APPENDIX A

Project Advisory Group
ECSPANSE Project Advisors

Maria F. Bettencourt, MPH  
Director, Nutrition and Physical Activity Initiative  
Massachusetts Department of Public Health

Jean Wiecha, Ph.D.  
Deputy Director and Research Associate  
Harvard Prevention Research Center  
Harvard School of Public Health

Pat Crawford, DrPH, RD  
Co-Director, Center for Weight and Health  
University of California at Berkeley

Jeanne P. Goldberg, Ph.D.  
Director, Center on Nutrition Communication  
Tufts University

M. Barton Laws, Ph.D.  
Senior Investigator in Social Science and Policy  
Latino Health Institute

Ruth Palombo, MS, RD  
Director, Office of Elder Health  
Massachusetts Department of Public Health

Scott C. Ratzan, MD, MPA  
Academy for the Advancement of Health LLC

Elizabeth Richardson, MLS, MEd  
Head of Information Services  
Tufts University Health Sciences Library

Patty S. Freedson, Ph.D.  
Professor and Graduate Program Director  
University of Massachusetts

Barbara Ruhs, MS, RD

Thomas N. Robinson, MD, MPH  
Stanford University  
Department of Pediatrics

Donald Sweeney, M.A.  
Manager, School Health Unit  
Michigan Department of Community Health

Bill Potts-Datema  
Partnerships for Children's Health  
Harvard School of Public Health
APPENDIX B

Mailing for Commissioners of Health and Education
I am writing to encourage you to participate in a project funded by the Centers for Disease Control and Prevention (CDC). CDC’s National Center for Chronic Disease Prevention and Health Promotion is interested in developing and/or improving state-based surveillance systems pertaining to behaviors, attitudes, and environmental determinants that impact nutrition, physical activity, sedentary behavior, and weight status across the lifespan. Our colleagues at Tufts University School of Medicine and Harvard School of Public Health are enumerating all current survey activities and surveillance systems that gather data on aspects of nutrition and physical activity in all 50 states.

Enclosed is a letter that will provide you with additional information about this project and a form that needs to be completed. The form will help identify state health department staff involved in surveillance of nutrition and physical activity. After staff are identified, our colleagues at Tufts University and Harvard School of Public Health will contact your staff to obtain more detailed information about surveillance activities. Your participation will help to ensure that high quality information is obtained.

Thank you for assisting our colleagues by providing them with the requested information.

Sincerely yours,

James S. Marks, M.D., M.P.H.
Assistant Surgeon General
Director
National Center for Chronic Disease Prevention and Health Promotion
<Commissioner of Public Health>
<XXXX Department of Public Health>

<Dear XXXXXXX,>

We are writing today to ask you to identify staff members in your agency with knowledge of particular aspects of nutrition and physical activity surveillance with whom we could conduct a brief survey. We recognize that public health practitioners today are faced with many pressing issues and limited time and resources. Among many national priorities, the epidemic of obesity, physical inactivity, and unhealthy eating occurring in America requires our immediate attention. In particular, those dealing with the obesity epidemic often lack complete and systematic data on surveys and surveillance occurring in other states. To address this gap, the Tufts University School of Medicine and the Harvard School of Public Health are conducting projects recently funded by the CDC.

One of the main goals of this undertaking is to enumerate and evaluate all current survey activities and surveillance systems gathering data on individual behaviors and attitudes related to nutrition, physical activity, sedentary behavior, and weight status in each of the 50 states. State departments of health and education will be our primary sources of this information. Following the completion of this 2-year project, a compendium detailing the results of our enumeration and evaluation will be distributed to state departments of health for use in expanding and improving state-based surveillance and in informing current health promotion activities. The success of this undertaking will depend on the participation of key personnel at state departments of health.

Once key personnel are identified, we will conduct a survey designed to document the specific surveys and/or surveillance systems that are being used in each state. Participation will not require a large time commitment and the respondent’s name will be kept confidential.

We have enclosed a form where you can provide this information and we encourage you to complete and return it, either by fax or by using the mailing label enclosed. Participation by your agency is crucial for the results of this project to accurately represent current state-level nutrition and physical activity surveillance. If you have any questions or concerns or would like further information, please do not hesitate to contact us at 617-636-6957.

Sincerely,

Aviva Must, Ph.D.
Tufts University School of Medicine
Principal Investigator
aviva.must@tufts.edu

Karen Peterson, Sc.D.
Harvard School of Public Health
Principal Investigator
kpeterson@hsph.harvard.edu
Please provide us with the names of people you feel are most knowledgeable about the areas listed below:

### NUTRITION

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Name(s)</th>
<th>Title/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant/Breastfeeding Women, Infants, &amp; Preschool Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children &amp; Adolescents</td>
<td></td>
<td></td>
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<tr>
<td>Adults</td>
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</tr>
</tbody>
</table>

### PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Name(s)</th>
<th>Title/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant/Breastfeeding Women, Infants, &amp; Preschool Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children &amp; Adolescents</td>
<td></td>
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<tr>
<td>Adults</td>
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</tr>
</tbody>
</table>
Please provide us with the names of people you feel are most knowledgeable about the areas listed below:

### NUTRITION

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Name(s)</th>
<th>Title/Division</th>
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</thead>
<tbody>
<tr>
<td>Elementary School Children</td>
<td></td>
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<tr>
<td>Middle/Junior High School Children</td>
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<tr>
<td>High School Children</td>
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</table>

### PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Name(s)</th>
<th>Title/Division</th>
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<tbody>
<tr>
<td>Elementary School Children</td>
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<tr>
<td>Middle/Junior High School Children</td>
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<tr>
<td>High School Children</td>
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</tbody>
</table>
APPENDIX C

Mailing for Key Informants
I am writing today to encourage you to participate in an important project recently funded by the Centers for Disease Control and Prevention. The Division of Nutrition and Physical Activity in the National Center for Chronic Disease Prevention and Health Promotion is interested in investigating the potential for developing State-based surveillance systems pertaining to behaviors and attitudes that impact nutrition, physical activity, sedentary behavior, and weight status across the lifespan. As a first step in the process, our colleagues at Tufts University School of Medicine, Simmons College, the University of South Carolina School of Public Health, and the Harvard School of Public Health are enumerating all current survey activities and surveillance systems that gather data on aspects of nutrition and physical activity in each of the 50 states. Such data are crucial to the future success of our programs.

The success of this undertaking will depend on the participation of key personnel involved in the surveillance of nutrition and physical activity at the state level. The materials enclosed in this packet explain the objectives of the project in greater detail. Your involvement will help ensure that the results accurately reflect current State-level survey/surveillance activities. Your participation will assist us in evaluating the strengths, weaknesses, and gaps in current surveys and surveillance systems and in developing recommendations about how to improve and expand surveillance at the State level.

We hope that you will assist our colleagues by providing them with the information they seek.

Thank you.

Sincerely yours,

William H. Dietz, M.D., Ph.D.
Director, Division of Nutrition and Physical Activity
National Center for Chronic Disease Prevention and Health Promotion

Enclosure
Get Recognized and Help Shape Future Surveillance!

Dear «Prefix» «LastName»,

We are writing today because you were identified as an important source of information on nutrition and physical activity among school-age children. The CDC is interested in investigating the potential for developing state-based surveillance systems pertaining to behaviors and attitudes impacting nutrition, physical activity, sedentary behavior, and weight status across the lifespan. As a first step in this process, Tufts University and Simmons College have been funded to identify all current survey activities and surveillance systems gathering data on behaviors and attitudes related to nutrition, physical activity, sedentary behavior, and weight status in each of the 50 states for school-age children. Your participation will ensure that our project is comprehensive and that your state is included in the summary compendium that will be distributed to all participants after the project is completed.

We need your help! We know that you are very busy, so we have limited our requests to the three tasks listed below:

- Complete the enclosed form
- Provide us with copies of relevant survey instruments, whenever possible
- Speak with us over the phone to answer some additional questions about the surveys and surveillance activities identified

Your response by August 15, 2002 would be greatly appreciated.

If you have any questions, please do not hesitate to contact us at 617-636-6957 or sarah.phillips@tufts.edu.

Sincerely,

Aviva Must, Ph.D.
Principal Investigator

Elizabeth Metallinos-Katsaras, Ph.D., R.D.
Co-Investigator
ECSPANSE

ENUMERATION of CHILD STATE-LEVEL
PHYSICAL ACTIVITY and NUTRITION
SURVEILLANCE EFFORTS

Your Name: ______________________________________

Name(s) of any colleague(s) with whom you completed this survey:

____________________________________

Telephone Number: _______________________

Email Address: ____________________________

State: ____________________________________
Before you get started......

Thank you for volunteering your time and expertise to this important project. Please read the information below and complete the items on the following pages. Because we are collecting information from all 50 states, we need to standardize definitions specific to this project.

*******************************************************************************

We are interested in surveys or surveillance activities collecting information on children’s behaviors and attitudes towards nutrition, physical activity, weight status, and sedentary behavior. Our goal is to accurately and completely document any surveys or surveillance systems containing questions related to this topic that have been developed or are being used in your state within the past 5 years.

For the purposes of this project, please use the following definitions:

- **Survey** is an instrument that is administered on a one-time or limited basis. We are also interested in surveys that have been used as part of the evaluation of a particular program.

- **Surveillance** is the repeated administration of a particular survey on a regular basis.

- **School-Age Children** are those in grades K-12 or those ages 5-18.

- We are interested in instruments containing questions on children’s behaviors and attitudes towards nutrition, physical activity, weight status, and sedentary behavior.

  - “Behavior” questions include those that measure the extent to which children are engaging in certain behaviors or activities. For example:
    - frequency of consumption of certain foods
    - participation in various types of physical activity
    - amount of time spent watching television, playing video games
    - dieting/weight loss behaviors, etc.

  - “Attitude” questions include those that measure perceptions about certain topics and behaviors, benefits and barriers to engaging in certain behaviors, and attitudes towards certain behaviors. For example:
    - intentions to engage in healthful behaviors (e.g. eat more fruits and vegetables, exercise more)
    - reasons for choosing specific foods or food preferences
    - self-perceived barriers to getting physical activity
    - self-perceived importance of maintaining a healthy weight
    - self-perceived competence in ability to engage in certain behaviors
    - self-perception of body weight status, etc.

Questions? Please contact us at 617-636-6957 or sarah.phillips@tufts.edu.
**STEP #1: List Surveys and Surveillance Systems**

Please list the names of all surveys and surveillance activities that you feel are relevant given the description you just read. For each, please include the program or division with which the survey is affiliated. Even if your agency uses only one survey, such as YRBSS, please include it below.

<table>
<thead>
<tr>
<th>Name of survey/surveillance system</th>
<th>Division/program affiliation</th>
<th>Name of person responsible for oversight of survey</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>5.</td>
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<td>6.</td>
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</table>

**STEP #2: Provide Survey Instruments Listed Above**

Please mail or fax us copies of the surveys listed above. Providing us with copies before we contact you by telephone will reduce the number of questions we ask about the survey instruments. For your convenience, copies of the survey instruments may also be emailed as an attachment to sarah.phillips@tufts.edu.
STEP #3: Who Did We Miss?

We are also interested in knowing if there are other individuals in your department or in other organizations who you feel would be able to provide information on other relevant surveys or surveillance activities. Please provide their names below.

<table>
<thead>
<tr>
<th>NAME OF PERSON</th>
<th>AGENCY/DEPT</th>
<th>PHONE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
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</tr>
</tbody>
</table>

May we use your name when contacting these individuals?  ____ Yes  ____ No

STEP #4: What’s To Come?

Within the next few weeks, someone will contact you by telephone to ask you some additional questions about the surveys listed above. We also wish to let you know that our collaborators at the Harvard School of Public Health and the University of South Carolina School of Public Health have received funding to review and recommend approaches to the surveillance of nutrition and activity factors related to chronic diseases across the lifespan. A member of this group may also contact you separately to request information on surveillance and monitoring of nutrition, activity and weight status in age groups not covered by the Tufts/Simmons project.

Please mail or fax this form and any surveys to:

The ECSPANSE Project  
Tufts University School of Medicine  
Department of Family Medicine & Community Health  
Attn: Sarah Phillips  
136 Harrison Ave.  
Boston, MA  02111  
Fax: 617-636-4017

Thank you for taking time out of your busy schedule to assist us!
APPENDIX D
State Survey Instrument
Thank respondent for agreeing to speak with you. Verify that it is a good time to speak. Give a re-cap on what the goal of the project is. Remind them what survey(s) they identified for their state and ask if there are any additional surveys they can think of. Tell them you have a few additional questions to ask about they survey(s) they identified.

Interviewer list the names of each surveys/surveillance activity identified by respondent in mailing 1 prior to interview:

a. ______________________________________________________
b. ______________________________________________________
c. ______________________________________________________
d. ______________________________________________________
e. ______________________________________________________
f. ______________________________________________________
g. ______________________________________________________

Interviewer list names of each surveys/surveillance activity NOT originally mentioned by respondent:

a. ______________________________________________________
b. ______________________________________________________
c. ______________________________________________________
d. ______________________________________________________
<Interviewer ask the following questions in reference to 1st survey mentioned>

Name of survey/surveillance system _______________________________

What would you say is the primary purpose of <name of survey>?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

What program in your agency is responsible for <name of survey>? ____________________________

Is the survey used in the evaluation of a particular program?  ____Yes  ____No
→ If yes, ask “Which program?” ________________________________

How often does data collection occur?

- Annually
- Every other year
- Has only been used once
  → <If only once ask> Do you plan to use the instrument again?  ____Yes  ____No
    - Other (specify) ________________________________

What was the date of the <most recent> administration?  ____/_____

mm  yy

<INTERVIEWER ASK IF SURVEY HAS BEEN USED MORE THAN ONCE>

How long has the survey been in use? ____________________________
What is the geographic coverage of the data collection?

- Statewide
- Specific Region/County __________________________
- Local (if local, probe for level of locality e.g. city) _____________
- Other (specify)________________

Interviewer comments:__________________________________________
_________________________________________________________________
_________________________________________________________________

What method of data collection is used?  <Interviewer check all that apply>.

- Self-administered (paper survey)
- Self-administered (computer assisted)
- Group administered
- Interviewer administered
- Telephone
- Other (specify) ____________

<If more than one method ask>, Which method is primary? ________________________________

Where are the data collected?

- At schools
- At homes (student take-home survey)
- At homes (telephone survey)
- At after-school programs
- Other (specify) ______________

Is the respondent the child, parent/guardian, or someone else?

- Child
- Parent/Guardian
- Someone else ask Who was the respondent? __________________________

Was the survey pre-tested in any way before implementation?
<If yes>, Can you please describe pre-testing process?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What age groups are covered by the survey?

GRADES _____________________________

or

AGES _______________________________

Are data collected on both male and female children?

☐ Yes
☐ No<If no ask>: Which sex is included? ____________

Are data collected on the race/ethnicity of the respondent?

☐ Yes
☐ No

Are data collected on the socioeconomic status of the respondent?

☐ Yes
☐ No
We are interested in the sampling method used. Did you take a sample or did you survey the entire population?

- Entire population
- Sample

What kind of sample was taken?

- Random sample: ________________________________________________________
- Convenience sample: __________________________________________________
- Program Utilization: ____________________________________________
- Other (specify) ____________________________________________

Interviewer comments: ____________________________________________
___________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

<IF DATA IS COLLECTED AS PART OF PROGRAM EVALUATION ASK:>

Is reporting mandated?  
- Yes  
- No

By whom? ____________________________

During the most recent data collection, how many children were surveyed?  ________________

Has there been any assessment of the validity or reliability of the survey instrument?

- Yes
- No

<If yes>, Can you please describe the evaluation?
___________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Are the results of the survey available in a written format, such as an abstract, report, or published paper?

- Yes
- No

<If yes>: What is the format of the results?

- State report
- Abstract
- Published paper

What is the date of publication? _____/_____
mn     yy

Are the results available to the public?

- Yes
- No

Is the report available on the web?

- Yes → What is the web address?: ________________________________
- No → May we obtain a copy of the report?_________________________

<INTERVIEWER REPEAT ABOVE QUESTIONS FOR EACH SURVEY LISTED ON PG. 1>

We would like to know about other partners you work with regarding nutrition and physical activity in children and adolescents. For example, we are interested in collaborations with universities, health care organizations, NGO’s, and industry. Do you have any such partnerships or collaborations? <If so, list below>
Now, we have a couple of questions about your opinions of nutrition and physical activity surveillance in school-age children.

**What do you perceive as the *benefits* of designing and implementing surveys/surveillance systems to assess behaviors and attitudes pertaining to nutrition and P.A. among children?**

1. 
2. 
3. 
4. 

**What do you perceive as the *barriers* to designing and implementing surveys/surveillance systems to assess behaviors and attitudes pertaining to nutrition and P.A.?**

1. 
2. 
3. 
4. 

