

Behavioral and Social Approaches to Increase Physical Activity: Enhanced School-Based Physical Education

Summary Evidence Table - Risk of Bias for Included Studies

Author (Year)	Baseline comparable	Baseline in analysis	Random assignment	Power	Valid assessment	Dropout	Timing	Blind	Total
Fairclough and Stratton (2005)	1	1	0	0	1	0	0	0	3
Ignico et al. (2006)	0	0	0	0	1	0	1	0	2
McKenzie et al. (1996)	1	1	0	0	1	1	1	0	5
McKenzie et al. (2004)	1	0	0	0	1	1	1	0	4
Quinn and Strand (1995)	0	0	0	0	1	0	1	0	2
Rowlands et al. (2008)	0	0	0	0	1	0	1	0	2
Sallis et al. (1997)	1	0	0	0	1	1	1	0	4
Scantling and Dugdale (1998)	1	0	0	0	1	0	1	0	3
Simons-Morton et al. (1991)	0	0	0	0	1	1	1	0	3
Strand and Anderson (1996)	0	0	0	0	1	0	1	0	2
Van Beurden et al. (2003)	0	1	0	0	1	0	0	0	2
Verstraete et al. (2007)	1	1	0	0	1	1	1	0	5
Webber et al. (2008)	1	0	0	1	1	1	1	1	6
Young et al. (2006)	1	1	0	0	1	1	1	0	5

Total risk of bias score: 0-2=high risk of bias, 3-5=moderate risk of bias, 6-8=low risk of bias

Derived from: Lonsdale C, et al. A systematic review and meta-analysis of interventions designed to increase moderate-to-vigorous physical activity in school physical education lessons. *Prev Med* 2013;56(2):152-61, Table 3.