



Holistic School Behavioral Health Symposium

The Power of Lifestyle Interventions

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Lifestyle Interventions



Physical activity

Screen use

Sleep

Nutrition

Substance use/abuse

Stress management

Social connections

**Universal school-based intervention
targeting depressive symptoms in
adolescents: A cluster randomized trial**

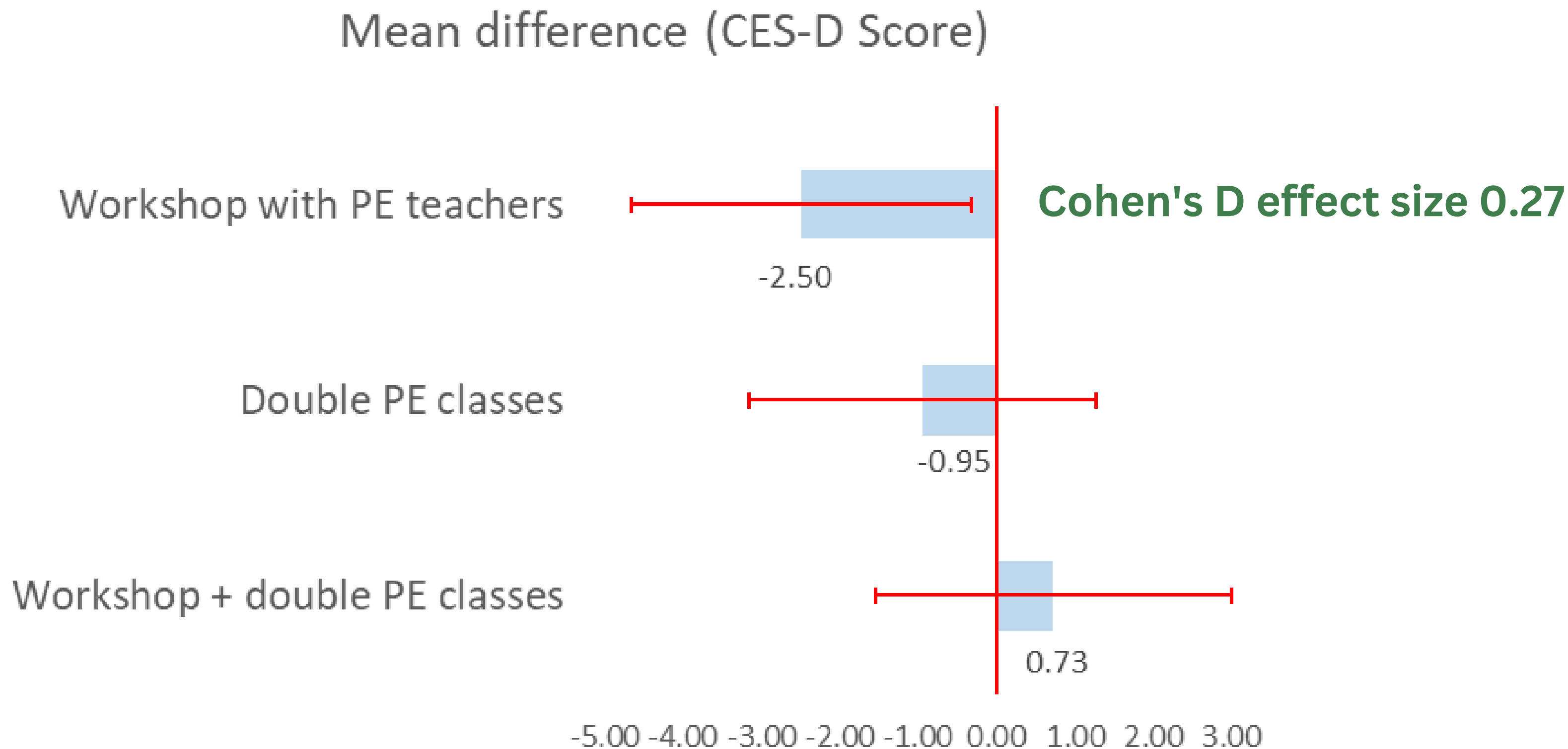
**Lima RA, de Barros MVG, Bezerra J, dos Santos SJ,
Monducci E, Rodriguez-Ayllon M, Soares FC
Scand J Med Sci Sport 2022;32:622–631**