Finally, we would like to ask about your contact information
What is your job title <ASK ONLY IF NOT KNOWN>? ______________________________________

In which department of your organization do you work <ASK ONLY IF NOT KNOWN>? ____________________________

How long have you been employed at <name of organization>? ___________

What is your email address? ______________________________

Thank you very much for taking the time to answer our questions. We will be contacting you when the project is completed to provide you with a compendium detailing the results.
APPENDIX E
Survey Abstraction Form
## TOPIC: NUTRITION

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>QUESTION</th>
<th>✓</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge</td>
<td>• Nutrition Knowledge (Food Knowledge, Energy-Balance Knowledge, Dieting/Wt Loss Knowledge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior</td>
<td>• Consumption of specific foods (Fruits, Vegetables, Water, Milk, Sugar-Sweetened Beverages, Healthy Snacks, High-Calorie Low Nutrient Snacks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Look at food labels when making food choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Type of meal eaten at lunch (hot lunch, a la carte, home)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Breakfast consumption</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reasons for choosing specific foods for snacks or meals (Hunger, Advertising/promotion/media, Packaging ,MS/RD, Physical Performance, Taste, Availability, Peers, Parental Influence, Ease of Preparation, Healthfulness, Price)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responsibility for self-preparation of food</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Frequency of eating out</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Supplement use</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Food Fears/Regrets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Specific Food Avoidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attitudes/</td>
<td>• Intentions to engage in certain behaviors (eat more low fat foods, eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perceptions</td>
<td>more fruits, eat more vegetables, drink more milk, eat fewer sweets,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>eat fewer snacks, drink less soda)</td>
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<td></td>
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<tr>
<td></td>
<td>• Self-perceived barriers to consuming a “healthy” diet (Taste, Peers,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Availability, Lack of knowledge, Dislike, Cost, Weight Concerns)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-perceived reasons of importance of eating “healthy” foods (Look</td>
<td></td>
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<tr>
<td></td>
<td>better, Perform better academically, Weight Control, Feel Better/More</td>
<td></td>
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<td></td>
<td>Energy, Do Better in Sports, Be healthier later in life, Grow big &amp;</td>
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<tr>
<td></td>
<td>strong)</td>
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<td></td>
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<tr>
<td></td>
<td>• Self rating of own diet compared to peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attitudes/ perceptions</td>
<td>Self-rated importance of certain health-related issues (low-fat diet, maintaining healthy weight, eating variety of foods, eating for bone health)</td>
<td></td>
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<td>------------------------</td>
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<tr>
<td></td>
<td>Self-rated importance of various factors that influence food selection (Nutrition, Price, Ease of Preparation, Taste, Hunger, Availability, Peers, Parental Influence, Healthfulness/weight concerns)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Food Preferences</td>
<td></td>
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<td></td>
<td>Perceived Competence/Self-Efficacy (i.e. to make healthy choices)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Fears/ Regrets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTHERS NOT COVERED ABOVE (List):
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.A. Knowledge</td>
<td>(knowledge of: benefits of PA, benefits of strength training, links to disease prevention, healthy amounts and types, best ways to stay active)</td>
</tr>
<tr>
<td>knowledge</td>
<td>• Exercise, sports, &amp; physically active hobbies</td>
</tr>
<tr>
<td></td>
<td>o Type</td>
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<tr>
<td></td>
<td>o Intensity</td>
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<td></td>
<td>o Setting (team vs. individual)</td>
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<td></td>
<td>o Frequency</td>
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<td></td>
<td>o Duration</td>
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<td></td>
<td>• Physical activity related to transportation</td>
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<td>o Type</td>
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<td>o Intensity</td>
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<td>o Duration</td>
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<td></td>
<td>• Physical activity related to work</td>
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<td>o Type</td>
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<td>o Intensity</td>
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<td>o Duration</td>
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<td></td>
<td>• Physical activity related to chores/household</td>
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<td>o Type</td>
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<td></td>
<td>o Frequency</td>
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<td>• P.A. preference</td>
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<td>• Reasons for being active (Fun, Peers, Parents, Health benefits, Look good/Wt Concerns)</td>
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<td>• Perceived barriers to getting P.A. (Equipment, No where to go, Cost, No one to do it with, Not good at it, Look funny when doing it, Parents don't let me, Too much homework, Job, Too heavy, Dislike, Embarrassment, Safety, Lack motivation)</td>
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<td>When is television viewed (During meals, In bedroom, Before school, After school)</td>
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OTHERS NOT COVERED ABOVE (List):
### TOPIC: WEIGHT STATUS

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<td>• Self-reported weight</td>
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<td>behavior</td>
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<td>• <strong>Behaviors associated with disordered eating</strong> (bingeing, purging, diet pills, laxatives)</td>
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<td>• <strong>Emotional eating</strong> (eat when bored, tired, upset)</td>
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<td>• <strong>Attempts to gain muscle or weight</strong></td>
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<td>• Media Influence</td>
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<td>• Weight teasing (teased or been teased)</td>
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<td>• Physical appearance self-concept (Are you Happy with the Way you Look?)</td>
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<td>• Perception of what healthy weight/healthy size is</td>
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<td>• <strong>Reasons for OR Results of weight loss (or gain)</strong> (Look good, Do better at sports, Parents, Feel Better, Peers)</td>
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<td>• Perceived Competence/Self-Efficacy</td>
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<td>• Fear of eating (weight related)</td>
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OTHERS NOT COVERED ABOVE (List):
Table F1. Responses from State Departments of Health and Education

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Note: check mark indicates that we had a response from at least one person in that department.
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* indicates that the survey is a focus group.
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Table F3. Domains and Grades Covered by Non-YRBS Surveys Reported by States

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## NUTRITION

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## PHYSICAL ACTIVITY

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## SEDENTARY BEHAVIOR

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## WEIGHT STATUS

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1 Information regarding Georgia's administration of the YRBS was provided by the Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, CDC.
APPENDIX G.1
Sub-Topics of State Surveys
Sub-Topics of State Surveys

Arkansas School Food Preference Survey
Consumption of Specific Foods
Food preferences

California Children's Healthy Eating and Exercise Practices Survey
Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Responsibility for self-preparation of food
Frequency of eating out
Self-perceived barriers to consuming a healthful diet
Food preferences
Type of exercise, sport, or physically active hobby
Intensity of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Transportation to school
Perceived competence/self-efficacy
Physical activity preference
Peer influence
Parental support/encouragement/involvement
Frequency of television viewing
Duration of television viewing

California Community Youth Organization Evaluation Survey
Nutrition Knowledge
Consumption of Specific Foods
Perceived competence / self-efficacy
Peer influence
Parental support/encouragement/involvement

California Health Interview Survey
Consumption of Specific Foods
Supplement use
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of computer use
Self-reported height
Self-reported weight
California Healthy Kids Survey, high school
Consumption of Specific Foods
Breakfast Consumption
Supplement use
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction

California Healthy Kids Survey, middle school
Consumption of Specific Foods
Breakfast Consumption
Supplement use
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction

California Student Survey
Consumption of Specific Foods
Breakfast Consumption
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-reported height
Self-reported weight
California Teen Eating Exercise and Nutrition Survey

- Nutrition Knowledge
- Consumption of Specific Foods
- Type of Meal Eaten At Lunch
- Breakdown Consumption
- Responsibility for self-preparation of food
- Frequency of eating out
- Supplement use
- Self-perceived barriers to consuming a healthful diet
- Self-perceived reasons of importance of eating healthful foods
- Food preferences
- Type of exercise, sport, or physically active hobby
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Participation in school PE
- Transportation to school
- Frequency of physical activity sufficient to cause hard breathing and sweating
- Perceived competence/self-efficacy
- Reasons for being active
- Perceived barriers to physical activity
- Parental support/encouragement/involvement
- Duration of television viewing
- Self-reported height
- Self-reported weight
- Weight control behaviors
- Behaviors associated with disordered eating
- Frequency of dieting
- Self-perception of body weight status
- Ideal weight status
- Weight satisfaction

Connecticut Governor's Prevention Initiative for Youth Student Survey

- Duration of exercise, sport, or physically active hobby
- Duration of physical activity related to chores
- Duration of television viewing
- Duration of computer use
- Duration of leisure reading
- Duration of music listening
Connecticut Health Check, high school
Consumption of Specific Foods
Breakfast Consumption
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-reported height
Self-reported weight
Weight satisfaction

Connecticut Health Check, junior high and middle school
Consumption of Specific Foods
Breakfast Consumption
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-reported height
Self-reported weight
Weight satisfaction

Connecticut Health Check, preteen
Consumption of Specific Foods
Breakfast Consumption
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Self-perception of body weight status

Delaware School Survey, grade 11
Type of exercise, sport, or physically active hobby
Duration of television viewing
Duration of video game use
Duration of homework/studying
Duration of leisure reading

Delaware School Survey, grade 5
Duration of television viewing
Duration of video game use
Duration of homework/studying
Delaware School Survey, grade 8
Type of exercise, sport, or physically active hobby
Duration of television viewing
Duration of video game use
Duration of homework/studying
Duration of leisure reading

Delaware Youth Tobacco Survey
Breakfast Consumption
Self-rated importance of certain health-related issues
Food fears / regrets
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Behaviors associated with disordered eating
Weight worries
Self-perception of body weight status
Weight satisfaction

Georgia Middle School Fitness Testing Project
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing

Georgia School Physical Activity and Nutrition, grade 4
Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Supplement use
Setting (team vs. individual) of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of computer use
Weight status knowledge
Self-reported height
Self-reported weight
Ideal weight status
Weight satisfaction
**Georgia School Physical Activity and Nutrition, grades 8 and 11**

- Nutrition Knowledge
- Consumption of Specific Foods
- Type of Meal Eaten At Lunch
- Breakfast Consumption
- Supplement use
- Specific food avoidance
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Participation in school PE
- Frequency of physical activity sufficient to cause hard breathing and sweating
- Duration of television viewing
- Duration of video game use
- Self-reported height
- Self-reported weight
- Self-perception of body weight status
- Weight satisfaction

**Hawaii Nutrition Education Needs Assessment Survey**

- Nutrition Knowledge
- Consumption of Specific Foods
- Type of Meal Eaten At Lunch
- Frequency of eating out
- Type of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Frequency of physical activity sufficient to cause hard breathing and sweating

**Idaho BMI and Physical Activities Study**

- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Frequency of physical activity related to chores
- Duration of physical activity related to chores
- Participation in school PE
- Behavior during recess
- Frequency of television viewing
- Duration of television viewing
- Frequency of video game use
- Duration of video game use

**Indiana 5-A-Day for Better Health, grades 3-6**

- Nutrition Knowledge
- Consumption of Specific Foods
- Food preferences
Indiana 5-A-Day for Better Health, grades K-2
Nutrition Knowledge
Food preferences

Indiana School Physical Activity and Nutrition Survey, grade 4
Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Supplement use
Setting (team vs. individual) of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of computer use
Weight status knowledge
Self-reported height
Self-reported weight
Ideal weight status
Weight satisfaction

Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Supplement use
Specific food avoidance
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of video game use
Self-reported height
Self-reported weight
Self-perception of body weight status
Weight satisfaction

Iowa Adolescent FFQ and Questionnaire
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Responsibility for self-preparation of food
Frequency of eating out
Supplement use
Self-perceived reasons of importance of eating healthful foods
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction

**Kansas LEAN School Health Project**

- Nutrition Knowledge
- Consumption of Specific Foods
- Intensity of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Frequency of physical activity related to transportation
- Frequency of physical activity related to transportation
- Duration of physical activity related to transportation
- Frequency of physical activity related to chores
- Duration of physical activity related to chores
- Frequency of television viewing
- Duration of television viewing
- Frequency of computer use
- Duration of computer use
- Frequency of homework/studying
- Duration of homework/studying

**Louisiana Youth Tobacco Survey**

- Participation in school PE
- Duration of television viewing
Maine Youth Nutrition and Activity Survey

Consumption of Specific Foods
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-perceived importance of physical activity
Attitudes toward physical activity
Peer influence
Duration of television viewing
Duration of computer use
Duration of homework/studying
Peer influence on eating or weight
Adult influences on eating or weight
Weight satisfaction

Maryland Meals for Achievement

Attitudes toward school breakfast program

Massachusetts 5-2-1-Go

Nutrition Knowledge
Consumption of Specific Foods
Frequency of eating out
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Type of physical activity related to transportation
Frequency of physical activity related to transportation
Participation in school PE
Transportation to school
Frequency of physical activity sufficient to cause hard breathing and sweating
Perceived barriers to physical activity
Parental support/encouragement/involvement
Sedentary behavior knowledge
Duration of television viewing
Duration of video game use
Duration of video tape use
Duration of computer use
Duration of homework/studying
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction
Massachusetts Youth Health Survey
Type of exercise, sport, or physically active hobby
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight worries

Michigan Student Survey About Physical Activity
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Self-perceived importance of physical activity
Physical activity preference
Reasons for being active
Perceived barriers to physical activity
Intentions to increase physical activity

Minnesota Student Survey, primary school
Consumption of Specific Foods
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of computer use
Duration of leisure reading
Weight satisfaction

Minnesota Student Survey, secondary school
Consumption of Specific Foods
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of computer use
Duration of homework/studying
Duration of leisure reading
Weight control behaviors
Behaviors associated with disordered eating
Weight satisfaction
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
Consumption of Specific Foods
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing

Missouri Middle School Health Survey
Consumption of Specific Foods
Self-reported height
Self-reported weight

Montana Nutrition and Activity Survey
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Intentions to engage in certain behaviors
Self-perceived barriers to consuming a healthful diet
Self-perceived reasons of importance of eating healthful foods
Importance of various factors that influence diet
Frequency of physical activity with family
Participation in school PE
Transportation to school
Frequency of physical activity sufficient to cause hard breathing and sweating
Behavior during recess
Activity after school
Perceived benefits of physical activity / physical education
Perceived barriers to physical activity
Attitudes toward physical activity
Intentions to increase physical activity
Weight control behaviors
Behaviors associated with disordered eating
Reasons for or results of weight loss

New Hampshire NFSMI School Foodservice Survey
Type of Meal Eaten At Lunch
Breakfast Consumption
New Mexico Youth Risk and Resiliency Survey
Consumption of Specific Foods
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating

New York City School Nutrition Study
Nutrition Knowledge
Type of Meal Eaten At Lunch
Breakfast Consumption
Responsibility for self-preparation of food
Self-perceived barriers to consuming a healthful diet
Importance of various factors that influence diet
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Self-perceived activity level relative to peers
Perceived competence/self-efficacy
Perceived barriers to physical activity
Attitudes toward physical activity

North Dakota Eating and Physical Activity Survey
Consumption of Specific Foods
Breakfast Consumption
Responsibility for self-preparation of food
Frequency of eating out
Supplement use
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Participation in school PE
Duration of television viewing
Duration of video tape use
Duration of computer use
Duration of homework/studying
Duration of leisure reading
Self-reported height
Self-reported weight
**Oregon Healthy Teens Survey**
Consumption of Specific Foods
Breakfast Consumption
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of physical activity related to chores
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Program/facility access
Duration of television viewing
Duration of video game use
Duration of computer use
Duration of homework/studying
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction

**Pennsylvania Youth Tobacco Survey**
Type of Meal Eaten At Lunch
Breakfast Consumption
Responsibility for self-preparation of food
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Duration of television viewing
Self-reported height
Self-reported weight

**Rhode Island Path to Health Mileage Club**
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Reasons for being active
Duration of television viewing
Duration of video game use
Duration of computer use
Duration of leisure reading
Rhode Island South Providence Neighborhood Ministry's Walking and Physical Fitness Survey
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Reasons for being active
Perceived barriers to physical activity
Intentions to increase physical activity

South Carolina Assessment of Nutrition Education and Training Needs, grade 11
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Self-perceived reasons of importance of eating healthful foods
Self-rated importance of certain health-related issues
Food preferences
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Weight worries
Self-perception of body weight status
Weight preoccupation
Weight satisfaction

South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Self-perceived reasons of importance of eating healthful foods
Food preferences
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Weight worries
Adult influences on eating or weight
Self-perception of body weight status
Weight preoccupation
Weight satisfaction
South Carolina NFSMI School Foodservice Survey
Type of Meal Eaten At Lunch
Breakfast Consumption

Texas School Physical Activity and Nutrition Survey, grade 4
Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Supplement use
Setting (team vs. individual) of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of computer use
Weight status knowledge
Self-reported height
Self-reported weight
Ideal weight status
Weight satisfaction

Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Supplement use
Specific food avoidance
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of video game use
Self-reported height
Self-reported weight
Self-perception of body weight status
Weight satisfaction

Utah Northwest Project
Type of Meal Eaten At Lunch
Importance of various factors that influence diet
Food preferences
Perceived competence / self-efficacy
**Vermont Run Girl Run Evaluation Survey**
Consumption of Specific Foods
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing

**Virginia 4th Grade Nutrition Surveillance**
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Responsibility for self-preparation of food
Food preferences
Perceived competence / self-efficacy
Type of exercise, sport, or physically active hobby
Participation in school PE
Behavior during recess
Perceived competence/self-efficacy
Peer influence
Parental support/encouragement/involvement
Duration of television viewing
Duration of video game use
Self-reported height
Self-reported weight

