

Table S1. Theoretical methods and applications used in the intervention

Determinant	Theoretical method	Parameter for use	Practical application
<u>Phase I: Pre-action</u>			
<i>Knowledge</i>	Provide general information about behavior (IMB) [1]		Providing facts and correct misperceptions about the target behaviors intake of fruit, vegetables, high-energy snacks and fat (e.g. 'what is the recommendation for fruit consumption?' / 'vegetables contain a lot of pesticides')
	Provide information on consequences of not complying with guideline of behavior (TRA, TPB, SCT, IMB) [1]		Providing information about the possible health consequences of not complying to the dietary guidelines of each target behavior
<i>Awareness</i>	Monitoring behavior		Filling out assessment questionnaires regarding the target behavior
	Information about personal risk (PAPM) [2]	Messages presented as individual, undeniable, on same dimension, congruent with actual risk, and cumulative rather than for one occasion; messages presented with qualitative and quantitative examples [2]	Providing tailored behavioral, normative and comparative feedback on intake of target behavior
<i>Attitude</i>	Belief selection (TPB) [2]	Requires investigation of the current beliefs of individual before choosing belief on which to intervene [2]	Selecting advantages and disadvantages regarding target behavior from a predefined list

	Persuasive communication (PCM, ELM, SCT) [2] [3]	Consideration of the source, message, channel and receiver [2], having knowledge of the assumptions in the target group, message should not deviate too much from initial ideas of target group [3]	Using persuasive communication in feedback on selected advantages and disadvantages to strengthen advantages and weaken disadvantages / correct misperceptions regarding the target behavior Providing a 'taste-test' in which participants can state their preference regarding the taste of fruits and vegetables, followed by a list of products fitting preference
	Modeling (SCT) [2]	Target group can identify with the model, a coping model is provided, reinforcement of the model is visible [2, 4]	Peer stories, incorporated in feedback on disadvantages regarding target behavior
<i>Self-efficacy</i>	Prompting identification of barriers (SCT) [1]	Choosing barriers which are important to individuals	Selecting barriers regarding the target behavior from a predefined list Selecting difficult situations regarding the target behavior from a predefined list
	Persuasive communication (PCM, ELM, SCT) [2, 3]		Using persuasive communication in feedback on how to overcome selected barriers / difficult situations regarding the target behavior
	Provide instructions (SCT) [1]		Providing information and tips on how to be able to perform the target behavior,

			incorporated in feedback on selected barriers / difficult situations
	Modeling (SCT) [1-3]	Target group can identify with the model, a coping model is provided, reinforcement of the model is visible [2, 4]	Peer stories regarding the target behavior, incorporated in feedback on selected barriers / difficult situations
	Prompt specific goal setting (CT) [1, 5] Action planning (implementation intentions) [2, 6, 7]	Goals should be specific and challenging, but feasible [5] Existing positive intention [2]	Setting goals regarding the target behavior in an open-ended format Formulating action plans regarding the target behavior in an open-ended format
<i>Intention</i>	Prompt intention formation (TRA, TPB, SCT, IMB) [1]		Stimulate participants to change target behavior when they are not complying with the recommendation (see 'awareness') Changing negative attitude regarding target behavior to stimulate participants to change target behavior (see 'attitude')
<i>Availability and location of food products in home environment</i>	Monitoring the arrangement of food products in the home environment Persuasive communication (PCM, ELM, SCT) [2, 3]		Filling out a short assessment questionnaire about the arrangement of food products in the home environment regarding the target behavior Using persuasive communication in feedback on availability and location of

	<p>Provide instructions (SCT) [1]</p> <p>Create a more supportive home environment</p>		<p>food products in home environment regarding the target behavior</p> <p>Providing suggestions to rearrange home environment into a more supportive environment regarding the target behavior</p> <p>Stimulating participants to rearrange home environment regarding the target behavior based on the provided instructions</p>
<i>Perceived availability and price of products in local food environment</i>	Tailored objective information		<p>Providing information about objective availability and price of healthy food products regarding the target behavior in the supermarket the participant tends to go to</p>
<u>Phase II: Action</u>			
<i>Awareness of progression of behavior change</i>	Monitoring progression of behavior change		<p>Stimulating participants to keep daily record of progress regarding (the change in) the target behavior</p>
<i>Self-efficacy</i>	Prompting identification of barriers (SCT) [1]		<p>Keeping track of situations which caused failure to change target behavior</p>
<u>Phase III: evaluation</u>			
<i>Awareness of progression of behavior change</i>	Monitoring progression of behavior change		<p>Filling out an assessment questionnaire about reaching goal (and intake) regarding</p>

			the target behavior
	Provide feedback on performance (CT) [1, 8, 9]		Providing tailored feedback on progress of behavior change regarding the target behavior (e.g. whether someone did or did not eat more fruit)
	Prompt self-monitoring of behavior (CT) [1]		Stimulating participants to keep record of their target behavior and to act on it when diverging from goal
	Prompt review of behavioral goals (CT) [1]		Stimulating participants to review achievement of goal and, if applicable, adapt goal
<i>Attitude</i>	Decisional balance		Participants specify which advantages / disadvantages they perceive for changing the target behavior Participants review their decisional balance
<i>Self-efficacy</i>	Coping planning [7]	Identification of high risk situations and practicing coping response	Identifying situations which caused failure to change target behavior and making plans to avoid or manage these situations the next time (i.e. formulating coping plans in an open-ended format)
	Goal setting (CT) [1, 5]	Goals should be specific and challenging, but feasible [5]	Participants can adapt their goal regarding the same target behavior (i.e. lower or increase the goal) Participants can set a goal

			for another target behavior (i.e. participants are redirected to another target behavior)
	Provide instructions (SCT) [1]		Providing information and tips on how participants can maintain their new behavior on the long-term

IMB = Information-Motivation-Behavioral Skills Model, **TRA** = Theory of Reasoned Action,
TPB = Theory of Planned Behavior, **SCT** = Social Cognitive Theory, **PAPM** = Precaution
Adoption Process Model, **PCM** = Persuasion Communication Matrix, **ELM** = Elaboration
Likelihood Model, **CT** = Control Theory

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