11 Schools randomised into four groups

- Workshop with PE teachers** **1,474 adolescents eligible and invited**
- Double PE classes** **1,296 accepted**
- Workshop + double PE classes** **1,000+ pre and post assessments**
- Control group**

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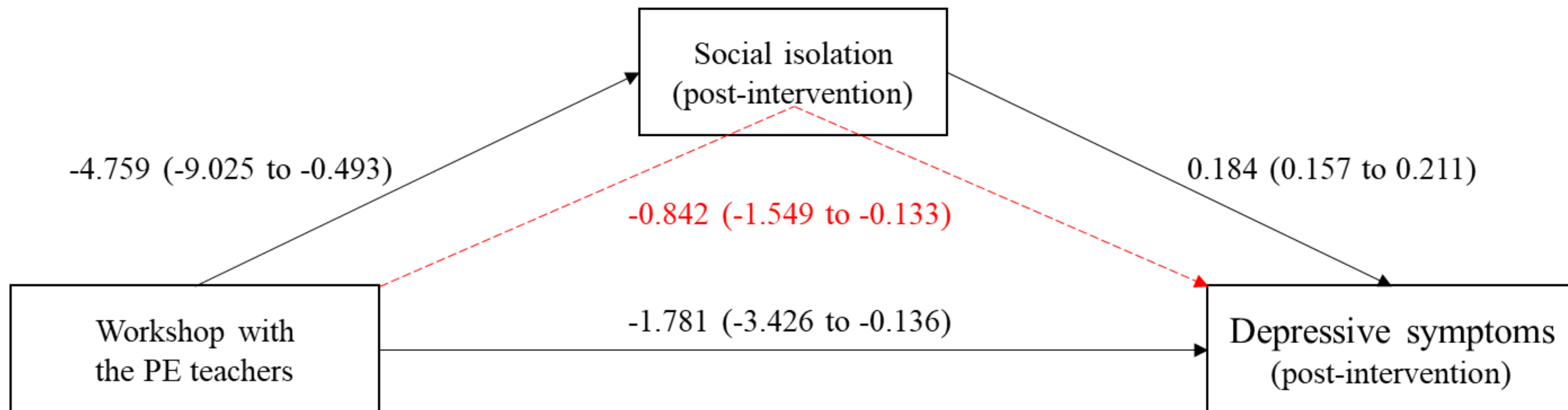
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JAMA Psychiatry

RCT: Prevention of Incident and Recurrent Major Depression in Older Adults With Insomnia

POPULATION

123 Men, 168 Women



Adults ≥ 60 y with insomnia and no current major depression or recent major health events

Mean age, 70 y

SETTINGS / LOCATIONS



Community-based sample of eligible adults living near UCLA-Westwood, Los Angeles, CA