**Washington Healthy Youth Survey**
Consumption of Specific Foods
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Program/facility access
Duration of television viewing
Duration of video game use
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction
West Virginia Eating Activity Teen Survey

Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Self-perceived barriers to consuming a healthful diet
Perceived competence / self-efficacy
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status
Weight satisfaction

Wisconsin Youth Tobacco Survey

Consumption of Specific Foods
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
APPENDIX G.2
Surveys from States
Organized by Sub-Topic
Surveys from States
Organized by Sub-Topic

Nutrition: Behavior

Consumption of Specific Foods
Arkansas School Food Preference Survey
California Children's Healthy Eating and Exercise Practices Survey
California Community Youth Organization Evaluation Survey
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Student Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Connecticut Health Check, preteen
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Hawaii Nutrition Education Needs Assessment Survey
Indiana 5-A-Day for Better Health, grades 3-6
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Kansas LEAN School Health Project
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
Missouri Middle School Health Survey
Montana Nutrition and Activity Survey
New Mexico Youth Risk and Resiliency Survey
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Vermont Run Girl Run Evaluation Survey
Virginia 4th Grade Nutrition Surveillance
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey
Wisconsin Youth Tobacco Survey

Use of Food Labels to Make Food Choices
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Montana Nutrition and Activity Survey
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Type of Meal Eaten At Lunch
California Teen Eating Exercise and Nutrition Survey
Georgia School Physical Activity and Nutrition, grades 8 and 11
Hawaii Nutrition Education Needs Assessment Survey
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Montana Nutrition and Activity Survey
New Hampshire NFSMI School Foodservice Survey
New York City School Nutrition Study
Pennsylvania Youth Tobacco Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
South Carolina NFSMI School Foodservice Survey
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Utah Northwest Project
Virginia 4th Grade Nutrition Surveillance

Breakfast Consumption
California Children's Healthy Eating and Exercise Practices Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Student Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Connecticut Health Check, preteen
Delaware Youth Tobacco Survey
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Montana Nutrition and Activity Survey
New Hampshire NFSMI School Foodservice Survey
New York City School Nutrition Study
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Pennsylvania Youth Tobacco Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
South Carolina NFSMI School Foodservice Survey
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
West Virginia Eating Activity Teen Survey

Reasons for Choosing Specific Foods for Snacks or Meals
California Community Youth Organization Evaluation Survey
Montana Nutrition and Activity Survey
New York City School Nutrition Study
Utah Northwest Project
Responsibility for Self-preparation of Food
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Iowa Adolescent FFQ and Questionnaire
New York City School Nutrition Study
North Dakota Eating and Physical Activity Survey
Pennsylvania Youth Tobacco Survey
Virginia 4th Grade Nutrition Surveillance

Frequency of Dining Out
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Hawaii Nutrition Education Needs Assessment Survey
Iowa Adolescent FFQ and Questionnaire
Massachusetts 5-2-1-Go
North Dakota Eating and Physical Activity Survey

Supplement Use
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
North Dakota Eating and Physical Activity Survey
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11

Avoidance of Specific Foods
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Texas School Physical Activity and Nutrition Survey, grades 8 and 11

Nutrition: Attitudes and Perceptions
Intentions to Engage in Certain Behaviors
Montana Nutrition and Activity Survey

Self-perceived Barriers to Consuming a Healthful Diet
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Montana Nutrition and Activity Survey
New York City School Nutrition Study
West Virginia Eating Activity Teen Survey
Self-perceived Reasons of Importance of Eating Healthful Foods
California Teen Eating Exercise and Nutrition Survey
Iowa Adolescent FFQ and Questionnaire
Montana Nutrition and Activity Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5

Self-rated Importance of Health-related Issues
Delaware Youth Tobacco Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11

Importance of Various Factors that Influence Diet
Montana Nutrition and Activity Survey
New York City School Nutrition Study
Utah Northwest Project

Food Preferences
Arkansas School Food Preference Survey
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Indiana 5-A-Day for Better Health, grades 3-6
Indiana 5-A-Day for Better Health, grades K-2
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Utah Northwest Project
Virginia 4th Grade Nutrition Surveillance

Perceived Competence / Self-efficacy
California Community Youth Organization Evaluation Survey
Utah Northwest Project
Virginia 4th Grade Nutrition Surveillance
West Virginia Eating Activity Teen Survey

Food Fears / Regrets
Delaware Youth Tobacco Survey
**Nutrition: Knowledge**

**Nutrition Knowledge**
California Children's Healthy Eating and Exercise Practices Survey  
California Community Youth Organization Evaluation Survey  
California Teen Eating Exercise and Nutrition Survey  
Georgia School Physical Activity and Nutrition, grade 4  
Georgia School Physical Activity and Nutrition, grades 8 and 11  
Hawaii Nutrition Education Needs Assessment Survey  
Indiana 5-A-Day for Better Health, grades 3-6  
Indiana 5-A-Day for Better Health, grades K-2  
Indiana School Physical Activity and Nutrition Survey, grade 4  
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11  
Iowa Adolescent FFQ and Questionnaire  
Kansas LEAN School Health Project  
Massachusetts 5-2-1-Go  
Montana Nutrition and Activity Survey  
South Carolina Assessment of Nutrition Education and Training Needs, grade 11  
South Carolina Assessment of Nutrition Education and Training Needs, grade 5  
Texas School Physical Activity and Nutrition Survey, grade 4  
Texas School Physical Activity and Nutrition Survey, grades 8 and 11  
Virginia 4th Grade Nutrition Surveillance  
West Virginia Eating Activity Teen Survey

**Physical Activity: Behavior**

**Type of Exercise, Sport, or Physically Active Hobby**
California Children's Healthy Eating and Exercise Practices Survey  
California Teen Eating Exercise and Nutrition Survey  
Connecticut Health Check, high school  
Delaware School Survey, grade 11  
Delaware School Survey, grade 8  
Hawaii Nutrition Education Needs Assessment Survey  
Iowa Adolescent FFQ and Questionnaire  
Massachusetts 5-2-1-Go  
Massachusetts Youth Health Survey  
New York City School Nutrition Study  
North Dakota Eating and Physical Activity Survey  
Rhode Island Path to Health Mileage Club  
Rhode Island South Providence Neighborhood Ministry's Walking and Physical Fitness Survey  
Virginia 4th Grade Nutrition Surveillance  
West Virginia Eating Activity Teen Survey

**Intensity of Exercise, Sport, or Physically Active Hobby**
California Children's Healthy Eating and Exercise Practices Survey  
Kansas LEAN School Health Project
Setting (Team vs. Individual) of Exercise, Sport, or Hobby
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Georgia Middle School Fitness Testing Project
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey

Frequency of Exercise, Sport, or Physically Active Hobby
California Children's Healthy Eating and Exercise Practices Survey
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Student Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Delaware Youth Tobacco Survey
Georgia Middle School Fitness Testing Project
Georgia School Physical Activity and Nutrition, grades 8 and 11
Hawaii Nutrition Education Needs Assessment Survey
Idaho BMI and Physical Activities Study
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Kansas LEAN School Health Project
Massachusetts 5-2-1-Go
Michigan Student Survey About Physical Activity
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
New Mexico Youth Risk and Resiliency Survey
New York City School Nutrition Study
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Pennsylvania Youth Tobacco Survey
Rhode Island Path to Health Mileage Club
Rhode Island South Providence Neighborhood Ministry's Walking and Physical Fitness Survey
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Vermont Run Girl Run Evaluation Survey
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey
Wisconsin Youth Tobacco Survey
Duration of Exercise, Sport, or Physically Active Hobby
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Governor's Prevention Initiative for Youth Student Survey
Idaho BMI and Physical Activities Study
Kansas LEAN School Health Project
Michigan Student Survey About Physical Activity
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
North Dakota Eating and Physical Activity Survey

Type of Physical Activity Related to Transportation
Massachusetts 5-2-1-Go

Frequency of Physical Activity Related to Transportation
Kansas LEAN School Health Project

Frequency of Physical Activity Related to Transportation
Kansas LEAN School Health Project
Massachusetts 5-2-1-Go

Duration of Physical Activity Related to Transportation
Kansas LEAN School Health Project

Frequency of Physical Activity Related to Chores
Idaho BMI and Physical Activities Study
Kansas LEAN School Health Project

Duration of Physical Activity Related to Chores
Connecticut Governor's Prevention Initiative for Youth Student Survey
Idaho BMI and Physical Activities Study
Kansas LEAN School Health Project
Oregon Healthy Teens Survey

Type of Physical Activity with Family
Montana Nutrition and Activity Survey

Frequency of Physical Activity with Family
Montana Nutrition and Activity Survey
**Participation in School PE**
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Georgia Middle School Fitness Testing Project
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Idaho BMI and Physical Activities Study
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Louisiana Youth Tobacco Survey
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
Montana Nutrition and Activity Survey
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Pennsylvania Youth Tobacco Survey
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Virginia 4th Grade Nutrition Surveillance
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey

**Transportation to School**
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Massachusetts 5-2-1-Go
Montana Nutrition and Activity Survey
Frequency of Physical Activity Causing Hard Breathing and Sweating
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Student Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Connecticut Health Check, preteen
Delaware Youth Tobacco Survey
Georgia Middle School Fitness Testing Project
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Hawaii Nutrition Education Needs Assessment Survey
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
Montana Nutrition and Activity Survey
New Mexico Youth Risk and Resiliency Survey
Oregon Healthy Teens Survey
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Vermont Run Girl Run Evaluation Survey
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey
Wisconsin Youth Tobacco Survey

Behavior During Recess
Idaho BMI and Physical Activities Study
Montana Nutrition and Activity Survey
Virginia 4th Grade Nutrition Surveillance

Activity After School
Montana Nutrition and Activity Survey

Program / Facility Access
Oregon Healthy Teens Survey
Washington Healthy Youth Survey

Physical Activity: Attitudes and Perceptions
Self-perceived Activity Level Relative to Peers
New York City School Nutrition Study

Self-perceived Importance of Physical Activity
Maine Youth Nutrition and Activity Survey
Michigan Student Survey About Physical Activity
Perceived Competence / Self-Efficacy
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
New York City School Nutrition Study
Virginia 4th Grade Nutrition Surveillance

Physical Activity Preference
California Children's Healthy Eating and Exercise Practices Survey
Michigan Student Survey About Physical Activity

Reasons for Being Active
California Teen Eating Exercise and Nutrition Survey
Michigan Student Survey About Physical Activity
Rhode Island Path to Health Mileage Club
Rhode Island South Providence Neighborhood Ministry's Walking and Physical Fitness Survey

Perceived Benefits of Physical Activity / Physical Education
Montana Nutrition and Activity Survey

Perceived Barriers to Physical Activity
California Teen Eating Exercise and Nutrition Survey
Massachusetts 5-2-1-Go
Michigan Student Survey About Physical Activity
Montana Nutrition and Activity Survey
New York City School Nutrition Study
Rhode Island South Providence Neighborhood Ministry's Walking and Physical Fitness Survey

Attitudes Toward Physical Activity
Maine Youth Nutrition and Activity Survey
Montana Nutrition and Activity Survey
New York City School Nutrition Study

Peer Influence on Physical Activity
California Children's Healthy Eating and Exercise Practices Survey
California Community Youth Organization Evaluation Survey
Maine Youth Nutrition and Activity Survey
Virginia 4th Grade Nutrition Surveillance

Intentions to Increase Physical Activity
Michigan Student Survey About Physical Activity
Montana Nutrition and Activity Survey
Rhode Island South Providence Neighborhood Ministry's Walking and Physical Fitness Survey

Parental Support / Encouragement / Involvement
California Children's Healthy Eating and Exercise Practices Survey
California Community Youth Organization Evaluation Survey
California Teen Eating Exercise and Nutrition Survey
Massachusetts 5-2-1-Go
Virginia 4th Grade Nutrition Surveillance
**Physical Activity: Knowledge**

*Physical Activity Knowledge*
California Children's Healthy Eating and Exercise Practices Survey
California Teen Eating Exercise and Nutrition Survey
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Massachusetts 5-2-1-Go
Texas School Physical Activity and Nutrition Survey, grades 8 and 11

**Sedentary Behavior: Behavior**

*Frequency of Television Viewing*
California Children's Healthy Eating and Exercise Practices Survey
Idaho BMI and Physical Activities Study
Kansas LEAN School Health Project

*Duration of Television Viewing*
California Children's Healthy Eating and Exercise Practices Survey
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Connecticut Governor's Prevention Initiative for Youth Student Survey
Connecticut Health Check, preteen
Delaware School Survey, grade 11
Delaware School Survey, grade 5
Delaware School Survey, grade 8
Georgia Middle School Fitness Testing Project
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Idaho BMI and Physical Activities Study
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Kansas LEAN School Health Project
Louisiana Youth Tobacco Survey
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
Missouri Harvard FFQ and Adolescent Questions on Physical Activity
New Mexico Youth Risk and Resiliency Survey
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Pennsylvania Youth Tobacco Survey
Rhode Island Path to Health Mileage Club
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Vermont Run Girl Run Evaluation Survey
Virginia 4th Grade Nutrition Surveillance
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey
Frequency of Video Game Use
Idaho BMI and Physical Activities Study

Duration of Video Game Use
Delaware School Survey, grade 11
Delaware School Survey, grade 5
Delaware School Survey, grade 8
Georgia School Physical Activity and Nutrition, grades 8 and 11
Idaho BMI and Physical Activities Study
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Massachusetts 5-2-1-Go
Oregon Healthy Teens Survey
Rhode Island Path to Health Mileage Club
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Virginia 4th Grade Nutrition Surveillance
Washington Healthy Youth Survey

Duration of Video Tape Use
Massachusetts 5-2-1-Go
North Dakota Eating and Physical Activity Survey

Frequency of Computer Use
Kansas LEAN School Health Project

Duration of Computer Use
California Health Interview Survey
Connecticut Governor’s Prevention Initiative for Youth Student Survey
Georgia School Physical Activity and Nutrition, grade 4
Indiana School Physical Activity and Nutrition Survey, grade 4
Kansas LEAN School Health Project
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Rhode Island Path to Health Mileage Club
Texas School Physical Activity and Nutrition Survey, grade 4

Frequency of Homework / Studying
Kansas LEAN School Health Project

Duration of Homework / Studying
Delaware School Survey, grade 11
Delaware School Survey, grade 5
Delaware School Survey, grade 8
Kansas LEAN School Health Project
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Minnesota Student Survey, secondary school
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Duration of Leisure Reading
Connecticut Governor's Prevention Initiative for Youth Student Survey
Delaware School Survey, grade 11
Delaware School Survey, grade 8
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
North Dakota Eating and Physical Activity Survey
Rhode Island Path to Health Mileage Club

Duration of Music Listening
Connecticut Governor's Prevention Initiative for Youth Student Survey

Weight Status: Behavior

Weight Control Behaviors
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Iowa Adolescent FFQ and Questionnaire
Massachusetts 5-2-1-Go
Massachusetts Youth Health Survey
Minnesota Student Survey, secondary school
Montana Nutrition and Activity Survey
New Mexico Youth Risk and Resiliency Survey
Oregon Healthy Teens Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey

Behaviors Associated with Disordered Eating
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Delaware Youth Tobacco Survey
Iowa Adolescent FFQ and Questionnaire
Massachusetts 5-2-1-Go
Massachusetts Youth Health Survey
Minnesota Student Survey, secondary school
Montana Nutrition and Activity Survey
New Mexico Youth Risk and Resiliency Survey
Oregon Healthy Teens Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey

Weight Worries
Delaware Youth Tobacco Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Peer Influence on Eating or Weight Status
Maine Youth Nutrition and Activity Survey

Adult influences on Eating or Weight Status
Maine Youth Nutrition and Activity Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 5

Frequency of Dieting
California Teen Eating Exercise and Nutrition Survey

Weight Status: Attitudes and Perceptions

Self-perception of Body Weight Status
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, preteen
Delaware Youth Tobacco Survey
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Massachusetts 5-2-1-Go
Massachusetts Youth Health Survey
Oregon Healthy Teens Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey

Ideal Weight Status
California Teen Eating Exercise and Nutrition Survey
Georgia School Physical Activity and Nutrition, grade 4
Indiana School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grade 4

Weight Preoccupation
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5

Reasons for Weight Loss
Montana Nutrition and Activity Survey
**Weight Satisfaction**
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Delaware Youth Tobacco Survey
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Iowa Adolescent FFQ and Questionnaire
Maine Youth Nutrition and Activity Survey
Massachusetts 5-2-1-Go
Minnesota Student Survey, primary school
Minnesota Student Survey, secondary school
Oregon Healthy Teens Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Washington Healthy Youth Survey
West Virginia Eating Activity Teen Survey

