Welcome! A couple of notes before we get started…

- Your feedback is valuable to us! Please fill out the survey provided at the conclusion of the presentation.
- During the last 10 minutes of this presentation Carol will address your questions! Please submit them in the chat box and she will answer as many questions as time allows. If you have additional questions please direct them to healthy_food_choices_in_schools@cornell.edu

If you wish to receive email updates from Healthy Food Choices in Schools please enter your information here: http://www.extension.org/pages/71031/join-the-mailing-list
Presenter – CAROL CALDARA, MA, MCHES
As childhood obesity has increased, evidence based, cost effective approaches to reduce levels and risk of childhood obesity needed and strategies to enhance physical activity and healthy eating habits.
Complications of Childhood Obesity

- **Psychosocial**
  - Poor self esteem
  - Depression
  - Quality of life

- **Neurological**
  - Pseudotumor cerebri
  - Risk for stroke

- **Cardiovascular**
  - Dyslipidemia
  - Hypertension
  - Left ventricular hypertrophy
  - Chronic inflammation
  - Endothelial dysfunction
  - Risk of coronary disease

- **Pulmonary**
  - Asthma
  - Sleep apnea
  - Exercise intolerance

- **Renal**
  - Glomerulosclerosis
  - Proteinuria

- **Gastrointestinal**
  - Pancreatitis
  - Steatohepatitis
  - Liver fibrosis
  - Gallstones
  - Risk for cirrhosis
  - Risk for colon cancer

- **Musculoskeletal**
  - Forearm fracture
  - Blount's disease
  - Slipped capital femoral epiphysis
  - Flat feet
  - Risk for degenerative joint disease

- **Endocrine**
  - Type 2 diabetes
  - Precocious puberty
  - Polycystic ovary syndrome (girls)
  - Hypogonadism (boys)

- **Other**
  - Hernia
  - DVT/PE

- **Stress incontinence**
  - Risk of GYN malignancy
Behavior change is influenced or determined by the environment, because the environment values and rewards certain behaviors.
“Child and Adolescent Trial for Cardiovascular Health” original study funded by NIH

- Largest school based health promotion study in US – 96 schools in 4 states
- Study design as a coordinated approach in elementary school to impact children’s health behaviors & reduce risk of CVD!
• CATCH Elementary School Based Research was funded by National Heart Lung & Blood Institute

• Collaborative work of 4 major universities:
  ○ University of Texas – Continues the work to date
  ○ University of California
  ○ University of Minnesota
  ○ Tulane

Michael and Susan Dell Center for the Advancement for Healthy Living, University of Texas has continued the development, updates and studies associated with CATCH to develop school, after school and a preschool program version.
Original Study Components

Classroom Curriculum
Physical Education
School Nutritional Services
Family Involvement

CATCH School Program
CATCH studies showed:

- Increased Moderate to Vigorous Physical Activity (MVPA) (SOFIT evaluation)
- Improved student self-reported food choices and physical activity levels (SPAN survey)
- Improvement in healthy school lunch offerings
- Health Behaviors learned in elementary school stuck in adolescent years.
Success achieved with

- CATCH Curricula – PE, classroom, cafeteria and parents
- Staff / Group Training
- A Champion
- Good communication efforts.
Prevention of the Epidemic Increase in Child Risk of Overweight in Low-Income Schools

*The El Paso Coordinated Approach to Child Health*

Karen J. Coleman, PhD; Claire Lola Tiller, MA; Jesus Sanchez, BS; Edward M. Heath, PhD; Oumar Sy, MS; George Milliken, PhD; David A. Dzewaltowski, PhD

- This follow up study measured change in obesity.
- The translation of the national CATCH program to Low-Income schools with Hispanic students successfully slowed the epidemic increase in risk of overweight seen in control school children.
In 1999 CATCH was renamed Coordinated Approach To Child Health to better reflect the shift from a research trial to a proven, sustainable program and is focused on:

- Cardiovascular Disease
- Obesity Prevention
- Chronic Disease Prevention
- Building Healthy Habits for Life
Of the peer-reviewed research, John Cawley, Cornell Economist, 2010, Health Affairs found CATCH to be “the most cost-effective school-based program for teaching school kids how to eat well and exercise regularly.”
Supports “Whole Child Model”
Social Learning Theory

- CATCH influences changes in environment that support healthy eating and physical activity patterns

- Role Modeling
- Practice skills and routines for increased Self-Efficacy
- Behavioral capability and reinforcement through knowledge, skills and practice
- Peer to peer influence
CATCH in PE K-2,3-5, 6-8 kits
CATCH Classroom K-5 and 6-8
CATCH in Cafeteria (EAT SMART)
Opportunity for Moderate to Vigorous physical activity (MVPA)

All non-elimination activities easy to plan and implement

Opportunities to observe, participate, practice new skills and have fun

Students are encouraged to be physically active outside of school
Activity Box Cards