INTERVENTION

291 Participants randomized



156 Cognitive behavioral therapy, insomnia (CBT-I)

Weekly 120-min CBT-I group sessions given by a trained psychologist over 2 mo

135 Sleep education therapy (SET)

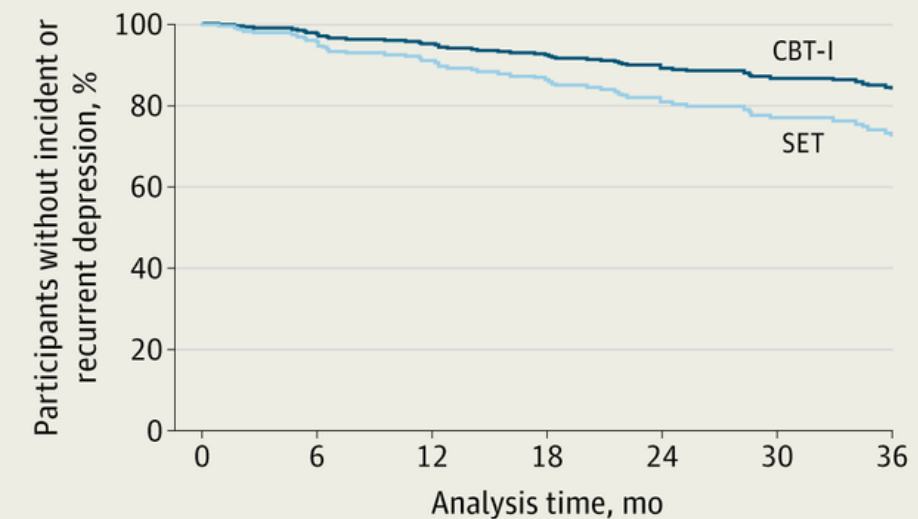
Weekly 120-min SET group sessions given by a public health educator over 2 mo

PRIMARY OUTCOME

Time to incident or recurrent major depressive disorder as diagnosed by face-to-face interview using Structured Clinical Interview-DSM-5 criteria every 6 mo during the 36-mo study period