**Weight Worries**
Massachusetts Youth Health Survey

**Weight Status: Knowledge**

**Weight status knowledge**
Georgia School Physical Activity and Nutrition, grade 4
Indiana School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grade 4
Self-reported height
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Student Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Georgia Youth Tobacco Survey
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Missouri Middle School Health Survey
New Mexico Youth Risk and Resiliency Survey
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Pennsylvania Youth Tobacco Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Virginia 4th Grade Nutrition Surveillance
Washington Healthy Youth Survey

Self-reported weight
California Health Interview Survey
California Healthy Kids Survey, high school
California Healthy Kids Survey, middle school
California Student Survey
California Teen Eating Exercise and Nutrition Survey
Connecticut Health Check, high school
Connecticut Health Check, junior high and middle school
Georgia School Physical Activity and Nutrition, grade 4
Georgia School Physical Activity and Nutrition, grades 8 and 11
Georgia Youth Tobacco Survey
Indiana School Physical Activity and Nutrition Survey, grade 4
Indiana School Physical Activity and Nutrition Survey, grades 8 and 11
Missouri Middle School Health Survey
New Mexico Youth Risk and Resiliency Survey
North Dakota Eating and Physical Activity Survey
Oregon Healthy Teens Survey
Pennsylvania Youth Tobacco Survey
South Carolina Assessment of Nutrition Education and Training Needs, grade 11
South Carolina Assessment of Nutrition Education and Training Needs, grade 5
Texas School Physical Activity and Nutrition Survey, grade 4
Texas School Physical Activity and Nutrition Survey, grades 8 and 11
Virginia 4th Grade Nutrition Surveillance
Washington Healthy Youth Survey
APPENDIX H
State Survey Profiles
<table>
<thead>
<tr>
<th>State</th>
<th>Survey</th>
<th>Frequency of Data Collection</th>
<th>Geographic Coverage</th>
<th>Administration Method/Location</th>
<th>Grades or Ages Covered</th>
<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>School Food Preference Survey</td>
<td>Used once in April 1999</td>
<td>Statewide 540</td>
<td>Self-administered paper survey / At schools</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, NA</td>
</tr>
<tr>
<td>California</td>
<td>California Children's Healthy Eating &amp; Exercise Practices Survey (CalCHEEPS)</td>
<td>Every other year First used in 1999</td>
<td>Statewide In 2001: 754 completed diary; 369 completed telephone section</td>
<td>Food and exercise diary, and follow-up telephone interview with children; Parents assisted with food and activity diary / At homes</td>
<td>9-11 year olds</td>
<td>Demographically balanced sample taken from market research panel</td>
<td>Yes</td>
<td>NK, NB, NA, PK, PB, PA, SB</td>
</tr>
<tr>
<td>Community Youth Organization Evaluation Survey</td>
<td>Pre/Post evaluation</td>
<td>Two communities in Northern California 809 from 22 sites in intervention community; 521 from 31 sites control community 455 matched pairs from intervention; 358 matched pairs from control</td>
<td>Group-administered; Questions are read aloud and assistance provided if needed / At after-school programs</td>
<td>9-11 year olds</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NK, NB, NA, PA</td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> Numbered surveyed during most recent data collection

<sup>2</sup> First Letter: N=nutrition, P=Physical Activity, S=Sedentary Behavior, W=Weight Status

  Second Letter: K=Knowledge, B=Behavior, A=Attitude, SRHTWT=Self-reported ht and wt
<table>
<thead>
<tr>
<th>State</th>
<th>Survey</th>
<th>Frequency of Data Collection</th>
<th>Geographic Coverage Number Surveyed¹</th>
<th>Administration Method/Location</th>
<th>Grades or Ages Covered</th>
<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered²</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>California Healthy Kids Survey</td>
<td>Every other year</td>
<td>Administered at the county &amp; district level Depends on administration site</td>
<td>Self-administered paper survey / At schools</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;, 7&lt;sup&gt;th&lt;/sup&gt;, 9&lt;sup&gt;th&lt;/sup&gt;, &amp; 11&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Random sampling is performed in large school districts; Most districts conduct a census</td>
<td>Yes</td>
<td>NB, PB, SB, WB, WA, HTWT</td>
</tr>
<tr>
<td></td>
<td>California Teen Eating, Exercise, &amp; Nutrition Survey (CalTEENS)</td>
<td>Every other year</td>
<td>Statewide In 2002: 1,204</td>
<td>Telephone survey / At homes</td>
<td>12-17 year olds</td>
<td>Random digit dial</td>
<td>Yes</td>
<td>NK, NB, NA, PK, PB, PA, SB, WB, WA, HTWT</td>
</tr>
<tr>
<td></td>
<td>California Student Survey</td>
<td>Every other year</td>
<td>Statewide In 2001-2002: 8,238</td>
<td>Self-administered paper survey / At schools</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;, 9&lt;sup&gt;th&lt;/sup&gt;, &amp; 11&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NB, PB, HTWT</td>
</tr>
<tr>
<td></td>
<td>California Health Interview Survey</td>
<td>Every other year</td>
<td>Statewide In 2001: More than 55,000 households</td>
<td>Telephone survey / At homes</td>
<td>In households with children, CHIS interviews one child aged 12-17</td>
<td>Random digit dial</td>
<td>Yes</td>
<td>NB, PB, SB, HTWT</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Connecticut Health Check</td>
<td>Annually (discontinued in 2000) First used in 1987</td>
<td>Statewide 2,000-3,000</td>
<td>Questionnaire is computer based &amp; students fill out answer card which is then scanned / At schools</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, PB, SB, WA, HTWT</td>
</tr>
</tbody>
</table>

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Second Letter: K=Knowledge, B=Behavior, A=Attitude, HTWT=Self-reported height and weight
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<tr>
<th>State</th>
<th>Survey</th>
<th>Frequency of Data Collection</th>
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<th>Administration Method/Location</th>
<th>Grades or Ages Covered</th>
<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>Governor's Prevention Initiative for Youth Student Survey</td>
<td>Unknown</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>7(^{th})-10(^{th}) grades</td>
<td>Random sample of classrooms</td>
<td>Yes</td>
<td>PB, SB</td>
</tr>
<tr>
<td>Delaware</td>
<td>Youth Tobacco Survey</td>
<td>Every other year</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>6(^{th})-12(^{th}) grades</td>
<td>Random sample of classrooms</td>
<td>Yes</td>
<td>NB, NA, PB, WB, WA</td>
</tr>
<tr>
<td>Delaware</td>
<td>School Survey</td>
<td>Annually</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>5(^{th}), 8(^{th}), and 11(^{th}) grades</td>
<td>Before 1999, a random sample was taken; After 1999, survey is essentially a census</td>
<td>Yes</td>
<td>PB, SB</td>
</tr>
<tr>
<td>Georgia</td>
<td>Survey from the Georgia Middle School Fitness Testing Project</td>
<td>Used in 2000-2001 &amp; 2003</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>11-15 year olds</td>
<td>Convenience sample</td>
<td>No</td>
<td>PB, SB</td>
</tr>
<tr>
<td>Georgia</td>
<td>School Physical Activity and Nutrition (SPAN) Survey</td>
<td>Used once in 2002</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>4(^{th}), 8(^{th}), and 11(^{th}) grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NK, NB, NA, PK, PB, SB, WK, WA, HTWT</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Nutrition Education Needs Assessment Survey</td>
<td>Every 10 years</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>4(^{th}) grade</td>
<td>Random sample</td>
<td>Yes</td>
<td>NK, NB, PB</td>
</tr>
</tbody>
</table>

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<tr>
<th>State</th>
<th>Survey</th>
<th>Frequency of Data Collection</th>
<th>Geographic Coverage Number Surveyed&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Administration Method/Location</th>
<th>Grades or Ages Covered</th>
<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho</td>
<td>BMI/Physical Activities Study</td>
<td>Used once in Fall 2002 (SAPACK scale has been used in other projects)</td>
<td>Statewide (mostly from the northern region) About 1,000</td>
<td>Self-administered paper survey / At schools</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Sample based on schools who participated in Team Nutrition Pilot Project</td>
<td>Yes</td>
<td>PB, SB</td>
</tr>
<tr>
<td>Indiana</td>
<td>Five-A-Day for Better Health</td>
<td>Pre/Post curriculum survey; 50-75 classrooms per year Used since 1990</td>
<td>Marion County About 75-100</td>
<td>Self-administered paper survey / At schools</td>
<td>K-6&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Based on classroom participation in the 5-A-Day curriculum</td>
<td>Yes</td>
<td>NK, NB, NA</td>
</tr>
<tr>
<td>Indiana</td>
<td>School Physical Activity &amp; Nutrition (SPAN) Survey</td>
<td>Used once during 2001-2002 school year</td>
<td>Statewide 4&lt;sup&gt;th&lt;/sup&gt; grade: 809 8&lt;sup&gt;th&lt;/sup&gt; grade: 2,673 11&lt;sup&gt;th&lt;/sup&gt; grade: 1,423</td>
<td>Self-administered paper survey for 8&lt;sup&gt;th&lt;/sup&gt; &amp; 11&lt;sup&gt;th&lt;/sup&gt; graders Group administered paper survey for 4&lt;sup&gt;th&lt;/sup&gt; graders / At schools</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;, 8&lt;sup&gt;th&lt;/sup&gt;, &amp; 11&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Chose schools from pre-selected state regions based on population density</td>
<td>Yes</td>
<td>NK, NB, NA, PK, PB, SB, WA, HTWT</td>
</tr>
<tr>
<td>Iowa</td>
<td>Iowa Adolescent FFQ &amp; Questionnaire</td>
<td>Used once in 1997</td>
<td>Statewide 440</td>
<td>Self-administered paper survey / At schools</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td>Random sample</td>
<td>Yes</td>
<td>NK, NB, NA, PB, WB, WA</td>
</tr>
<tr>
<td>Kansas</td>
<td>Kansas LEAN School Health Project</td>
<td>Used once as a Pre/Post Evaluation tool</td>
<td>Schools participating in the LEAN initiative 182</td>
<td>Self-administered paper survey / At schools</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; &amp; 4&lt;sup&gt;th&lt;/sup&gt; grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NK, NB, PB, SB</td>
</tr>
</tbody>
</table>

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<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>Youth Tobacco Survey</td>
<td>Every 2 years</td>
<td>Statewide 3,081</td>
<td>Self-administered paper survey / At schools</td>
<td>6th-8th grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>PB, SB</td>
</tr>
<tr>
<td>Maine</td>
<td>Youth Nutrition &amp; Activity Survey</td>
<td>Used once in 1999</td>
<td>Any schools agreeing to participate About 1,069</td>
<td>Self-administered paper survey / At schools</td>
<td>9th grade</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, PB, PA, SB, WB, WA</td>
</tr>
<tr>
<td>Maryland</td>
<td>Maryland Meals for Achievement Student Survey</td>
<td>Conducted annually 3 times as part of the evaluation of the pilot program</td>
<td>Statewide In 1998: 113</td>
<td>Interviewer administered and Self-administered paper survey / At schools</td>
<td>K-12th grades</td>
<td>Convenience sample of students in participating schools</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>5-2-1-Go!</td>
<td>Used 3 times over two years during an intervention research project</td>
<td>Statewide About 2,000</td>
<td>Self-administered paper survey / At schools</td>
<td>6th and 7th grades (at start of study)</td>
<td>Convenience sample of schools recruited to participate</td>
<td>Yes</td>
<td>NK, NB, PK, PB, PA, SK, SB, WB, WA</td>
</tr>
<tr>
<td></td>
<td>Youth Health Survey</td>
<td>Every other year First used in 2002</td>
<td>Statewide In 2002: Over 3,000</td>
<td>Self-administered paper survey / At schools</td>
<td>6th-12th grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>PB, WB, WA</td>
</tr>
</tbody>
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<th>Pre-Testing</th>
<th>Domains Covered²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td>Student Survey about Physical Activity</td>
<td>Used once as a pre/post survey in 2001</td>
<td>Statewide 3,658</td>
<td>Self-administered paper survey / At schools</td>
<td>4ᵗʰ-8ᵗʰ grades</td>
<td>Convenience sample of schools who applied to participate in the Youth Media Campaign</td>
<td>Yes</td>
<td>PB, PA</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Minnesota Student Survey</td>
<td>Every 3 years Used since 1989</td>
<td>Statewide 134,000</td>
<td>Self-administered paper survey / At schools</td>
<td>6ᵗʰ, 9ᵗʰ, 12ᵗʰ grades</td>
<td>Survey offered to all school districts (90% of districts have chosen to participate)</td>
<td>Yes</td>
<td>NB, PB, SB, WB, WA</td>
</tr>
<tr>
<td>Missouri</td>
<td>Middle School Health Survey</td>
<td>Used once in 1999</td>
<td>Statewide 1,528</td>
<td>Self-administered paper survey / At schools</td>
<td>6ᵗʰ-8ᵗʰ grades</td>
<td>Random sample</td>
<td>Unknown</td>
<td>NB, HTWT</td>
</tr>
<tr>
<td></td>
<td>Harvard FFQ &amp; Adolescent Questions on Physical Activity</td>
<td>Annually</td>
<td>Statewide 14,900</td>
<td>Self-administered paper survey / At schools</td>
<td>K-5ᵗʰ and 9ᵗʰ-12ᵗʰ grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, PB, SB</td>
</tr>
<tr>
<td>Montana</td>
<td>Montana Nutrition &amp; Activity Survey</td>
<td>Used once in 1999</td>
<td>Statewide 4,320</td>
<td>Self-administered paper survey / At schools</td>
<td>4ᵗʰ-6ᵗʰ grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NK, NB, NA, PB, PA, WB, WA</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>NFSMI School Foodservice Survey</td>
<td>Used by local foodservice personnel</td>
<td>Local districts</td>
<td>Self-administered paper survey / At schools</td>
<td>6ᵗʰ-12ᵗʰ grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB</td>
</tr>
</tbody>
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<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered²</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico</td>
<td>Youth Risk &amp; Resiliency Survey</td>
<td>Every other year</td>
<td>Statewide 9,122</td>
<td>Self-administered paper survey / At schools</td>
<td>9th-12th grades</td>
<td>School districts self-selected; random probability formula used to calculate sample required for district-level generalizability</td>
<td>Yes</td>
<td>NB, PB, SB, WB, HTWT</td>
</tr>
<tr>
<td>New York</td>
<td>New York City School Nutrition Survey</td>
<td>Used once in 1996</td>
<td>Local Level – 5 boroughs in New York City 662</td>
<td>Interviewer Administered / At schools</td>
<td>3rd and 6th grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NK, NB, NA, PB, PA</td>
</tr>
<tr>
<td>North Dakota</td>
<td>Eating &amp; Physical Activity Survey</td>
<td>Used in 1996 and 2002</td>
<td>Statewide 800</td>
<td>Self-administered paper survey / At schools</td>
<td>6th grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, PB, SB, HTWT</td>
</tr>
<tr>
<td>Oregon</td>
<td>Oregon Healthy Teens Survey</td>
<td>Annually</td>
<td>Statewide In 2001: 11,000 8th graders; 7500 11th graders; 7,700 9th-12 graders</td>
<td>Self-administered paper survey / At schools</td>
<td>8th &amp; 11th, 9-12th grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NB, PB, SB, WB, WA, HTWT</td>
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<th>Pre-Testing</th>
<th>Domains Covered(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>Youth Tobacco Survey</td>
<td>Every other year Nutrition/PA questions added in 2002</td>
<td>Statewide In 2001: 22,000</td>
<td>Self-administered paper survey / At schools</td>
<td>6(^{th})-12(^{th}) grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, PB, SB, HTWT</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>South Providence Neighborhood Ministries Walking &amp; Fitness Survey</td>
<td>Used as a pre/post survey for the Path to Health Mileage Club</td>
<td>Local – City of Providence, RI N=37</td>
<td>Self-administered paper survey / At after-school programs</td>
<td>Elementary and Middle School students</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>PB, PA, SB</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Assessment of Nutrition Education &amp; Training Needs in South Carolina</td>
<td>Used once in 1997</td>
<td>Statewide Grade 3 = 683 Grade 5= 756 Grade 8=1261 Grade 11=761</td>
<td>Group administered/ At schools</td>
<td>3(^{rd}), 5(^{th}), 8(^{th}), &amp; 11(^{th}) grades</td>
<td>Random sample of school districts</td>
<td>Yes</td>
<td>NK, NB, NA, WB, WA, HTWT</td>
</tr>
<tr>
<td></td>
<td>NFSMI School Foodservice Survey</td>
<td>Used by local foodservice personnel</td>
<td>Local districts</td>
<td>Self-administered paper survey / At schools</td>
<td>6(^{th})-12(^{th}) grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB</td>
</tr>
<tr>
<td>Texas</td>
<td>School Physical Activity and Nutrition (SPAN) Survey</td>
<td>Used once in 2000</td>
<td>Statewide Over 15,000</td>
<td>Self-administered paper survey / At schools</td>
<td>4(^{th}), 8(^{th}), &amp; 11(^{th}) grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NK, NB, NA, PK, PB, SB, WA, WK, HTWT</td>
</tr>
<tr>
<td>Vermont</td>
<td>Run, Girl, Run! Evaluation Survey</td>
<td>Pre/Post Survey Pre survey conducted in 2002</td>
<td>Statewide N=50 during pre-test</td>
<td>Self-administered paper survey / At the Run,Girl,Run! program sites</td>
<td>6(^{th}), 7(^{th}), &amp; 8(^{th}) grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NB, PB, SB</td>
</tr>
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<th>Geographic Coverage Number Surveyed ¹</th>
<th>Administration Method/Location</th>
<th>Grades or Ages Covered</th>
<th>Sampling Method</th>
<th>Pre-Testing</th>
<th>Domains Covered ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>4th Grade Nutrition Surveillance</td>
<td>Every 3 years</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>4th grade</td>
<td>Random sample of the 5 regions in Virginia</td>
<td>Unknown</td>
<td>NK, NB, NA, PB, PA, SB, HTWT</td>
</tr>
<tr>
<td>Washington</td>
<td>Healthy Youth Survey</td>
<td>Every other year</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>6th, 8th, 10th, and 12th grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NB, PB, SB, WB, WA, HTWT</td>
</tr>
<tr>
<td>West Virginia</td>
<td>West Virginia Eating Activity Teen Survey</td>
<td>Used once in 2003</td>
<td>Statewide N=1,045</td>
<td>Self-administered paper survey &amp; Self-administered computer assisted / At schools</td>
<td>14-19 year olds</td>
<td>Convenience sample</td>
<td>Yes</td>
<td>NK, NB, NA, PB, SB, WB, WA</td>
</tr>
<tr>
<td></td>
<td>Healthy Hearts Survey</td>
<td>Pre/Post Survey</td>
<td>Statewide</td>
<td>Self-administered computer assisted / At schools</td>
<td>5th and 6th grades</td>
<td>Convenience sample</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Youth Tobacco Survey</td>
<td>Every other year</td>
<td>Statewide</td>
<td>Self-administered paper survey / At schools</td>
<td>6th-12th grades</td>
<td>Random sample</td>
<td>Yes</td>
<td>NB, PB</td>
</tr>
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APPENDIX I
State Survey Contact Information
# STATE SURVEY CONTACT INFORMATION