Introduction Cards
- Introduction
- Objectives
- Technique/Teacher Cues

Activity Cards
- Name of Activity
- Grade Level
- Equipment
- Skills Emphasized
- Organization
- Description
- Teaching Suggestions
- Variations

Task Cards
- Description
- Picture
Integrate Nutrition Education in Physical Activities

- ie.. Do 10 Jumping Jacks and call out 10 red fruits and veggies
- Do 5 toe touches and name 5 veggies that begin with letter C...
Classroom sequential K-5 curricula helps students to identify, practice and adopt healthy eating and physical activity habits.
CATCH Middle School

- “Life in the Balance” 6-7-8 grade Nutrition focused
- EAT SMART –cafeteria guide
- CATCH 6-8 PE kit box for PE
Link Classroom nutrition classroom lessons with cafeteria messaging K-8

Employ GO SLOW WHOA foods into action

Posting Go/Slow/Whoa signs

Help staff plan, purchase and promote healthier food choices
“Eat more Go Foods than Slow Foods, Eat More Slow Foods than Whoa foods”
Kids receive consistent healthy messages in the classroom, cafeteria, & in PE class, after school. Through the classroom lessons.

Posting **GO, SLOW, & WHOA** signs on cafeteria line.

Using CATCH **GO, SLOW, & WHOA** Eat Smart games in CATCH PE class.
Go Slow Whoa can work with synergistically with My Plate categories ...
• Establishing roles and coordinating interdisciplinary efforts and activities with school staff

• SIX – 6 week themes
  Healthy messaging from multiple sources
AFTER SCHOOL K-5 or 5-8
Stand Alone program

Nutrition Sessions  Snack Recipes  Physical Activities
CATCH Kids Club Grades K-5 & 5-8

Physical Activity
&
Nutrition Education

Meets (Healthy Eating and Physical Activity) HEPA Standards
CKC Nutrition Manual K-5 & 5-8 grade
Seven themes with multiple lessons per theme:
Breakfast, Fast Food, Snacks, Beverages, Screen Time, Physical Activity, Bone Health
Copy Ready CD included
Parent Tip Sheets – English & Spanish
Hundreds of physical activities in CKC kit box
Early Childhood Ages 3-5

- 9 Nutrition lessons age appropriate 3-5yr plus hand puppets
- 240 Physical Activities with music CDs
- Parent tip sheets in English and Spanish
- National Head Start Association Partnership
Certified CATCH Trainers – provide onsite

1. School K-5 and 6-8 with Coordination kit
2. After school
3. Early Childhood

Three types of training available:
1. Staff Training
2. Train-the-Trainer
3. Online training for individual or groups
Why Do We Need A Program Like CATCH?

• Health behaviors are established in childhood
• Reduce chronic diseases risk at early age –
• PREVENTION is KEY
• Well nourished, healthy children learn better
Environment

1. Establishes HEALTH as a VALUE as important as academics

2. Opportunities to develop healthy habits

3. Positive role modeling, incentives and reinforcements

4. Staff training – take continuous coordinated steps toward wellness and promoting healthy environment
For 25 years + CATCH has helped schools, children and families

Lead healthier lives

Improve health behaviors

Improve health environment
SNAP-ED STRATEGIES & INTERVENTIONS:
An Obesity Prevention Toolkit for States

Evidence-based Policy, Systems, and Environmental Change in Child Care, School, Community, and Family Settings and how to evaluate them.

MAY 2014 UPDATE

This toolkit is a collaborative effort between: USDA, Center TRT, NCCOR
New York – Cornell
California – UC Davis
Arizona
Pennsylvania

Working with SNAP Grantees
SNAP mentions RE-AIM Model as Guide to Program Implementation & Sustainability

**REACH:** The no. people and type of sites who will encounter the program -

**EFFECTIVENESS:** Evaluation tools to measure improvement (ie. ASSQ, SPAN Survey)

**ADOPTION:** Takes place when evidence based policy, program or system is put into effect –

**IMPLEMENTATION:** Taking essential steps to carry out the program how often, when, where – are any changes needed to policy, environment, organizationally?

**MAINTENANCE:** Summarizing evaluation data, necessary changes, booster training, revisions and resources needed to sustain
CATCH National Representative for CATCH

CAROL CALDARA, MA, MCHES

201-329-7513

carol.caldara@flaghouse.com

CATCH website – www.catchinfo.org

- FLAGHOUSE, Inc. – Publisher & Distributor  800-793-7900
Thank you for attending!
We hope you found the presentation informative and useful!

Your feedback is important to us! Please help us evaluate our efforts by filling out this survey: https://vte.co1.qualtrics.com/SE/?SID=SV_d4mOlriVlwYROIt

A recording of this webinar will be available shortly at: https://learn.extension.org/events/2584

CATCH website – www.catchinfo.org

Please direct CATCH Questions to Carol at: 201-329-7513 or carol.caldara@flaghouse.com

To learn more about Healthy Food Choices in Schools please contact: healthy_food_choices_in_schools@cornell.edu