Text Message Group	HLP (S)	Construct	Resource	Notes
	N6 & N2	dramatic relief		
Intervention Polls: Nutrition Knowledge Corrective Feedback	N6 & N2	consciousness raising, incentive motivation		
Intervention Polls: Physical Activity Knowledge	P1 & P2	observational learning		
Assessment		•		
Intervention Polls: Physical Activity Knowledge Corrective Feedback		incentive motivation, reinforcement management, outcome expectations		
Intervention: Local Community Event/National Observance	ALL	social liberation, collective efficacy		
Standard Care: Monthly Theme Texts	NA	consciousness raising		
N1 Eat Breakfast Message Group	N1	consciousness raising, stimulus control (freezing pancakes), substitution (omelets with veggies, healthy tacos), planning		
N2 Eat FV Message Group	N2	counter-conditioning (bugs on a log), helping relationships (taking action-getting the kids involved), observational learning, stimulus control, consciousness raising, environmental reevaluation		
N3 Healthy Snacks Message Group	N3	counter-conditioning (replacing unhealthy snacks with health snacks), stimulus control (keeping the fridge stocked with healthy snacks and keeping snacks available), self regulation (portion control), facilitation		
N4 Limit eating out Message Group	N4	observational learning, environmental reevaluation, helping relationships, self regulation, reinforcement management		
N5 Eating Together as a family Message Group	N5	observational learning, facilitation, planning meals ahead of time to be family meals, environmental reevaluation (not bringing cell phones to the table), collective efficacy, counter-conditioning,		
N6 Avoid Sugary Drinks and N7 Drink no more than 6-12 oz of 100% juice	N6 & N7	counter-conditioning (substituting water for sugary drinks), observational learning, self regulation		
N8 Dairy Message Group	N8	Counter conditioning (substitution in recipes), stimulus control (grabbing snacks on the go, available to fix easily or skim milk always in the refrigerator), consciousness raising (information about dairy food- dairy foods that have calcium), observational learning (role modeling)		
PA1 Message Group- Play outside	PA1	Helping relationships (doing physical activities with friends and family), dramatic relief (solutions to "boredom"), self liberation, social liberation, self-efficacy, collective efficacy		
PA2 Message Group- Limit Screentime	PA2	observational learning, self regulation, counter conditioning, outcome expectations, stimulus control, consciousness raising,		
Standard Care: Polls	NA	consciousness raising		
Standard Care: Broadcast	NA	consciousness raising		
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	Construct	Description	Parenting Strategies
Transtheoretical Model	CR = Consciousness Raising	knowledge	Monitoring of diet/activity
	SR = Self-Reevaluation	assessing how you feel about the behavoir	Redirection & give choices
	ER = Environmental Reevaluation	how can you change the environment, conducive to a positive behavior	Positive attention-creating positive routines
	DR = Dramatic Relief	feeling fear or anxiety because of an unhealthy behavior. Feeling hope or inspiration about how people are able to change their behaviors	Cue elimination & stimulus control
	SOL = Social Liberation	society is supportive of a healthy behavior	Modeling
	SL = Self-Liberation	believing in one's ability to make a change- make a commitment	Goal review
	CC = Counter Conditioning, substitution	substitution	substitution-suggest positive options to encourage your child's cooperation
	SC = Stimulus Control	behavior	Limit setting & consistency
	RM = Reinforcement Management	increase rewards from positive behavior and reduce rewards from negative behavior	Relapse prevention
	HR = Helping Relationships	people who are supportive of the change	Goal setting & action planning
	Construct		Parenting Strategies
Social cognitive theory-Bandura	Reciprocal Determinism	a person's behavior both influences and is influenced by personal factors and the social environment	positive reinforcement by the social environment and personal factors
	Outcome Expectations	individual's belief about what consequences are most likely to ensue if particular behaviors are performed	rewards and consequences- the child's perception of what the rewards and benefits are
	Self-Efficacy	one's belief in one's own ability to complete tasks and reach goals	encouraging "self-esteem"
	Collective Efficacy	the ability of members of a community to control the behavior of individuals in that community	making a contract within the community to make a change- a community making a healthy change together-school interventions for example
	Observational Learning	learning through observing someone else	being a good role model to the child, the parent modeling the behavior
	Incentive Motivation	motive to act a certain way through incentives, motivated to engage in behaviors in order to gain rewards	giving incentives to your children after they change a certain behavior- a reward for behavior change
	Facilitation	people do better on simple tasks when in the	modeling behaviors in front of other people-showing others

self-monitoring, judgment of one's behavior, self-reflection- encouraging your children to self reflect on self-reaction convincing the self that ethical standards do not apply to oneself in a particular context of morally disengage-ethical standards still apply to your child

Self-Regulation Moral Disengagement