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<tr>
<th>State</th>
<th>Survey</th>
<th>Contact Information</th>
<th>Online Information on Survey and/or Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>School Food Preference Survey</td>
<td>Wanda Shockey&lt;br&gt;Arkansas Dept. of Education, Child Nutrition Unit&lt;br&gt;<a href="mailto:wshockey@arkedu.k12.ar.us">wshockey@arkedu.k12.ar.us</a></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>California Children's Healthy Eating &amp; Exercise Practices Survey (CalCHEEPS)</td>
<td>Angie Jo Keihner&lt;br&gt;California DHS, Cancer Prevention &amp; Nutrition Section,&lt;br&gt;Division of Chronic Disease and Injury Control&lt;br&gt;<a href="mailto:akeihner@dhs.ca.gov">akeihner@dhs.ca.gov</a></td>
<td><a href="http://www.phi.org/pdf-library/CalCHEEPSsurvey.pdf">www.phi.org/pdf-library/CalCHEEPSsurvey.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Community Youth Organization Evaluation Survey</td>
<td>Michelle Oppen&lt;br&gt;California DHS, Cancer Prevention &amp; Nutrition Section,&lt;br&gt;Division of Chronic Disease and Injury Control&lt;br&gt;<a href="mailto:moppen@dhs.ca.gov">moppen@dhs.ca.gov</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>California Healthy Kids Survey</td>
<td>Robin Rutherford&lt;br&gt;California DOE, Healthy Kids Program Office&lt;br&gt;<a href="mailto:rrutherf@cde.ca.gov">rrutherf@cde.ca.gov</a></td>
<td><a href="http://www.wested.org/hks">www.wested.org/hks</a></td>
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<td>California Teen Eating, Exercise, &amp; Nutrition Survey (CalTEENS)</td>
<td>Sharon Sugerman&lt;br&gt;California DHS, Cancer Prevention &amp; Nutrition Section,&lt;br&gt;Division of Chronic Disease and Injury Control&lt;br&gt;<a href="mailto:ssugerma@dhs.ca.gov">ssugerma@dhs.ca.gov</a></td>
<td><a href="http://www.californiateenhealth.org/download/nutrition/CalTEENS_survey.pdf">www.californiateenhealth.org/download/nutrition/CalTEENS_survey.pdf</a></td>
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<td>California Student Survey</td>
<td>Gregory Austin&lt;br&gt;WestEd, Project Director&lt;br&gt;<a href="mailto:gaustin@wested.org">gaustin@wested.org</a></td>
<td><a href="http://www.wested.org/cs/we/view/pj/244">www.wested.org/cs/we/view/pj/244</a></td>
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<td>California</td>
<td>California Health Interview Survey</td>
<td>Michael Quinn&lt;br&gt;California DHS, Office of Health Information and Research&lt;br&gt;<a href="mailto:mquinn@dhs.ca.gov">mquinn@dhs.ca.gov</a></td>
<td><a href="http://www.chis.ucla.edu/">http://www.chis.ucla.edu/</a></td>
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<td>Connecticut</td>
<td>Connecticut Health Check</td>
<td>Mary Adams&lt;br&gt;Connecticut Dept. of Health&lt;br&gt;<a href="mailto:mary.adams@po.state.ct.us">mary.adams@po.state.ct.us</a></td>
<td><a href="http://www.dph.state.ct.us/OPPE/ch1994.html#chtlhthcheck">www.dph.state.ct.us/OPPE/ch1994.html#chtlhthcheck</a></td>
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<td>Connecticut</td>
<td>Governor's Prevention Initiative for Youth Student Survey</td>
<td>Cheryl Stockford&lt;br&gt;Connecticut Dept. of Mental Health and Addiction Services, Prevention Services Unit&lt;br&gt;<a href="mailto:cheryl.stockford@po.state.ct.us">cheryl.stockford@po.state.ct.us</a></td>
<td><a href="http://www.dmhas.state.ct.us/sig/pdf/GPIY2000_final.pdf">www.dmhas.state.ct.us/sig/pdf/GPIY2000_final.pdf</a></td>
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<td>Delaware</td>
<td>Youth Tobacco Survey</td>
<td>Fred Breukelman&lt;br&gt;Division of Public Health, Chronic Disease Prevention &amp; Health Promotion Branch&lt;br&gt;<a href="mailto:fbreukelman@state.de.us">fbreukelman@state.de.us</a></td>
<td><a href="http://www.state.de.us/drugree/data.htm">www.state.de.us/drugree/data.htm</a></td>
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<td>Delaware School Survey</td>
<td>Steven Martin&lt;br&gt;University of Delaware, Center for Drug &amp; Alcohol Studies&lt;br&gt;<a href="mailto:martin@udel.edu">martin@udel.edu</a>&lt;br&gt;Janet Ray&lt;br&gt;Delaware Dept. of Education, Curriculum &amp; Instructional Improvement Branch&lt;br&gt;<a href="mailto:jaray@doe.k12.de.us">jaray@doe.k12.de.us</a></td>
<td><a href="http://www.state.de.us/drugfree/data.htm">www.state.de.us/drugfree/data.htm</a></td>
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<td>Georgia</td>
<td>Survey from the Georgia Middle School Fitness Testing Project</td>
<td>Frank Spaniol&lt;br&gt;Georgia Southwestern State University&lt;br&gt;<a href="mailto:fspaniol@canes.gsw.edu">fspaniol@canes.gsw.edu</a></td>
<td><a href="http://www.gsw.edu/~univrel/aeolian/spring_02/faculty.pdf">www.gsw.edu/~univrel/aeolian/spring_02/faculty.pdf</a></td>
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<td>School Physical Activity and Nutrition (SPAN) Survey</td>
<td>Rick Lewis University of Georgia, Department of Foods and Nutrition</td>
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<td>Hawaii</td>
<td>Nutrition Education Needs Assessment Survey</td>
<td>Susan Saka University of Hawaii, Curriculum Research and Development Group <a href="mailto:ssaka@hawaii.edu">ssaka@hawaii.edu</a></td>
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<td>Idaho</td>
<td>BMI/Physical Activities Study</td>
<td>Dr. Ken Bell Boise State University, Kinesiology Department <a href="mailto:kbell@boisestate.edu">kbell@boisestate.edu</a></td>
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<td>Indiana</td>
<td>Five-A-Day for Better Health</td>
<td>Pam Desir Health and Hospital Corporation of Marion County <a href="mailto:pdesir@hhcorp.org">pdesir@hhcorp.org</a></td>
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<td>School Physical Activity &amp; Nutrition (SPAN) Survey</td>
<td>Judy Rose Indiana State Department of Health, Community Nutrition, Chronic Disease Prevention <a href="mailto:jrose@isdh.state.in.us">jrose@isdh.state.in.us</a></td>
<td><a href="http://www.in.gov/isdh/dataandstats/epidem/2002/jun/combat.pdf">www.in.gov/isdh/dataandstats/epidem/2002/jun/combat.pdf</a></td>
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<td>Alyce Fly Indiana University <a href="mailto:afly@exchange.indiana.edu">afly@exchange.indiana.edu</a></td>
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<td>Iowa</td>
<td>Iowa Adolescent FFQ &amp; Questionnaire</td>
<td>Susan Pohl Iowa Dept. of Public Health, Bureau of Nutrition <a href="mailto:spohl@idph.state.ia.us">spohl@idph.state.ia.us</a></td>
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<td>Kansas</td>
<td>Kansas LEAN School Health Project</td>
<td>Deborah Williams Kansas Dept. of Health &amp; Environment, Bureau of Health Promotion <a href="mailto:dwilliam@kdhe.state.ks.us">dwilliam@kdhe.state.ks.us</a></td>
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<td>Louisiana</td>
<td>Youth Tobacco Survey</td>
<td>Buddy R. Bates&lt;br&gt;Louisiana Office of Public Health, Louisiana Tobacco Control Program&lt;br&gt;<a href="mailto:bbates@dhh.state.la.us">bbates@dhh.state.la.us</a></td>
<td><a href="http://oph.dhh.state.la.us/chronicdisease/tobaccocontrol/docs/YTS_LAYOUT1.4.pdf">http://oph.dhh.state.la.us/chronicdisease/tobaccocontrol/docs/YTS_LAYOUT1.4.pdf</a></td>
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<td>Maine</td>
<td>Youth Nutrition &amp; Activity Survey</td>
<td>Janet Leiter&lt;br&gt;Department of Human Services, Nutrition Program&lt;br&gt;<a href="mailto:janet.l.leiter@state.me.us">janet.l.leiter@state.me.us</a></td>
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<td>Maryland</td>
<td>Maryland Meals for Achievement Student Survey</td>
<td>Kim Kerry&lt;br&gt;Maryland Dept. of Education, School and Community Nutrition Programs&lt;br&gt;<a href="mailto:kkerry@msde.state.md.us">kkerry@msde.state.md.us</a>&lt;br&gt;Michael Murphy&lt;br&gt;Child Psychiatry Service&lt;br&gt;Massachusetts General Hospital</td>
<td><a href="http://www.msde.state.md.us/programs/foodandnutrition/MMACBPP.htm">www.msde.state.md.us/programs/foodandnutrition/MMACBPP.htm</a></td>
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<td>Massachusetts</td>
<td>5-2-1-Go!</td>
<td>Maria Bettencourt&lt;br&gt;Massachusetts Dept. of Public Health&lt;br&gt;<a href="mailto:maria.bettencourt@state.ma.us">maria.bettencourt@state.ma.us</a></td>
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<td>Youth Health Survey</td>
<td>Andrew Hanchett&lt;br&gt;Massachusetts Dept. of Health&lt;br&gt;<a href="mailto:andrew.hanchett@state.ma.us">andrew.hanchett@state.ma.us</a></td>
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<td>Michigan</td>
<td>Student Survey about Physical Activity</td>
<td>Elizabeth Haller&lt;br&gt;Michigan Dept. of Education&lt;br&gt;<a href="mailto:hallere@michigan.gov">hallere@michigan.gov</a></td>
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<td>Minnesota</td>
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<td>Jim Colwell&lt;br&gt;Minnesota Dept. of Children, Families, and Learning&lt;br&gt;<a href="mailto:jim.colwell@state.mn.us">jim.colwell@state.mn.us</a></td>
<td><a href="http://www.mnschoolhealth.com/data/MS-1882-final.pdf">www.mnschoolhealth.com/data/MS-1882-final.pdf</a></td>
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<td>Bernard Malone&lt;br&gt;Missouri Dept. of Health and Senior Services, Division of Chronic Disease Prevention and Health Promotion&lt;br&gt;<a href="mailto:malonb@dhss.state.mo.us">malonb@dhss.state.mo.us</a></td>
<td><a href="http://www.dhss.state.mo.us/SmokingAndTobacco/TotalMSReport.pdf">www.dhss.state.mo.us/SmokingAndTobacco/TotalMSReport.pdf</a></td>
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<td>Harvard FFQ &amp; Adolescent Questions on Physical Activity</td>
<td>Sharmi Rogers&lt;br&gt;Missouri Dept. of Health and Senior Services, Division of Nutritional Health and Services&lt;br&gt;<a href="mailto:rogers@dhss.state.mo.us">rogers@dhss.state.mo.us</a></td>
<td><a href="http://www.dhss.state.mo.us/missouri/nutrition/hot_topics.htm">www.dhss.state.mo.us/missouri/nutrition/hot_topics.htm</a></td>
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<td>Montana</td>
<td>Montana Nutrition &amp; Activity Survey</td>
<td>Crystelle Fogle&lt;br&gt;Montana Dept. of Health &amp; Human Services, Cardiovascular Health Program&lt;br&gt;<a href="mailto:cfogle@state.mt.us">cfogle@state.mt.us</a></td>
<td><a href="http://www.dphhs.state.mt.us/hpsd/pubheal/disease/cardio/pdf/Obesity%20Report.pdf">www.dphhs.state.mt.us/hpsd/pubheal/disease/cardio/pdf/Obesity%20Report.pdf</a></td>
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<td>New Hampshire</td>
<td>NFSMI School Foodservice Survey</td>
<td>Cheri White&lt;br&gt;New Hampshire Dept. of Education&lt;br&gt;<a href="mailto:cwhite@ed.state.nh.us">cwhite@ed.state.nh.us</a></td>
<td><a href="http://www.nfsmi.org/information/research.html">www.nfsmi.org/information/research.html</a></td>
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<td>New Mexico</td>
<td>Youth Risk &amp; Resiliency Survey</td>
<td>Laurie Mueller&lt;br&gt;New Mexico Dept. of Health, Health Systems Bureau, Office of School Health&lt;br&gt;<a href="mailto:lauriem@doh.state.nm.us">lauriem@doh.state.nm.us</a>&lt;br&gt;Dean Hopper&lt;br&gt;New Mexico Dept. of Education, School Health Unit&lt;br&gt;<a href="mailto:dhoppe@sde.state.nm.us">dhoppe@sde.state.nm.us</a></td>
<td><a href="http://www.healthierschools.org">www.healthierschools.org</a></td>
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<td>New York</td>
<td>New York City School Nutrition Survey</td>
<td>Tom Melnik&lt;br&gt;New York State Dept. of Health, Bureau of Chronic Disease Epidemiology &amp; Surveillance&lt;br&gt;<a href="mailto:tmm02@health.state.ny.us">tmm02@health.state.ny.us</a></td>
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<td>North Dakota</td>
<td>Eating &amp; Physical Activity Survey</td>
<td>Karen Oby&lt;br&gt;North Dakota Dept. of Health, MCH Division&lt;br&gt;<a href="mailto:koby@state.nd.us">koby@state.nd.us</a></td>
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<td>Oregon</td>
<td>Oregon Healthy Teens Survey</td>
<td>Kathy Pickle&lt;br&gt;Oregon Dept. of Human Services, Office of Disease Prevention &amp; Epidemiology&lt;br&gt;<a href="mailto:kathryn.e.pickle@state.or.us">kathryn.e.pickle@state.or.us</a></td>
<td><a href="http://www.ohd.hr.state.or.us/chs/yrbsddata.htm">www.ohd.hr.state.or.us/chs/yrbsddata.htm</a></td>
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<td>Pennsylvania</td>
<td>Youth Tobacco Survey</td>
<td>Jane Bratz&lt;br&gt;Pennsylvania Dept. of Health, Division of Tobacco Prevention and Control, Program Evaluation&lt;br&gt;<a href="mailto:jbratz@state.pa.us">jbratz@state.pa.us</a></td>
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<td>Rhode Island</td>
<td>South Providence Neighborhood Ministries Walking &amp; Fitness Survey</td>
<td>Bobbi (Roberta) Houllahan&lt;br&gt;South Providence Neighborhood Ministries&lt;br&gt;<a href="mailto:info@spnm.org">info@spnm.org</a></td>
<td><a href="http://www.spnm.org">www.spnm.org</a></td>
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<td>South Carolina</td>
<td>Assessment of Nutrition Education &amp; Training Needs in South Carolina</td>
<td>Edna Page Anderson&lt;br&gt;South Carolina Dept. of Education, Office of School Food Services and Nutrition&lt;br&gt;<a href="mailto:eanderso@sde.state.sc.us">eanderso@sde.state.sc.us</a></td>
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<td>NFSMI School Foodservice Survey</td>
<td>Vivian Pilant&lt;br&gt;South Carolina Dept. of Education, Office of School Food Services and Nutrition&lt;br&gt;v <a href="mailto:pilant@sde.state.sc.us">pilant@sde.state.sc.us</a></td>
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<td>Texas</td>
<td>School Physical Activity and Nutrition (SPAN) Survey</td>
<td>Deanna Hoelscher&lt;br&gt;University of Texas, Houston Health Science Center&lt;br&gt;<a href="mailto:deanna.m.hoelscher@uth.tmc.edu">deanna.m.hoelscher@uth.tmc.edu</a></td>
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<td>Run, Girl, Run! Evaluation Survey</td>
<td>Jill Nye-McKeown Vermont Dept. of Health <a href="mailto:jnymck@vdh.state.vt.us">jnymck@vdh.state.vt.us</a></td>
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<td>Virginia</td>
<td>4th Grade Nutrition Surveillance</td>
<td>Mena Forrester Virginia Dept. of Health, Division of WIC and Community Nutrition Services <a href="mailto:mforrester@vdh.state.va.us">mforrester@vdh.state.va.us</a></td>
<td><a href="http://www.vahealth.org/childadolescenthealth/datadcah.htm">www.vahealth.org/childadolescenthealth/datadcah.htm</a></td>
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<td>Washington</td>
<td>Healthy Youth Survey</td>
<td>Lillian Bensley Washington Dept. of Health, Non-Infectious Conditions Epidemiology <a href="mailto:lillian.bensley@doh.wa.gov">lillian.bensley@doh.wa.gov</a></td>
<td><a href="http://www3.doh.wa.gov/HYS">www3.doh.wa.gov/HYS</a></td>
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<td>West Virginia</td>
<td>West Virginia Eating Activity Teen Survey</td>
<td>Debra Krummel West Virginia University <a href="mailto:dkrummel@hsc.wvu.edu">dkrummel@hsc.wvu.edu</a></td>
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<td>Healthy Hearts Survey</td>
<td>William Neal West Virginia University <a href="mailto:wneal@hsc.wvu.edu">wneal@hsc.wvu.edu</a></td>
<td><a href="http://www.healthyhearts4kids.org">www.healthyhearts4kids.org</a></td>
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<td>Wisconsin</td>
<td>Youth Tobacco Survey</td>
<td>Nancy Chudy Wisconsin Div. of Public Health, Chronic Disease Prevention Unit <a href="mailto:Chudyne@dhfs.state.wi.us">Chudyne@dhfs.state.wi.us</a></td>
<td><a href="http://www.dhfs.state.wi.us/health/TobaccoControl/YTS.htm">www.dhfs.state.wi.us/health/TobaccoControl/YTS.htm</a></td>
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APPENDIX J