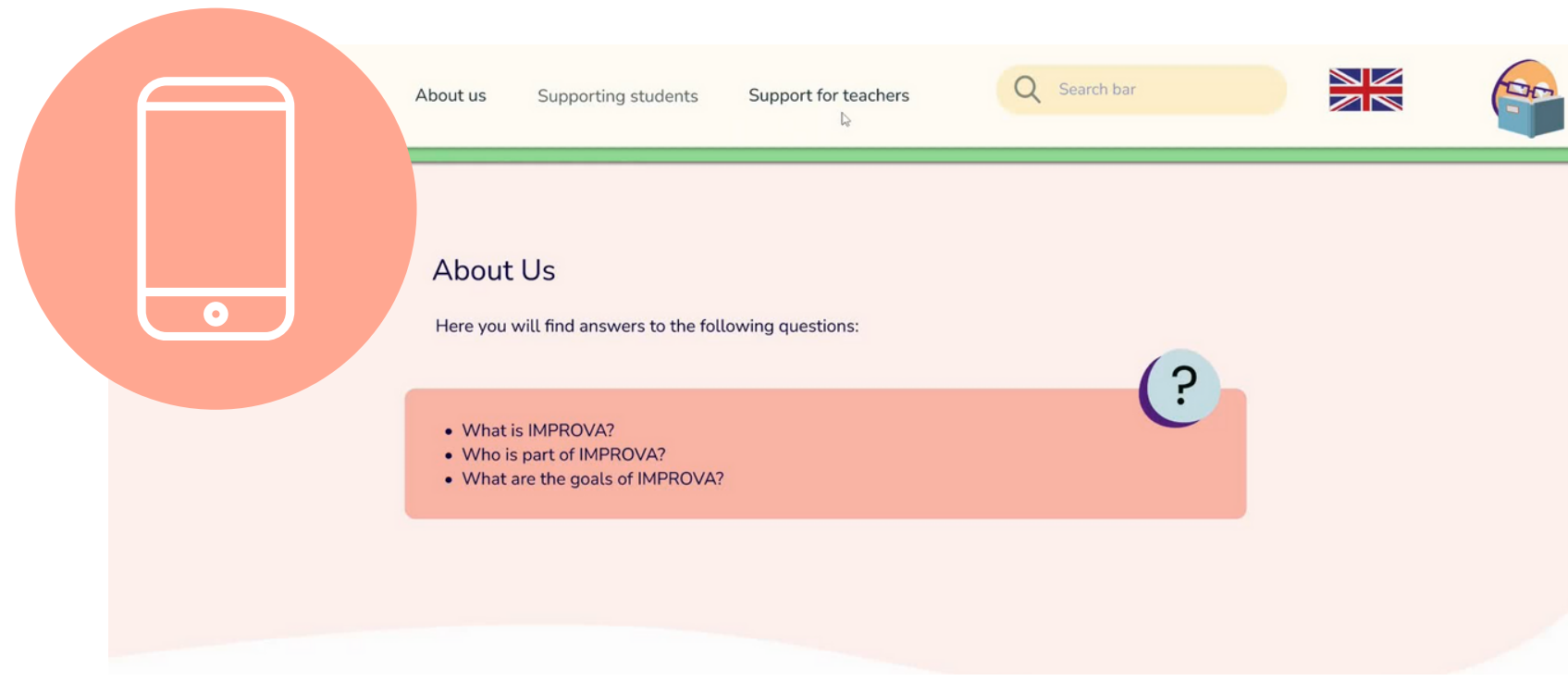
FINDINGS

Older adults with insomnia who received CBT-I were significantly less likely to develop new or recurrent major depression compared with those who received SET



Hazard ratio for incident or recurrent depression.

0.51 (95% CI, 0.29-0.88); $P = .02$



ePro-Schools

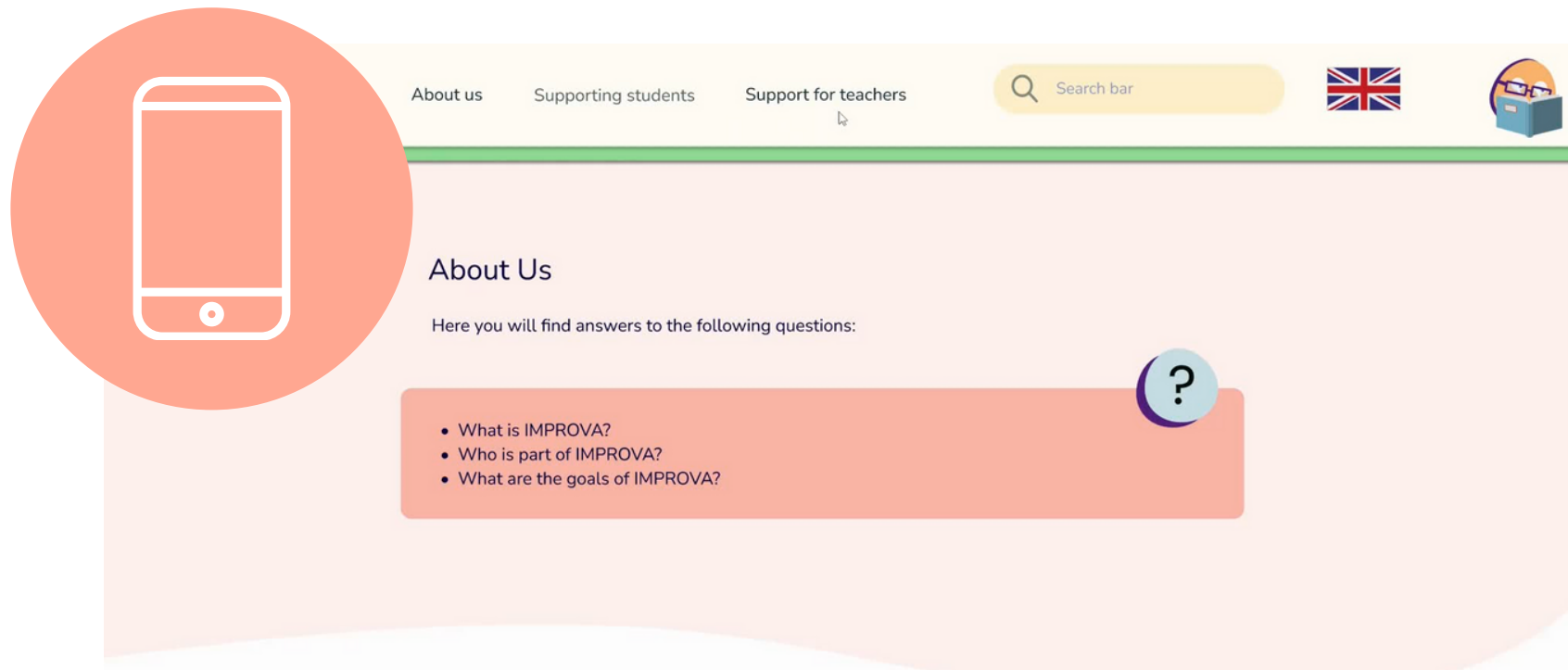
Lifestyle program to promote
physical activity and healthy nutrition in
students (1a de ESO) of Catalonia central



