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| **Task Group –***Intervention (5)* | | |
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| **Overall Aims and Objectives of Task Group** | | |
| The overall aim of this task group was to develop a short document that could be made publicly available, highlighting some essential points about appearance concerns (e.g. importance of media literacy, limiting social comparisons, creating environments without fat talk and appearance comments), followed by a detailed list of the intervention resources available deemed supported by evidence, in the languages represented by the COST network. This document can then be translated into a variety of languages and disseminated. | | |

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| **Activities of Task Group** |
| Our working group has so far concentrated on identifying evidence-supported school classroom body image resources in Europe. School based interventions are known to have a number of advantages including providing access to large groups of young people, as well as an opportunity to change local and broader appearance culture. However, barriers also exist to the successful implementation of such interventions including the fact that many teachers school report a lack of confidence, knowledge, and access to effective resources.  Typically classroom-based interventions include a group of 20-30 students with a facilitator, and build on in-class dynamics, while catering to different levels of concerns and motivation to change. Such interventions are ideal for prevention work as opposed to more intensive clinical work.  The review conducted by the group included classroom resources evaluated in controlled  studies published in English-language peer-reviewed journals.   1. **In secondary schools**   An existing systematic review (Yager, Diedrichs, Ricciardelli, & Halliwell, 2013) evaluated the effectiveness of secondary school classroom-based body image intervention programs in improving body image and associated risk factors among adolescent girls and boys. The review identified 16 studies evaluating 15 different interventions. Findings revealed that the programs showed some success in improving body image and disordered eating (61%), as well as factors related to body image including dieting behaviors (40%). However, a subgroup of interventions did not reveal any positive effects (17%). Furthermore, only one programme showed sustained significant improvements in boys’ body image. Effective interventions used a combination of content and approaches including media literacy, and content targeting peer influence and self-esteem.  Two projects were found to be particularly effective: Happy being Me (Richardson & Paxton, 2010), and Media Smart (Wilksch & Wade, 209). Both of these programs are available.  Since this initial review, efficacious programs have also been developed in Spain (Mora et al., 2016; Lopez and Sánchez-Carracedo, 2016), and work is in progress in Italy (Torres et al.) and France (Sankland et al.). In addition, teacher led programs have emerged in the UK (Diedrichs et al., under review; Sharpe et al., 2013)   1. **In primary schools**   A second systematic review focusing on interventions in primary schools is currently ongoing (Diedrichs, Paraskeva, & Yager, in progress). A total of 23 studies evaluating 23 interventions have been identified, including a number of European programs. Findings regarding intervention effects are somewhat mixed, with 20% providing evidence for sustained improvement in body image and related variables, 40% providing evidence for improvement at post-test, and 40% providing no evidence of improvement. As a strength, however, most of these programs include both girls and boys. In terms of programs characteristics, here again successful programs addressed media literacy, self-esteem and the peer environment.  **Summary**: Most of the programs with empirical support are multi-session, interactive programs targeting media, peers, and self-esteem as modifiable factors. The existing research in this area has been dominated by Australia and North America to date. However, increasingly, research from Europe has been focusing in this area, in particular with studies in the UK, Italy, Sweden, Ireland, Spain and Portugal.  **Next steps:** Strategically coordinating research as the European level will promote the maximization of funds, resources, and opportunities. Building a strong European program of intervention development, evaluation, and dissemination will be a critical contribution to the field, and key in improving outcomes among youth in European countries. Such a program should focus on replication and the transition from efficacy studies to effectiveness studies, focusing on including outcome measures that are relevant to multiple stakeholders and evaluating effects over longer time periods. In addition, efforts should be made to expand the available resources outside of the classroom. |

OUTCOMES, ACTIVITIES & ACHIEVEMENTS RESULTING

FROM TASK GROUP ACTIVITIES

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| **Publications** (include only those with at least 3 authors from 3 different COST Countries) |
| N/A |

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| **NETWORKING** |
| **Added value of the Networking** (within the TASK GROUP) |
| Group members benefitted from the networking within the task group in a number of ways. First, the task group provided a forum for leaning more regarding the different settings and practical contingencies related to the dissemination and adoption on interventions across different European countries. Second, it allowed group members to learn more regarding the specific resources available in different countries. Third, through working together task group members learned of each other’s research interests, current projects, area of expertise etc., thus contributing to the COST network becoming more dense overall and increasing the likelihood of additional collaborations. |

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| **Please describe any other outputs and achievements that have resulted from Task Group activities, or that are still in progress, highlighting in particular on those relevant to the aims of COST** (“COST enables break-through scientific developments leading to new concepts and products and thereby contributes to strengthen Europe’s research and innovation capacities.”) |
| 1. The document summarizing our findings, yet to be finalized, will be an important output from the task group as it will allow for greater dissemination and uptake of evidence-based prevention programs, as well as recommendations for moving the field forward. 2. Diedrichs, Paraskeva, & Yager, in progress : This systemic review currently in progress wil be an important output |

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| **Impacts** | | |
| Please describe the impacts that have resulted, or might result from the Action in future | | |
| **Description of the impact** | **Type of impact1** | **Timing of impact2** |
| Access to information regarding evidence-supported interventions for appearance concerns. | Societal | Foreseen within 2 years |
| Dissemination and greater uptake of evidence supported interventions | Societal | Foreseen 2-5 years |
| Reduction of burden of appearance concerns through successful prevention | Economic | Foreseen 10+ years |
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Scientific/ Technological, Economic, Societal

2 Achieved/ Foreseen within 2 years/ Foreseen 2-5 years/ Foreseen 5-10 years/ Foreseen 10+ years

DISSEMINATION & EXPLOITATION OF TASK GROUP ACTIVITIES

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| **Add description here** (Add more rows if needed) | | | | | |
| **Item/ activity** | **Country** | **Target Audience** | **Number** | **Result** | **Hyperlink** (if available) |
| ***Below are examples of some activities,***  ***Please delete before starting*** | | | | | |
| Presentation | Slovenia | Entire COST network | 1 | The COST network was informed of the findings of our review |  |
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Were there any challenges that were encountered in your task group? What solutions were used to overcome these challenges?

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| One of the main challenges encountered by this group was successfully meeting face to face during the larger COST meetings, largely due to the fact that many of the members were also involved in other task groups because of multiple interests.  One of the solutions attempted to overcome this was to try and organize virtual meetings in the interim periods between larger COST meetings, however, this was also difficult to organize given different time commitments and, on occasions, time zones. Group emails were also used however, this is not a successful approach for more complex decision making and group organization. |

THANK YOU VERY MUCH FOR completing this and for ALL YOUR HARD WORK!