:</u> 47.8 <u>Retention rate at follow-up:</u> To be evaluated</p>	<p><u>Outcomes assessed at:</u> 3 months, 6 months <u>Description of intervention:</u> A HPE curriculum program (1x60min/week), a daily break-time activity program (recess / lunch) and a home fitness program (3x20min/week). <u>Study evaluation:</u> Preliminary findings show significant treatment effects for cardiorespiratory fitness, physical activity, body composition, flexibility, PA environment and one measure of muscular fitness. No significant improvements in 3 measures of muscular fitness, social support, self-efficacy, or enjoyment. <u>Strengths:</u> Innovative program, physical fitness focus <u>Weaknesses:</u> sample size</p>
M.A.D.E (Mothers and Daughters Exercising) 4 Life	<p><u>Inclusion criteria:</u> Female aged 21-60, have a daughter(s) aged 5-12 (primary school age), wanting to increase PA levels, able to pass a health-screening questionnaire <u>% boys at baseline:</u> N/A <u>Retention rate at follow-up:</u> Mothers 82.5%, Daughters 77.1%</p>	<p><u>Outcomes assessed at:</u> 10 weeks, 20 weeks <u>Description of intervention:</u> 30 minute education session (separate for mothers & daughters), 60 minute combined PA session <u>Study evaluation:</u> Preliminary analysis thus far: In general, mothers were relatively confident that they could get their daughter to be physically active (mean=3.7/5, sd=0.8). Mothers also had strong beliefs about the importance of PA for their daughters (mean=3.5/4, sd=0.4) and reported relatively strong support for their daughters PA (mean=3.3/4, sd=0.6). Mothers role modeling practices for PA was slightly above average (mean=2.7/4, sd=0.6). Significant associations were found for mothers beliefs about the importance of physical activity for their daughter and daughters mean CPM (r=0.34, p=0.03), % MPA (r=0.35, p=0.03) and %MVPA (r=0.36, p=0.02) for daughters.</p>

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		<p>Significant associations were also found for mothers level of support for daughters PA and daughters mean CPM ($r=0.36$, $p=0.02$), % MPA ($r=0.39$, $p=0.01$), and %MVPA ($r=0.34$, $p=0.03$).</p> <p><u>Strengths</u>: Novel approach to increasing girls PA levels using mothers and agent for change. Objective measure of PA</p> <p><u>Weaknesses</u>: sample size</p>
PLAY	<p><u>Inclusion criteria</u>: All healthy children attending the 16 study schools in years 2-4</p> <p><u>% boys at baseline</u>: ~50</p> <p><u>Retention rate at follow-up</u>: Currently being evaluated</p>	<p><u>Outcomes assessed at</u>: 12 months, 24 months</p> <p><u>Description of intervention</u>: Changing attitudes to play within the school environment; could include changing school playground, rules around behaviour, availability of loose equipment, water play, encourage more independent imaginative play</p> <p><u>Study evaluation</u>: Ongoing</p> <p><u>Strengths</u>: Sample size, in low-moderate decile (ie more disadvantaged) schools only, school-driven changes in the play environment following consultation with a play expert</p> <p><u>Weaknesses</u>: Only includes 16 schools (cluster design)</p>
Project Energize	<p><u>Inclusion criteria</u>: All children attending primary schools in the Waikato region</p> <p><u>% boys at baseline</u>: 50</p> <p><u>Retention rate at follow-up</u>: N/A</p>	<p><u>Outcomes assessed at</u>: April, May 2011</p> <p><u>Description of intervention</u>: through-school nutrition and physical activity=</p> <p><u>Study evaluation</u> ongoing process and translation into other regions</p> <p><u>Strengths</u>: whole or region, multicomponent, 10% NZ primary school population, cost effectiveness undertaken 2011, 30% indigenous, \$45 /child/year. Part of health programme – no longer a “study”</p> <p><u>Weaknesses</u>: no contemporaneous control, will compare with national health survey statistics</p>
SCORES	<p><u>Inclusion criteria</u>: Stage 2 primary school children (7-10 years) in low-income communities (SEIFA index ≤ 5)</p> <p><u>% boys at baseline</u>: 45.9</p> <p><u>Retention rate at follow-up</u>: Currently being evaluated</p>	<p><u>Outcomes assessed at</u>: 6 months, 12 months</p> <p><u>Description of intervention</u>: Professional learning workshops for teachers (1 x full day for Stage 2 teachers, 1 x half day for all teachers), student leadership workshops (1 x 2 hr), school committee and policy review and recommendations, equipment and resources, parental engagement (4 x newsletters, 1 x parent evening, weekly FMS homework), and community links (6 x visits from community organisations).</p> <p><u>Study evaluation</u>: Data collection still ongoing</p> <p><u>Strengths</u>: Study design, objective measures of PA, FMA and CRF, and comprehensive multi-component intervention.</p>