Other State Surveys Not Relevant to Project
Appendix J. Other Surveys Reported by States Not Relevant to Project

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Appendix J
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Enter **Keyword** or phrase:

Limit to:
APPENDIX L

Article Abstraction Form
**ARTICLE ABSTRACTION FORM**

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<th>Author(s):</th>
</tr>
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<tbody>
<tr>
<td>Journal:</td>
<td>Year:</td>
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**Program/ Intervention Evaluation:**

- Yes If “Yes,” name of program/ intervention ________________________________
- No

**Sample Size:**

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<th>Age Range:</th>
<th>Response:</th>
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**Gender:**

- Both Genders
- Females Only
- Males Only

**Race Specific:**

- Yes
- No

**List Race:** _____________________

**Non-White Predominant (> 50%):**

- Yes
- No

**List Race(s):**

**Year Completed:**

**Administration time:**

**Estimate of cost:**

**Unknown:**

**Geographic Location:**

- National
- Statewide
- Multi-state
- Specific Region/ County/ Locality
- Unknown

**Check all that apply:**

- Urban
- Rural
- Suburban
- Unknown
- N/A
- Other

**Schools part of the sampling frame:**

- Public
- Private
- Parochial
- Unknown
- N/A

**Sampling frame**: (who they studied)
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<td>__<em><strong>B</strong></em> Self-Administered (computer assisted)</td>
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<tr>
<td>__<em><strong>C</strong></em> Teacher/ Researcher Administered</td>
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<tr>
<td>__<em><strong>D</strong></em> Teacher/ Researcher Assisted</td>
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<tr>
<td>__<em><strong>E</strong></em> Parent Assisted</td>
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<td>__<em><strong>F</strong></em> Telephone</td>
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<td>Nutrition / Food</td>
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<tr>
<td>Weight Status / Appearance</td>
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<td>Inactivity</td>
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If “Yes”, references cited: __________________________________________
**Multiple surveys or scales and/or parts of multiple surveys or scales used:**  ___Yes  ___No

*If “YES,” names of all surveys/parts of surveys used:*

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*If more than one survey used, please complete page 4 and 5 for each survey.*

**Reviewer Comments:**
*Name of Survey:

* If more than one survey used, please complete page 4 and 5 for each survey

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Reviewer Comments:
**Name of Survey:**

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**Additional Reviewer Comments:**

For office use: (from endnotes)

Refer #

Refer #

Refer #

Refer #
APPENDIX M
Bibliography
Bibliography


Beech BM, Rice R, Myers L, et al. Knowledge, attitudes, and practices related to fruit and vegetable consumption of high school students. Journal of Adolescent Health 1999;24:244-250.  Reference #19


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Field T, Diego M, Sanders CE. Exercise is positively related to adolescents’ relationships and academics. Adolescence 2001;36:105-110. Reference #274


Appendix M


Janz KF, Dawson JD, Mahoney LT. Tracking physical fitness and physical activity from childhood to adolescence: The Muscatine Study. Medicine & Science in Sports & Exercise 2000;32:1250-1257. Reference #294


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Koo MM, Rohan TE. Comparison of four habitual physical activity questionnaires in girls aged 7-15 yr.. Medicine & Science in Sports & Exercise 1999;31:421-427. Reference #203


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Thompson AM, Chad KE. The relationship of pubertal status to body image, social physique anxiety, preoccupation with weight and nutritional status in young females. Canadian Journal of Public Health 2000;91:207-211. Reference #292


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APPENDIX N
Detailed Bibliography
# Detailed Bibliography of Abstracted Articles

<table>
<thead>
<tr>
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Appendix N
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<td>261</td>
<td>Trost, SG et al.</td>
<td>1997</td>
<td>202</td>
<td>E,M</td>
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<td>266</td>
<td>Simons-Morton, B et al.</td>
<td>1997</td>
<td>2,410</td>
<td>E,M</td>
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<td>Multi-state</td>
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<td>271</td>
<td>McHale, SM et al.</td>
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<td>M,H</td>
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<td>Specific Region</td>
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<td>282</td>
<td>Chase, MA et al.</td>
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<td>289</td>
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<td>Specific Region</td>
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<td>Vander Wal, JS et al.</td>
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<td>Region</td>
<td>Response Rate</td>
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<td>Resnicow, K et al.</td>
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<td>Specific Region</td>
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<td>Janz, KF et al.</td>
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<td>Thompson, SH et al.</td>
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<td>National</td>
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<td>304</td>
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<td>Unreported</td>
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<td>1999</td>
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<td>Prochaska, JJ et al.</td>
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<td>Jones, LR et al.</td>
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<td>Grades</td>
<td>Racial Composition</td>
<td>Region</td>
<td>Response Rate</td>
<td>Pre-Tested</td>
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<td>334</td>
<td>Neumark-Sztainer, D et al.</td>
<td>2002</td>
<td>4,746</td>
<td>M,H</td>
<td>19% Asian-American, 19% African-American, 6% Hispanic, 4% American Indian</td>
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<td>336</td>
<td>Neumark-Sztainer, D et al.</td>
<td>2002</td>
<td>4,746</td>
<td>M,H</td>
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<td>Specific Region</td>
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<td>339</td>
<td>French, SA et al.</td>
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<td>M,H</td>
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<td>340</td>
<td>McGuire, MT et al.</td>
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<td>900</td>
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<td>Ackard, D et al.</td>
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<td>Unreported</td>
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<td>344</td>
<td>Janz, KF et al.</td>
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<td>348</td>
<td>Resnicow, K et al.</td>
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<td>1,398</td>
<td>E,M</td>
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<td>Unreported</td>
<td>63%</td>
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<tr>
<td>351</td>
<td>Davison, KK et al.</td>
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<td>Predominantly Caucasian</td>
<td>Unreported</td>
<td>Unreported</td>
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<td>352</td>
<td>Field, AE et al.</td>
<td>1999</td>
<td>548</td>
<td>E,M,H</td>
<td>Predominantly Caucasian</td>
<td>Specific Region</td>
<td>78%</td>
<td>Unreported</td>
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<td>358</td>
<td>Xiang, P et al.</td>
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Appendix N
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<th>Year</th>
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<th>Grades</th>
<th>Racial Composition</th>
<th>Region</th>
<th>Response Rate</th>
<th>Pre-Tested</th>
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<tbody>
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<td>366</td>
<td>Rafiroiu, AC et al.</td>
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<td>2,021</td>
<td>M,H</td>
<td>Predominantly Caucasian</td>
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<td>370</td>
<td>Neumark-Sztainer, D et al.</td>
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<td>372</td>
<td>Neumark-Sztainer, D et al.</td>
<td>1998</td>
<td>9,343</td>
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<td>Statewide</td>
<td>83%</td>
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<td>Irving, LM et al.</td>
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<td>Specific Region</td>
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<td>Blum, R et al.</td>
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<td>Reynolds, K et al.</td>
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<td>E,M</td>
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<td>Ford, BS et al.</td>
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<td>Specific Region</td>
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<td>Year</td>
<td>Sample Size</td>
<td>Grades</td>
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<td>Response Rate</td>
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<td>Honig, J</td>
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<td>71</td>
<td>M,H</td>
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<td>Specific Region</td>
<td>Unreported</td>
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<td>Johnson, WG et al.</td>
<td>2002</td>
<td>822</td>
<td>M,H</td>
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<td>Perry, CL et al.</td>
<td>2002</td>
<td>4,093</td>
<td>E,M</td>
<td>Predominantly Caucasian</td>
<td>Specific Region</td>
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<td>464</td>
<td>Felton, GM et al.</td>
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<td>51% African-American</td>
<td>Specific Region</td>
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<td>466</td>
<td>McGuire, MT et al.</td>
<td>2002</td>
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<td>467</td>
<td>Davison, KK et al.</td>
<td>2001</td>
<td>197</td>
<td>E,M</td>
<td>Predominantly Caucasian</td>
<td>Specific Region</td>
<td>Unreported</td>
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<td>510</td>
<td>Johnson, WG et al.</td>
<td>1999</td>
<td>367</td>
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APPENDIX O.1

Characteristics of Published Reports of Surveys
## All Surveys

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<td>Adolescent Health Chart</td>
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<td>71</td>
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<td>American Indian Adolescent Health Survey</td>
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<td>No / No</td>
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<td>187</td>
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<td>M,H</td>
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<td>No / No</td>
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<td>No / No</td>
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**Nutrition and Food: Behaviors**
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**Nutrition and Food: Behaviors**
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_Nutrition and Food: Attitudes and Perceptions_
## Nutrition and Food: Knowledge

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**Nutrition and Food: Knowledge**
## Physical Activity: Behaviors

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*Physical Activity: Behaviors*
## Physical Activity: Attitudes and Perceptions

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**Physical Activity: Attitudes and Perceptions**
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**Physical Activity: Attitudes and Perceptions**
# Physical Activity: Knowledge

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Sedentary Behavior: Behaviors
## Sedentary Behavior: Attitudes and Perceptions

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Appendix O.1 Page 31
## Weight Status: Behaviors

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Weight Status: Attitudes and Perceptions
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Weight Status: Attitudes and Perceptions
## Weight Status: Knowledge

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APPENDIX O.2
Sub-Topics of Surveys in Published Literature
Sub-Topics of Surveys in Published Literature

Adolescent Health Chart
Perceived competence/self-efficacy

Adolescent Health Habits Survey
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-perceived activity level relative to peers
Self-reported height
Self-reported weight
Weight control behaviors
Emotional eating
Frequency of dieting
Self-perception of body weight status
Somatotypes
Ideal weight status

Adolescent Wellness Appraisal (AWA)
Consumption of Specific Foods
Breakfast Consumption
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-perceived activity level relative to peers
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status

American Indian Adolescent Health Survey
Consumption of Specific Foods
Type of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Frequency of dieting
Measures of body esteem
Weight satisfaction

Amherst Health and Activity (AHA)
Consumption of Specific Foods
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Frequency of physical activity related to transportation
Duration of physical activity related to transportation
Type of physical activity related to chores
Frequency of physical activity related to chores
Duration of physical activity related to chores
Participation in school PE
Program/facility access
Self-perceived activity level relative to peers
Perceived competence/self-efficacy
Physical activity preference
Perceived benefits of physical activity / physical education
Perceived barriers to physical activity
Attitudes toward physical activity
Peer influence
Intentions to increase physical activity
Parental support/encouragement/involvement
Frequency of television viewing
Duration of television viewing
Frequency of homework/studying
Duration of homework/studying
Frequency of leisure reading
Duration of leisure reading
Frequency of music listening
Duration of music listening
Self-reported height
Self-reported weight
Weight control behaviors

Assessment of Nutrition Education and Training Needs
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Responsibility for self-preparation of food
Self-perceived reasons of importance of eating healthful foods
Food preferences
Self-perceived importance of physical activity
Attitudes toward physical activity
Weight control behaviors
Behaviors associated with disordered eating
Peer influence on eating or weight
Adult influences on eating or weight
Eating for health
Self-perception of body weight status
Ideal weight status
Weight satisfaction
Body Esteem Scale (BES)

Standard Scale
Weight teasing
Peer influence on eating or weight
Adult influences on eating or weight
Self-perception of body weight status
Physical appearance self-concept
Weight satisfaction

Body Image and Eating Questionnaire
Weight control behaviors
Behaviors associated with disordered eating
Frequency of dieting
Self-perception of body weight status
Measures of body esteem
Physical appearance self-concept
Ideal weight status
Weight satisfaction

Body Image Scale for Children
Self-perception of body weight status
Somatotypes
Ideal weight status

California Project LEAN Environment Survey
Program/facility access

Cardiovascular Health in Children Study (CHIC)
Nutrition Knowledge
Consumption of Specific Foods
Type of exercise, sport, or physically active hobby
Intensity of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Frequency of physical activity related to chores
Frequency of physical activity with family
Attitudes toward physical activity
Peer influence
Frequency of television viewing
Frequency of video game use
Frequency of homework/studying
Frequency of leisure reading
Weight status knowledge
Peer influence on eating or weight
Adult influences on eating or weight
**CATCH Health Behavior Survey (HBS)**

- Nutrition Knowledge
- Consumption of Specific Foods
- Responsibility for self-preparation of food
- Food preferences
- Perceived competence / self-efficacy
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Participation in school PE
- Self-perceived activity level relative to peers
- Perceived competence/self-efficacy
- Peer influence
- Parental support/encouragement/involvement
- Frequency of television viewing
- Duration of television viewing
- Frequency of video game use
- Duration of video game use
- Frequency of computer use
- Duration of computer use
- Peer influence on eating or weight
- Adult influences on eating or weight

**Child and Youth Physical Self-Perception Profile (CY-PSP)**

**Standard Scale**
- Self-perceived activity level relative to peers
- Self-perceived importance of physical activity
- Perceived competence/self-efficacy
- Self-esteem
- Physical appearance self-concept

**Child Figure Drawings (CFD)**

- Self-perception of body weight status
- Somatotypes
- Ideal weight status

**Child Health Behavior Knowledge Scale**

- Nutrition Knowledge

**Children's Attraction to Physical Activity Scale**

- Self-perceived activity level relative to peers
- Self-perceived importance of physical activity
- Perceived competence/self-efficacy
- Perceived barriers to physical activity
- Attitudes toward physical activity
- Parental support/encouragement/involvement
Children's Eating Attitudes Test (chEAT)

Standard Scale
Nutrition Knowledge
Consumption of Specific Foods
Specific food avoidance
Weight control behaviors
Behaviors associated with disordered eating
Weight worries
Peer influence on eating or weight
Weight preoccupation

Children's Lifestyle Questionnaire
Type of exercise, sport, or physically active hobby
Intensity of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Weight satisfaction