Funded by
the European Union

ePro-Schools received funding under the umbrella of the ERA4Health program, GA N° 101095426

ePro-Schools

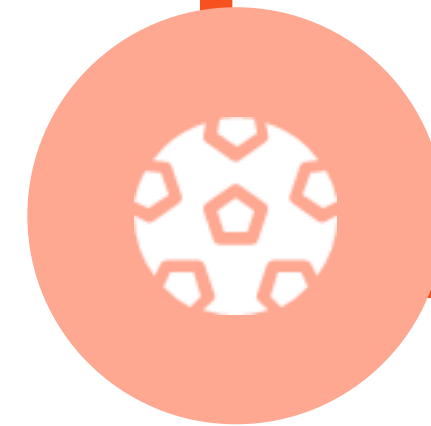


Adolescents

Families



**Adolescents
lifestyle
behaviours**



PE Teachers

School staff

Preliminary interventions

Physical activity	Healthy nutrition
Quality of the physical education lesson	Nutrition literacy
Schools Sports programs and policies	Dietary out of school recommendations
PA during recess/lunch at the school	Water consumption
After-school physical activity participation	Family interventions
Adolescents physical activity plans	School physical environment
Connection with the community	Food purchasing

DAILY WATER CONSUMPTION

Why Do We Drink Water?



Water consumption is fundamental for health.



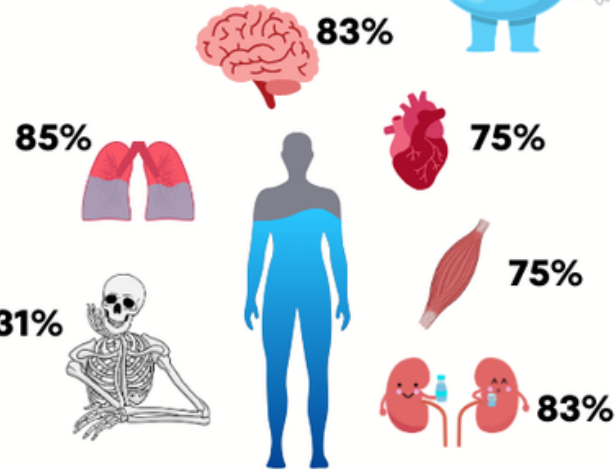
When we don't drink water properly, we experience constant fatigue, headaches, and even cramps, especially during physical exercise.

That's why it's very important to drink water when we are playing, running, or engaging in different sports.



Did you know that our body is mainly composed of water?

70% of the entire organism is made up of water.



This amount of water is crucial for:

- good digestion,
- nutrition,
- carrying oxygen and nutrients to cells,
- removal of toxic substances,
- regulation of body temperature,
- functioning of joints and organs,
- hydration of the skin and eyes,
- among other things.



The water lost through: urine, respiration, feces, sweat, for example.



We should drink 1 1/2 to 2 liters of water every day to compensate for the 2 1/2 liters of water that the body loses.



The amount depends on each person.








How do I know I'm drinking enough water?

Our urine should be clear, like chamomile tea. This way, we know if we are well hydrated.

How do we know when our body needs more water?

Our urine becomes dark and has a strong smell, our mouth feels dry, we may have headaches, feel more tired, and have difficulty concentrating

When we engage in physical activity and exercise, the loss of fluids is greater.

We must be attentive during hot weather as we lose more fluid through sweat to regulate body temperature.

We should consume more water.

How much water we should drink?

IMPORTANT

- 9-13 years old (girls): 7 cups of water/day
- 9-13 years old (boys): 8 cups of water/day






When you are thirsty, always choose to drink water






Do not drink sugary drinks like sodas because they have excessive sugar.

