

Review of Day 1 / Overview of Day 2

- **Welcome and Overview of the Meeting**
- **Setting the Stage**
- **Panel 1:** Physical Activity in Prevention Interventions: Understanding the Context
- **Panel 2:** Technological Tools for Assessing Physical Activity
- **Panel 3:** Physical Activity and Mood—Implications for Prevention
 - *“Can’t you make this stop?...I want to stop feeling this way...”*
- **Panel 4:** Informing Drug Abuse Through Research on the Epidemiology and Etiology of Physical Activity and Substance Use
- **Panel 5:** The Potential Role of Physical Activity on Attention and Other Cognitive Processes—A New Paradigm for Prevention
 - *“I am soooooo bored....!!!”*
- **Panel 6:** Physical Activity and Reward Mechanisms—A Model for Prevention Intervention Development
 - *“I want to feel ALIVE—give me something exciting!! “*
- **Closing: What Have We Learned and What are Our Next Steps?**

...Perhaps physical activity (e.g., healthy leisure, exercise, sport, social play, recess, yoga, outdoor adventure) plays a role developmentally and as an intervention modality...

- Developmental Epidemiological Prevention Research (Kellam et al., 1999)
 - Merged three perspectives of epidemiology, life course development, and intervention trials technology
 - Discussed the roles of:
 - Developmental theory
 - Intervention theory

“Experiences have effects on all levels.” – Stephen Suomi

- Core Experiential Learning Theory Assertions:
 - The actual behavior is elicited in context with real-life contingencies
 - *Behavioral reinforcement is built-in to the activity*
 - Effective use of metaphors promotes transfer across contexts
 - Learning styles of youth favor experiential strategies
- Reciprocal Triadic Determinism (Bandura)
 - Intrapersonal, Environmental, and Behavioral
 - Application to Emotion Regulation

WELCOME!!!