Commonwealth Fund Survey of Adolescent Girls
Consumption of Specific Foods
Self-rated importance of certain health-related issues
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Self-perceived importance of physical activity
Duration of television viewing
Self-reported height
Self-reported weight
Behaviors associated with disordered eating
Emotional eating
Frequency of dieting
Self-perception of body weight status
Physical appearance self-concept
Weight preoccupation
Reasons for or results of weight loss

Community Access for child Health Survey
Consumption of Specific Foods
Breakfast Consumption
Frequency of exercise, sport, or physically active hobby
Weight control behaviors
Attempts to gain muscle or weight

Connecticut Health Check Survey
Consumption of Specific Foods
Breakfast Consumption
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Self-reported height
Self-reported weight
Weight control behaviors
Self-perception of body weight status

**DYNAMOTION pre-post test**
Attitudes toward physical activity

**Eat Well and Keep Moving Survey**
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Responsibility for self-preparation of food
Supplement use
Intentions to engage in certain behaviors
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Type of physical activity related to transportation
Frequency of physical activity related to transportation
Duration of physical activity related to transportation
Frequency of physical activity related to chores
Duration of physical activity related to chores
Attitudes toward physical activity
Intentions to increase physical activity
Frequency of television viewing
Duration of homework/studying
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Weight preoccupation
Weight worries

**Eating Attitudes Test (EAT-26) modified subscale**

*Standard Scale*
Nutrition Knowledge
Consumption of Specific Foods
Specific food avoidance
Weight control behaviors
Behaviors associated with disordered eating
Peer influence on eating or weight
Adult influences on eating or weight
Frequency of dieting
Weight preoccupation
Weight worries
Fear of eating

**Eating Disorder Inventory for Children (EDI-C)**
Weight teasing
Ideal weight status

**Eating Expectancy Inventory (EEI)**
*Standard Scale*
Emotional eating

**Evaluation of 5-A-Day Power Plus Program**
Nutrition Knowledge
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Food preferences
Duration of television viewing

**Family and Peer Influence on Fruit and Vegetable Consumption**
*Standard Scale*

**Family History Inventory (FHI)**
Consumption of Specific Foods
Peer influence on eating or weight
Adult influences on eating or weight

**Fitness and Bone Study Questionnaire**
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Type of physical activity related to transportation
Frequency of physical activity sufficient to cause hard breathing and sweating
Perceived competence/self-efficacy
Reasons for being active
Perceived benefits of physical activity / physical education
Perceived barriers to physical activity
Attitudes toward physical activity
Peer influence
Intentions to increase physical activity
Parental support/encouragement/involvement
Duration of television viewing
Duration of video game use
Duration of video tape use
Duration of homework/studying
Self-perception of body weight status
Measures of body esteem
Physical appearance self-concept

**Food Preference Questionnaire**
Nutrition Knowledge
Consumption of Specific Foods
Responsibility for self-preparation of food
Food preferences
Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity with family

**Free to Be Me Survey**
Weight status knowledge
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Weight teasing
Peer influence on eating or weight
Self-perception of body weight status
Measures of body esteem
Weight satisfaction
Media influence
Perceived competence / self-efficacy

**Fruit and Vegetable Consumption Stages of Change for Children**
Intentions to engage in certain behaviors
Self-perceived reasons of importance of eating healthful foods
Perceived competence / self-efficacy

**Fruit and Vegetable Consumption Survey**
Nutrition Knowledge
Consumption of Specific Foods
Intentions to engage in certain behaviors
Perceived competence / self-efficacy

**Gimme 5 Study Knowledge, Attitudes and Perception Survey**
Nutrition Knowledge
Consumption of Specific Foods
Intentions to engage in certain behaviors
Perceived competence / self-efficacy
Go Girls! Nutrition and Physical Activity Program

- Nutrition Knowledge
- Consumption of Specific Foods
- Breakfast Consumption
- Frequency of eating out
- Specific food avoidance
- Self-perceived barriers to consuming a healthful diet
- Food preferences
- Perceived competence / self-efficacy
- Food fears / regrets
- Type of exercise, sport, or physically active hobby
- Intensity of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Frequency of physical activity related to chores
- Duration of physical activity related to chores
- Frequency of physical activity sufficient to cause hard breathing and sweating
- Activity after school
- Perceived competence/self-efficacy
- Perceived barriers to physical activity
- Attitudes toward physical activity
- Sweat attitudes
- Peer influence
- Parental support/encouragement/involvement
- Duration of television viewing
- Duration of video game use
- Duration of video tape use
- Duration of computer use
- After school sedentary behavior
- Weight control behaviors
- Behaviors associated with disordered eating
- Emotional eating
- Attempts to gain muscle or weight
- Media influence
- Weight teasing
- Weight worries
- Peer influence on eating or weight
- Adult influences on eating or weight
- Self-perception of body weight status
- Somatotypes
- Physical appearance self-concept
- Weight preoccupation
- Reasons for or results of weight loss
- Desired vs. perceived weight
- Perceived competence / self-efficacy
- Fear of eating

Growing Up Today Study

- Consumption of Specific Foods
- Breakfast Consumption
- Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Duration of physical activity related to transportation
Type of physical activity related to chores
Frequency of physical activity related to chores
Duration of physical activity related to chores
Participation in school PE
Attitudes toward physical activity
Duration of television viewing
Duration of video game use
Duration of video tape use
Duration of homework/studying
Frequency of leisure reading
Duration of leisure reading
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Attempts to gain muscle or weight
Media influence
Weight worries
Peer influence on eating or weight
Adult influences on eating or weight
Frequency of dieting
Self-perception of body weight status
Somatotypes
Measures of body esteem
Physical appearance self-concept
Ideal weight status
Weight satisfaction

**Harter's Self-Perception Profile for Children**
Self-perceived activity level relative to peers
Perceived competence/self-efficacy
Physical appearance self-concept

**Health Behavior Questionnaire**
Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Self-perceived importance of physical activity
Peer influence
Sedentary behavior knowledge
Duration of television viewing
Frequency of homework/studying
Duration of homework/studying
Frequency of leisure reading
Duration of leisure reading
Frequency of music listening
Duration of music listening
Family limits on TV viewing
Weight status knowledge
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Emotional eating
Frequency of dieting
Weight satisfaction

Hershey Youth Fitness Survey
Consumption of Specific Foods
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Participation in school PE
Frequency of physical activity sufficient to cause hard breathing and sweating
Program/facility access
Perceived barriers to physical activity
Peer influence
Duration of television viewing
Weight control behaviors
Behaviors associated with disordered eating
Self-perception of body weight status

High 5 Survey
Nutrition Knowledge
Self-perceived reasons of importance of eating healthful foods
Food fears / regrets

Interview Questions, School-based Weight Control Programs
Perceived competence / self-efficacy

Intrinsic Motivation in Physical Education Class
Standard Scale
Participation in school PE
Reasons for being active

Jump into Action Survey
Nutrition Knowledge
Consumption of Specific Foods
Perceived competence / self-efficacy
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity sufficient to cause hard breathing and sweating
Perceived competence/self-efficacy
Weight status knowledge

**Kids' Eating Disorders Survey (KEDS)**
- Self-reported height
- Self-reported weight
- Weight control behaviors
- Behaviors associated with disordered eating
- Self-perception of body weight status
- Ideal weight status
- Weight satisfaction

**Knowledge and Intake of Calcium**
- Nutrition Knowledge
- Consumption of Specific Foods

**Knowledge and Intake of n-3PUFA**
- Nutrition Knowledge
- Consumption of Specific Foods

**Learning and Performance Orientations in Physical Education Class**
- **Standard Scale**
  - Participation in school PE
  - Self-perceived activity level relative to peers
  - Perceived competence/self-efficacy
  - Attitudes toward physical activity

**Leisure-time Questionnaire**
- Type of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Frequency of physical activity sufficient to cause hard breathing and sweating

**McKnight Risk Factor Survey IV**
- Type of exercise, sport, or physically active hobby
- Participation in sport with weight requirement
- Weight control behaviors
- Behaviors associated with disordered eating
- Emotional eating
- Media influence
- Weight teasing
- Weight worries
- Peer influence on eating or weight
- Adult influences on eating or weight
Frequency of dieting
Self-perception of body weight status
Somatotypes
Measures of body esteem
Physical appearance self-concept
Weight preoccupation
Media influence

Middle School Physical Activity & Nutrition (M-SPAN)
Consumption of Specific Foods
Type of Meal Eaten At Lunch
Breakfast Consumption
Frequency of eating out
Food preferences
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Frequency of physical activity related to chores
Duration of physical activity related to chores
Participation in school PE
Activity after school
Attitudes toward physical activity
Frequency of television viewing
Duration of television viewing
Frequency of video game use
Duration of video game use
Frequency of computer use
Duration of computer use
Frequency of homework/studying
Duration of homework/studying
Frequency of leisure reading
Duration of leisure reading
Frequency of music listening
Duration of music listening
Self-reported height
Self-reported weight
Weight control behaviors

Minnesota Adolescent Health Survey (MAHS)
Consumption of Specific Foods
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Frequency of dieting
Self-perception of body weight status
Physical appearance self-concept
Weight satisfaction
**Modifiable Activity Questionnaire for Adolescents**
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Frequency of physical activity sufficient to cause hard breathing and sweating
- Duration of television viewing

**National Children and Youth Fitness Study**
- Type of exercise, sport, or physically active hobby
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Participation in school PE
- Frequency of physical activity sufficient to cause hard breathing and sweating
- Program/facility access
- Self-perceived activity level relative to peers
- Self-perceived importance of physical activity
- Perceived competence/self-efficacy
- Attitudes toward physical activity

**Outcome Expectations of Fruit and Vegetable Consumption**
- Self-perceived reasons of importance of eating healthful foods

**PACE+ Dietary Fat Screening Measure**
- Consumption of Specific Foods

**PACE+ for Adolescents**
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby

**Participation Motivation Questionnaire**
- Reasons for being active

**Past Year Leisure Time Physical Activity Questionnaire**
- Type of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby

**Pathways Survey**
- Nutrition Knowledge
- Food preferences
- Perceived competence/self-efficacy
Frequency of physical activity sufficient to cause hard breathing and sweating
Behavior during recess
Perceived competence/self-efficacy
Weight control behaviors
Frequency of dieting
Self-perception of body weight status
Perception of healthy weight/size
Weight worries

**Perceived Importance of Appearance**
Self-rated importance of certain health-related issues

**Perceived Motivational Climate in Sports**
Setting (team vs. individual) of exercise, sport, or physically active hobby
Reasons for being active
Attitudes toward physical activity

**Perception of Teasing Scale (POTS)**
Weight teasing

**Physical Activity Checklist**
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Participation in school PE

**Physical Activity Checklist, previous day**
Type of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Duration of physical activity related to chores
Activity after school

**Physical Activity Growth Study Questionnaire**
Frequency of physical activity sufficient to cause hard breathing and sweating
Self-perceived activity level relative to peers
Duration of television viewing
Duration of video game use

**Physical Activity Interview**
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Participation in school PE
Duration of television viewing

**Physical Activity Interview for Children**
- Type of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Participation in school PE
- Duration of television viewing
- Weight control behaviors
- Self-perception of body weight status

**Physical Activity Level Assessment**
- Frequency of physical activity sufficient to cause hard breathing and sweating
- Self-perceived activity level relative to peers

**Physical Activity Patterns Questionnaire**
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Participation in school PE
- Behavior during recess
- Activity after school
- Perceived competence/self-efficacy
- Perceived benefits of physical activity / physical education
- Attitudes toward physical activity
- Parental support/encouragement/involvement
- Duration of television viewing

**Physical Activity Recall and Media Use**
- Duration of exercise, sport, or physically active hobby
- Duration of television viewing
- Duration of video game use
- Duration of video tape use
- Duration of computer use
- Duration of homework/studying
- Duration of leisure reading
- Duration of music listening

**Physical Activity Recall, previous day (PDPAR)**
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Frequency of physical activity related to transportation
- Duration of physical activity related to transportation
- Intensity of physical activity related to work
- Duration of physical activity related to work
- Duration of physical activity related to chores
**Physical Activity Survey**
Type of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Duration of television viewing
Duration of video game use
Duration of homework/studying

**Physical Education Attitude and Perception Questionnaires**
Perceived competence/self-efficacy
Attitudes toward physical activity

**Physical Enjoyment Scale for College Students**
*Standard Scale*
Attitudes toward physical activity

**Pictorial 3-Day Physical Activity**
Type of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Activity after school

**Piers-Harris Children's Self-Concept Scale**
*Standard Scale*
Physical appearance self-concept

**Project Eat Survey**
Nutrition Knowledge
Consumption of Specific Foods
Breakfast Consumption
Frequency of eating out
Self-perceived reasons of importance of eating healthful foods
Self-rated importance of certain health-related issues
Food preferences
Perceived competence / self-efficacy
Type of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Participation in sport with weight requirement
Self-perceived importance of physical activity
Parental support/encouragement/involvement
Duration of television viewing
Duration of computer use
Duration of homework/studying
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Attempts to gain muscle or weight
Media influence
Weight teasing
Adult influences on eating or weight
Frequency of dieting
Self-perception of body weight status
Measures of body esteem
Weight preoccupation
Weight satisfaction
Weight worries

**Project LEAN Physical Activity and Nutrition Survey**
Nutrition Knowledge
Perceived benefits of physical activity / physical education

**Psychological Predictors of Physical Activity**
Perceived competence/self-efficacy
Physical activity preference
Perceived benefits of physical activity / physical education
Sweat attitudes
Intentions to increase physical activity
Self-perception of body weight status
Physical appearance self-concept

**Questionnaire of Eating and Weight Patterns (QEWP-A)**
Weight control behaviors
Behaviors associated with disordered eating
Weight preoccupation

**Questionnaire on Dieting, as reported by Thombs et al.**
Nutrition Knowledge
Weight status knowledge
Weight control behaviors
Behaviors associated with disordered eating
Frequency of dieting
Weight satisfaction

**Questionnaire on Nutrition, as reported by Thakur et al.**
Nutrition Knowledge
Consumption of Specific Foods
Responsibility for self-preparation of food
Food preferences

**Questionnaire, as reported by Borzekowski et al.**
Self-perceived reasons of importance of eating healthful foods
Self-perceived importance of physical activity
Duration of television viewing
Duration of video game use
Duration of video tape use
Frequency of dieting
Self-perception of body weight status
Weight preoccupation
Weight worries

**Questionnaire, as reported by Bungum and Vincent**
- Program/facility access
- Perceived competence/self-efficacy
- Reasons for being active
- Perceived benefits of physical activity / physical education
- Perceived barriers to physical activity
- Attitudes toward physical activity
- Peer influence
- Parental support/encouragement/involvement
- Frequency of television viewing
- Duration of television viewing
- Self-reported height
- Self-reported weight

**Questionnaire, as reported by Coleman et al.**
- Nutrition Knowledge

**Questionnaire, as reported by Field and Yando**
- Frequency of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Duration of television viewing
- Frequency of computer use
- Duration of computer use
- Duration of homework/studying
- Duration of leisure reading

**Questionnaire, as reported by Ford et al.**
- Type of exercise, sport, or physically active hobby
- Duration of exercise, sport, or physically active hobby
- Duration of physical activity related to work
- Activity after school
- Duration of television viewing
- Duration of video game use
- Duration of video tape use
- When television is viewed

**Questionnaire, as reported by Fulton et. al.**
- Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Participation in school PE
Transportation to school
Frequency of physical activity sufficient to cause hard breathing and sweating
Behavior during recess
Activity after school
Program/facility access
Self-perceived activity level relative to peers
Perceived barriers to physical activity
Attitudes toward physical activity
Peer influence
Parental support/encouragement/involvement
After school sedentary behavior
Self-reported height
Self-reported weight
Self-perception of body weight status
Measures of body esteem
Weight satisfaction

**Questionnaire, as reported by Graham et al.**
Self-perception of body weight status
Somatotypes
Measures of body esteem
Ideal weight status

**Questionnaire, as reported by Saunders et al.**
Type of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Participation in school PE
Program/facility access
Self-esteem
Attitudes toward physical activity
Peer influence
Intentions to increase physical activity
Parental support/encouragement/involvement

**Questionnaire, as reported by Sirard et al.**
Reasons for being active
Perceived benefits of physical activity / physical education

**Readiness for Physical Activity Questions**
Intentions to increase physical activity
Reasons Why I'm Good at Some Physical Activities (RWIGSPA)

Parental support/encouragement/involvement

Restraint Scale

Standard Scale
Behaviors associated with disordered eating
Frequency of dieting
Fear of eating

Revised Personal Lifestyle Questionnaire

Consumption of Specific Foods
Frequency of exercise, sport, or physically active hobby
Weight maintenance

Self Administered Physical Activity Checklist (SAPAC)

Type of exercise, sport, or physically active hobby
Intensity of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Type of physical activity related to chores
Duration of physical activity related to chores
Participation in school PE
Behavior during recess
Activity after school
Duration of television viewing
Duration of video game use

Self Determination in Physical Education Class

Type of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Self-perception of body weight status

Self-Descriptive Q-Sort (SQ)

Self-Image Questionnaire for Young Adolescents (SIQYA)

