

# **An Overview And Comparison Of eHealth Lifestyle Interventions For Preschool Children: A Scoping Review**

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## **Abstract**

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**Background:** Many unhealthy habits such as physical inactivity or unhealthy snacking develop in the early phases of children's lives under the age of 5, which can set them on a path to overall poorer health later in life. This affects children from families with a low socioeconomic status (SES) even more and so far, this group has often been excluded in research and intervention development. eHealth interventions such as mobile apps can be promising solutions to promote healthier lifestyles. However, the target group and the context of their lives need to be investigated and considered. First, this review aims to identify and map working mechanisms of eHealth lifestyle interventions for children aged 0-5. Second, a comparison is made between interventions for the general and low SES populations on effectiveness, behaviour change techniques (BCTs), persuasive features, channel of technology, and type of delivery environment.

**Methods:** This scoping review is based on the Joanna Briggs Institute framework. Five databases were systematically searched with the key constructs eHealth, lifestyle intervention, and pre-school-aged children/parents/family. Intervention aim, target group, effectiveness, BCTs, strategy and channel, delivery environment, and persuasive system design features will be extracted.

**Findings:** The review is in the screening process and results will be presented at the conference. They will contain an overview of eHealth and blended lifestyle interventions for children aged 0-5 in terms of design characteristics, delivery, and effectiveness. Interventions will be categorised according to effectiveness and the target groups will be compared to uncover differences, what worked, and possibly why.

**Conclusion:** Attention will be paid to whether there are any noticeable differences between design and content of lifestyle interventions for regular and low SES populations. We will discuss the most prominent differences and reflect on the implications for the design of interventions for preschool-aged children.