These drinks will not hydrate your body and can even contribute to problems such as overweight and obesity.

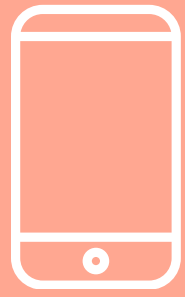
Did you know that you can find water in fruits and vegetables?

That's why it's important to eat them daily.

Hydration is health.

ePro-Schools



About us Supporting students Support for teachers

Search bar



About Us

Here you will find answers to the following questions:

- What is IMPROVA?
- Who is part of IMPROVA?
- What are the goals of IMPROVA?



Types of contents

Information

Pictures, graphics

Audios, videos

Case examples

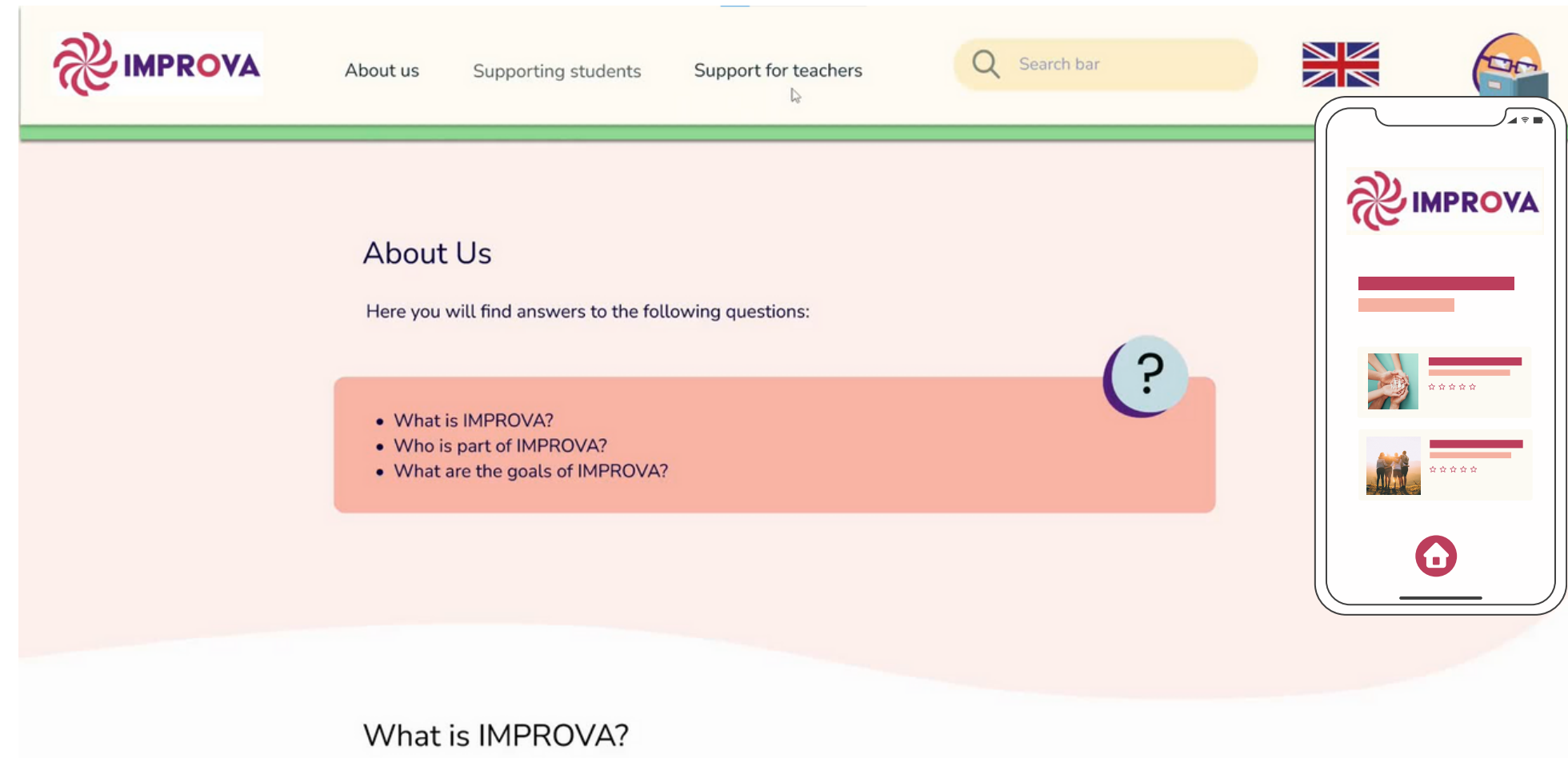
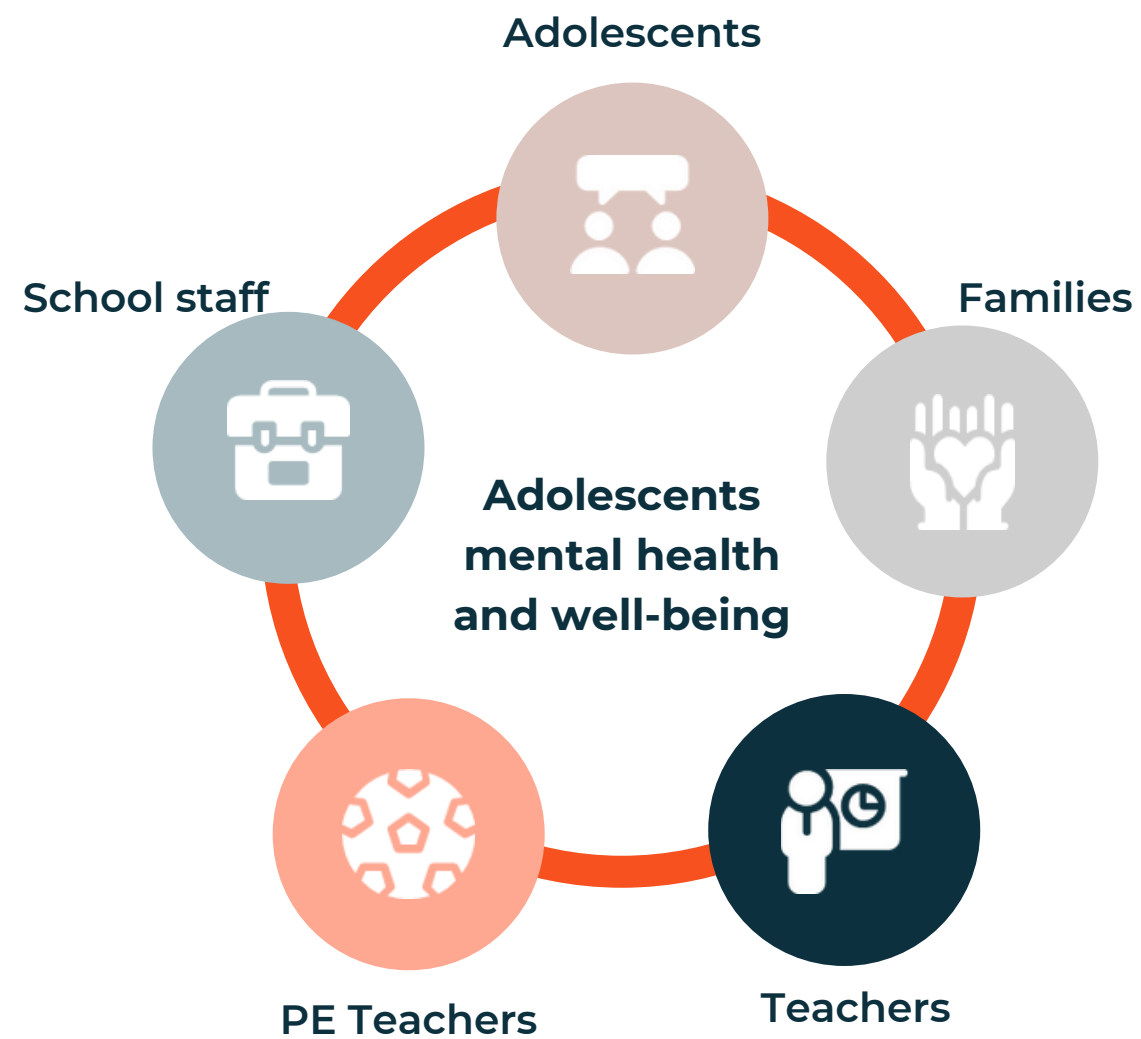
Downloadable material

