**Additional file 6**. Within-group changes (T1 - T2) in median values (q1-q3) in determinants per behavior.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Determinant (s)**  **by country** | | **Fruit juices consumption** | | | | | | | | | | | | | | | | | | |
| T1 | | | | | | | | | | | | | T2 | | | | | |
| **Education level**  **Belgium** | | | | | | High | | | | Low | | | | | | | High | | | Low |
| Parental allowance  *never (0)-always (4)* | | | | | | 2 (1-3) | | | | 2 (1-3) | | | | | | | 2 (1-3) | | | 3 (1-3) |
| **Education level**  **Greece** | | | | | | High | | | | Low | | | | | | | High | | | Low |
| Negotiating  *never (0)-always (4)* | | | | | | **2 (0-2)\*** | | | | **2 (1-3)\*** | | | | | | | **2 (1-3) \*** | | | **3 (2-4)\*** |
| **Education level**  **Portugal** | | | | | | High | | | | Low | | | | | | | High | | | Low |
| Rewarding/comforting practice  *never (0)-always (4)* | | | | | | 0 (0-0) | | | | 0 (0-1) | | | | | | | 0 (0-0) | | | 0 (0-1) |
| **Determinant (s)**  **by country** | | | | | **Soft drinks consumption** | | | | | | | | | | | | | | | | |
| T1 | | | | | | | | T2 | | | | | | | | |
| **Education level**  **Portugal** | | | | | High | | | | Low | | | | High | | | | | | Low | | |
| Home availability  *never (0)-always (4)* | | | | | 1 (1-2) | | | | 1 (1-2) | | | | 1 (1-2) | | | | | | 1 (1-2) | | |
| **Determinant (s)**  **by country** | | | | **TV exposure** | | | | | | | | | | | | | | | | |
| T1 | | | | | | | | | | T2 | | | | | | |
| **Education group**  **Belgium** | | | | High | | | Low | | | | | | | High | | | | Low | | |
| Paying attention/monitoring  *never (0)-always (4)* | | | | 3 (2-4) | | | 3 (2-4) | | | | | | | 3 (3-4) | | | | 3 (2-4) | | |
| **Education group**  **Greece** | | | | High | | | Low | | | | | | |  | | | |  | | |
| Parental self- efficacy to manage child’s exposure  *never (0)-always (4)* | | | | **1 (0-1)\*** | | | 1 (0-1) | | | | | | | **1 (0-2)\*** | | | | 0 (0-1) | | |
| **Education group**  **Portugal** | | | | High | | | Low | | | | | | | High | | | | Low | | |
| Parental allowance  *never (0)-always (4)* | | | | **2 (1-2)** | | | 2 (1-2) | | | | | | | **1 (1-2)\*** | | | | 2 (1-3) | | |
| **Determinants**  **by country** | | | **PC exposure** | | | | | | | | | | | | | | | | | |
| T1 | | | | | | | | | T2 | | | | | | | | |
| **Education level**  **The Netherlands** | High | | | | | | | Low | | | High | | | | | Low | | | | |
| Avoid negative modelling  *never (0)-always (4)* | 2 (1-3) | | | | | | | 2 (0-2) | | | 2 (0-2) | | | | | 2 (1-3) | | | | |

Comparison between the educational groups of each country with Wilcoxon signed rank test. Rounded values are presented.

T1-T2: changes between post-intervention and follow-up (a year after) period

\*,\*\*,\*\*\*: significant within-group differences at .05, .01 and .001 respectively