Exercises, quizzes

Diaries

Gammification elements





Contents for students

Me & my emotions

Mental health awareness
Stress
Emotions I + II
Identity

Me & my body

Physical activity
Sleep
Substance use

Me & my Relationships

Social competence I + II
Romantic relationships and
sexuality
Heartache
Meeting new people

Key aspects of the program

Flexible modular structure

30-min modules

IMPROVA is designed to be adaptable
to the school routine

School and free time

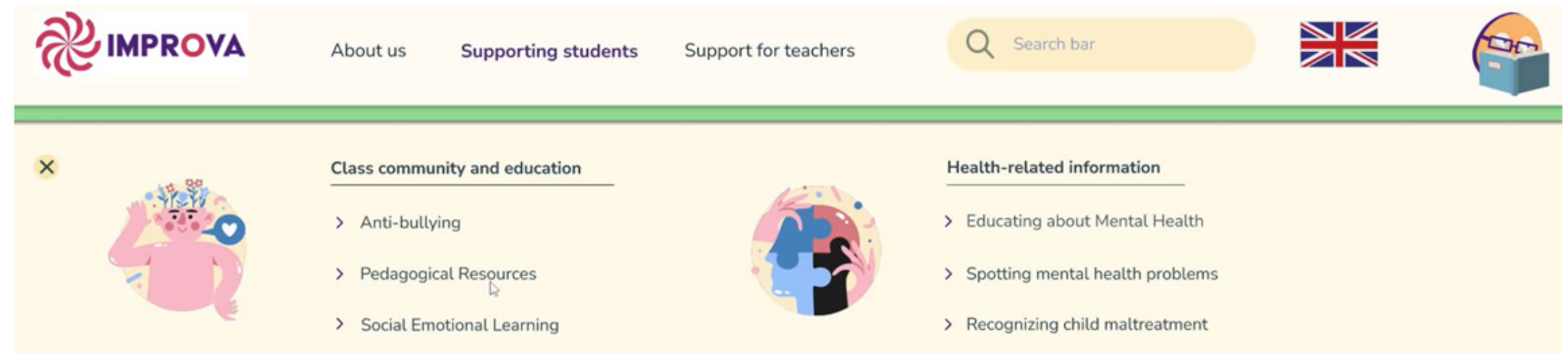
Bullying
Test anxiety
School pressure
Social media

Finding my strengths

Resources
Self-esteem
Problem solving

Contents for teachers and other school staff

Teachers and school staff will have access to resources to support them in their activities at school



Pedagogical contents

- Social and Emotional Learning (SEL)
- Improve teacher-students relationship
- Conflict resolution with students
- School climate
- Integrative strategies to intervene at school, classroom and student levels
- Better and more participative physical education classes

Health-related contents

- Growth and development
- Growth mindset
- Recognition of common mental health issues
- Health literacy

Additional support material for tutors: Tutoring sessions



**Lesson plans for tutors
(teachers or school-health
professional) to lead a
discussion with students**

Social relationships

Stress

Emotions

Perfectionism

Self-esteem &

Self-efficacy

Literary Tertulias

Others

Parents and other school staff

School staff

- Recognizing child maltreatment
- Antibullying and cyber-bullying
- Integrative strategies to intervene at school, classroom and student levels

Parents and family

- Positive relationships
- Emotional and social skills
- Desirable behaviour
- Life skills and attitudes to foster wellbeing
- School-family collaboration to prevent, recognize and address mental health issues



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