Standard Scale
Physical appearance self-concept
Weight satisfaction

Social-Cognitive Determinants of Physical Activity

Perceived competence/self-efficacy
Perceived benefits of physical activity / physical education
Attitudes toward physical activity
Peer influence
Parental support/encouragement/involvement

**Sociocultural Attitudes Towards Appearance Questionnaire**

*Standard Scale*
Media influence
Media influence

**Sources of Physical Education Enjoyment**

*Standard Scale*
Perceived benefits of physical activity / physical education

**Southwestern Cardiovascular Curriculum Project**
Weight status knowledge
Weight control behaviors
Attempts to gain muscle or weight
Self-perception of body weight status
Somatotypes
Ideal weight status

**SPARK Survey**
Type of exercise, sport, or physically active hobby
Intensity of exercise, sport, or physically active hobby
Setting (team vs. individual) of exercise, sport, or physically active hobby
Frequency of exercise, sport, or physically active hobby
Duration of exercise, sport, or physically active hobby
Frequency of physical activity related to transportation
Duration of physical activity related to chores
Transportation to school
Perceived competence/self-efficacy
Physical activity preference
Attitudes toward physical activity
Intentions to increase physical activity
Parental support/encouragement/involvement
Duration of television viewing
Self-perception of body weight status
Weight satisfaction

**Stages of Change for Fruit and Vegetable Intake**
Intentions to engage in certain behaviors
Self-perceived barriers to consuming a healthful diet
Perceived competence / self-efficacy

**Stunkard Adult Drawings**
Somatotypes
**Task and Ego Orientation in Sport Questionnaire (TEOSQ)**

*Standard Scale*
- Participation in school PE
- Self-perceived activity level relative to peers
- Perceived competence/self-efficacy
- Attitudes toward physical activity

**Teasing Checklist**
- Weight teasing

**TEENS School Survey**
- Nutrition Knowledge
- Consumption of Specific Foods
- Intentions to engage in certain behaviors
- Self-rated importance of certain health-related issues
- Food preferences
- Perceived competence / self-efficacy
- Setting (team vs. individual) of exercise, sport, or physically active hobby
- Frequency of exercise, sport, or physically active hobby
- Duration of television viewing
- Duration of video game use
- Self-reported height
- Self-reported weight
- Weight control behaviors
- Behaviors associated with disordered eating
- Self-perception of body weight status
- Weight satisfaction

**TEENS Student phone survey**
- Breakfast Consumption
- Responsibility for self-preparation of food
- Food preferences
- Perceived competence / self-efficacy

**The Food Choices Survey**
- Food preferences

**The Pictorial Scale of Perceived Competence and Acceptance**

*Standard Scale*
- Perceived competence/self-efficacy
Theater Production about Eating Post-Survey
Nutrition Knowledge
Consumption of Specific Foods
Intentions to engage in certain behaviors
Food preferences

Thinness and Restricting Expect. Inventory (TREI)
Standard Scale
Reasons for or results of weight loss

Voice of Connecticut Youth
Consumption of Specific Foods
Breakfast Consumption
Frequency of exercise, sport, or physically active hobby
Frequency of physical activity related to chores
Participation in sport with weight requirement
Frequency of physical activity sufficient to cause hard breathing and sweating
Duration of television viewing
Duration of video game use
Duration of homework/studying
Frequency of leisure reading
Self-reported height
Self-reported weight
Weight control behaviors
Behaviors associated with disordered eating
Attempts to gain muscle or weight

Weight and Eating Concerns Scale (WEC)
Weight worries

Weight Concerns Scale
Frequency of dieting
Self-perception of body weight status
Weight satisfaction
Weight worries
Frequency of dieting
Self-perception of body weight status
Weight preoccupation

Weight Management Knowledge Inventory
Nutrition Knowledge
APPENDIX O.3
Surveys in Published Literature
Organized by Sub-Topic
Surveys in Published Literature
Organized by Sub-Topic

Nutrition: Behavior

Consumption of Specific Foods
Adolescent Wellness Appraisal (AWA)
American Indian Adolescent Health Survey
Amherst Health and Activity (AHA)
Assessment of Nutrition Education and Training Needs
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Children's Eating Attitudes Test (chEAT)
Commonwealth Fund Survey of Adolescent Girls
Community Access for child Health Survey
Connecticut Health Check Survey
Eat Well and Keep Moving Survey
Eating Attitudes Test (EAT-26) modified subscale
Evaluation of 5-A-Day Power Plus Program
Family History Inventory (FHI)
Food Preference Questionnaire
Fruit and Vegetable Consumption Survey
Gimme 5 Study Knowledge, Attitudes and Perception Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Jump into Action Survey
Knowledge and Intake of Calcium
Knowledge and Intake of n-3PUFA
Middle School Physical Activity & Nutrition (M-SPAN)
Minnesota Adolescent Health Survey (MAHS)
PACE+ Dietary Fat Screening Measure
Project Eat Survey
Questionnaire on Nutrition, as reported by Thakur et al.
Revised Personal Lifestyle Questionnaire
TEENS School Survey
Theater Production about Eating Post-Survey
Voice of Connecticut Youth

Type of Meal Eaten At Lunch
Assessment of Nutrition Education and Training Needs
Eat Well and Keep Moving Survey
Evaluation of 5-A-Day Power Plus Program
Middle School Physical Activity & Nutrition (M-SPAN)
Breakfast Consumption
Adolescent Wellness Appraisal (AWA)
Assessment of Nutrition Education and Training Needs
Community Access for child Health Survey
Connecticut Health Check Survey
Eat Well and Keep Moving Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Health Behavior Questionnaire
Middle School Physical Activity & Nutrition (M-SPAN)
Project Eat Survey
TEENS Student phone survey
Voice of Connecticut Youth

Responsibility for Self-preparation of Food
Assessment of Nutrition Education and Training Needs
CATCH Health Behavior Survey (HBS)
Eat Well and Keep Moving Survey
Food Preference Questionnaire
Questionnaire on Nutrition, as reported by Thakur et al.
TEENS Student phone survey

Frequency of Eating Out
Go Girls! Nutrition and Physical Activity Program
Middle School Physical Activity & Nutrition (M-SPAN)
Project Eat Survey

Supplement Use
Eat Well and Keep Moving Survey

Specific Food Avoidance
Children's Eating Attitudes Test (chEAT)
Eating Attitudes Test (EAT-26) modified subscale
Go Girls! Nutrition and Physical Activity Program

Nutrition: Attitudes and Perceptions

Intentions to Engage in Certain Behaviors
Eat Well and Keep Moving Survey
Fruit and Vegetable Consumption Stages of Change for Children
Fruit and Vegetable Consumption Survey
Gimme 5 Study Knowledge, Attitudes and Perception Survey
Stages of Change for Fruit and Vegetable Intake
TEENS School Survey
Theater Production about Eating Post-Survey

Self-perceived Barriers to Consuming a Healthful Diet
Go Girls! Nutrition and Physical Activity Program
Stages of Change for Fruit and Vegetable Intake
**Self-perceived Reasons of Importance of Eating Healthful Foods**
- Assessment of Nutrition Education and Training Needs
- Fruit and Vegetable Consumption Stages of Change for Children
- High 5 Survey
- Outcome Expectations of Fruit and Vegetable Consumption
- Project Eat Survey
- Questionnaire, as reported by Borzekowski et al.

**Self-rated Importance of Certain Health-Related Issues**
- Commonwealth Fund Survey of Adolescent Girls
- Perceived Importance of Appearance
- Project Eat Survey
- TEENS School Survey

**Food Preferences**
- Assessment of Nutrition Education and Training Needs
- CATCH Health Behavior Survey (HBS)
- Evaluation of 5-A-Day Power Plus Program
- Food Preference Questionnaire
- Go Girls! Nutrition and Physical Activity Program
- Middle School Physical Activity & Nutrition (M-SPAN)
- Pathways Survey
- Project Eat Survey
- Questionnaire on Nutrition, as reported by Thakur et al.
- TEENS School Survey
- TEENS Student phone survey
- The Food Choices Survey
- Theater Production about Eating Post-Survey

**Perceived Competence / Self-Efficacy**
- CATCH Health Behavior Survey (HBS)
- Fruit and Vegetable Consumption Stages of Change for Children
- Fruit and Vegetable Consumption Survey
- Gimme 5 Study Knowledge, Attitudes and Perception Survey
- Go Girls! Nutrition and Physical Activity Program
- Jump into Action Survey
- Pathways Survey
- Project Eat Survey
- Stages of Change for Fruit and Vegetable Intake
- TEENS School Survey
- TEENS Student phone survey

**Food Fears / Regrets**
- Go Girls! Nutrition and Physical Activity Program
- High 5 Survey
Nutrition: Knowledge

Nutrition Knowledge
Assessment of Nutrition Education and Training Needs
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Child Health Behavior Knowledge Scale
Children's Eating Attitudes Test (chEAT)
Eat Well and Keep Moving Survey
Eating Attitudes Test (EAT-26) modified subscale
Evaluation of 5-A-Day Power Plus Program
Food Preference Questionnaire
Fruit and Vegetable Consumption Survey
Gimme 5 Study Knowledge, Attitudes and Perception Survey
Go Girls! Nutrition and Physical Activity Program
Health Behavior Questionnaire
High 5 Survey
Jump into Action Survey
Knowledge and Intake of Calcium
Knowledge and Intake of n-3PUFA
Pathways Survey
Project Eat Survey
Project LEAN Physical Activity and Nutrition Survey
Questionnaire on Dieting, as reported by Thombs et al.
Questionnaire on Nutrition, as reported by Thakur et al.
Questionnaire, as reported by Coleman et al.
TEENS School Survey
Theater Production about Eating Post-Survey
Weight Management Knowledge Inventory
Physical Activity: Behavior

Type of Exercise, Sport, or Physically Active Hobby
American Indian Adolescent Health Survey
Amherst Health and Activity (AHA)
Cardiovascular Health in Children Study (CHIC)
Children's Lifestyle Questionnaire
Eat Well and Keep Moving Survey
Food Preference Questionnaire
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Hershey Youth Fitness Survey
Leisure-time Questionnaire
McKnight Risk Factor Survey IV
Middle School Physical Activity & Nutrition (M-SPAN)
National Children and Youth Fitness Study
Past Year Leisure Time Physical Activity Questionnaire
Physical Activity Checklist
Physical Activity Checklist, previous day
Physical Activity Interview
Physical Activity Interview for Children
Physical Activity Survey
Pictorial 3-Day Physical Activity
Project Eat Survey
Questionnaire, as reported by Ford et al.
Questionnaire, as reported by Fulton et al.
Questionnaire, as reported by Saunders et al.
Self Administered Physical Activity Checklist (SAPAC)
Self Determination in Physical Education Class
SPARK Survey

Intensity of Exercise, Sport, or Physically Active Hobby
Cardiovascular Health in Children Study (CHIC)
Children's Lifestyle Questionnaire
Go Girls! Nutrition and Physical Activity Program
Self Administered Physical Activity Checklist (SAPAC)
SPARK Survey
Setting (Team, Individual) of Exercise, Sport, or Physically Active Hobby

Amherst Health and Activity (AHA)
CATCH Health Behavior Survey (HBS)
Children's Lifestyle Questionnaire
Commonwealth Fund Survey of Adolescent Girls
Eat Well and Keep Moving Survey
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Middle School Physical Activity & Nutrition (M-SPAN)
Modifiable Activity Questionnaire for Adolescents
National Children and Youth Fitness Study
Perceived Motivational Climate in Sports
Physical Activity Checklist
Physical Activity Interview
Physical Activity Patterns Questionnaire
Physical Activity Recall, previous day (PDPAR)
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Saunders et al.
Self Administered Physical Activity Checklist (SAPAC)
SPARK Survey
TEENS School Survey

Frequency of Exercise, Sport, or Physically Active Hobby

Amherst Health and Activity (AHA)
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Children's Lifestyle Questionnaire
Commonwealth Fund Survey of Adolescent Girls
Community Access for child Health Survey
Connecticut Health Check Survey
Eat Well and Keep Moving Survey
Fitness and Bone Study Questionnaire
Food Preference Questionnaire
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Jump into Action Survey
Leisure-time Questionnaire
Middle School Physical Activity & Nutrition (M-SPAN)
Modifiable Activity Questionnaire for Adolescents
National Children and Youth Fitness Study
PACE+ for Adolescents
Past Year Leisure Time Physical Activity Questionnaire
Physical Activity Checklist
Physical Activity Interview
Physical Activity Interview for Children
Physical Activity Patterns Questionnaire
Questionnaire, as reported by Field and Yando
Questionnaire, as reported by Fulton et. al.
Revised Personal Lifestyle Questionnaire
Self Determination in Physical Education Class
SPARK Survey
TEENS School Survey
Voice of Connecticut Youth
Duration of Exercise, Sport, or Physically Active Hobby
Amherst Health and Activity (AHA)
Cardiovascular Health in Children Study (CHIC)
Children's Lifestyle Questionnaire
Eat Well and Keep Moving Survey
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Middle School Physical Activity & Nutrition (M-SPAN)
National Children and Youth Fitness Study
PACE+ for Adolescents
Past Year Leisure Time Physical Activity Questionnaire
Physical Activity Checklist, previous day
Physical Activity Interview
Physical Activity Interview for Children
Physical Activity Recall and Media Use
Physical Activity Recall, previous day (PDPAR)
Physical Activity Survey
Pictorial 3-Day Physical Activity
Project Eat Survey
Questionnaire, as reported by Field and Yando
Questionnaire, as reported by Ford et al.
Questionnaire, as reported by Fulton et. al.
Self Administered Physical Activity Checklist (SAPAC)
SPARK Survey

Type of Physical Activity Related to Transportation
Eat Well and Keep Moving Survey
Fitness and Bone Study Questionnaire

Frequency of Physical Activity Related to Transportation
Physical Activity Recall, previous day (PDPAR)

Frequency of Physical Activity Related to Transportation
Amherst Health and Activity (AHA)
Eat Well and Keep Moving Survey
SPARK Survey

Duration of Physical Activity Related to Transportation
Amherst Health and Activity (AHA)
Eat Well and Keep Moving Survey
Growing Up Today Study
Physical Activity Recall, previous day (PDPAR)

Intensity of Physical Activity Related to Work
Physical Activity Recall, previous day (PDPAR)

Duration of Physical Activity related to Work
Physical Activity Recall, previous day (PDPAR)
Questionnaire, as reported by Ford et al.
**Type of Physical Activity Related to Chores**
Amherst Health and Activity (AHA)
Growing Up Today Study
Self Administered Physical Activity Checklist (SAPAC)

**Frequency of Physical Activity Related to Chores**
Amherst Health and Activity (AHA)
Cardiovascular Health in Children Study (CHIC)
Eat Well and Keep Moving Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Middle School Physical Activity & Nutrition (M-SPAN)
Voice of Connecticut Youth

**Duration of Physical Activity Related to Chores**
Amherst Health and Activity (AHA)
Eat Well and Keep Moving Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Middle School Physical Activity & Nutrition (M-SPAN)
Physical Activity Checklist, previous day
Physical Activity Recall, previous day (PDPAR)
Self Administered Physical Activity Checklist (SAPAC)
SPARK Survey

**Frequency of Physical Activity with Family**
Cardiovascular Health in Children Study (CHIC)
Food Preference Questionnaire

**Participation in School PE**
Amherst Health and Activity (AHA)
CATCH Health Behavior Survey (HBS)
Children's Lifestyle Questionnaire
Growing Up Today Study
Hershey Youth Fitness Survey
Intrinsic Motivation in Physical Education Class
Learning and Performance Orientations in Physical Education Class
Middle School Physical Activity & Nutrition (M-SPAN)
National Children and Youth Fitness Study
Physical Activity Checklist
Physical Activity Interview
Physical Activity Interview for Children
Physical Activity Patterns Questionnaire
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Saunders et al.
Self Administered Physical Activity Checklist (SAPAC)
Task and Ego Orientation in Sport Questionnaire (TEOSQ)

** Participation in Sport with Weight Requirement**
McKnight Risk Factor Survey IV
Project Eat Survey
Voice of Connecticut Youth
Transportation to School
Questionnaire, as reported by Fulton et. al.
SPARK Survey

Frequency of Physical Activity Causing Hard Breathing and Sweating
Adolescent Health Habits Survey
Adolescent Wellness Appraisal (AWA)
American Indian Adolescent Health Survey
Children’s Lifestyle Questionnaire
Connecticut Health Check Survey
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Hershey Youth Fitness Survey
Jump into Action Survey
Leisure-time Questionnaire
Minnesota Adolescent Health Survey (MAHS)
Modifiable Activity Questionnaire for Adolescents
National Children and Youth Fitness Study
Pathways Survey
Physical Activity Growth Study Questionnaire
Physical Activity Level Assessment
Questionnaire, as reported by Fulton et. al.
Voice of Connecticut Youth

Behavior during Recess
Pathways Survey
Physical Activity Patterns Questionnaire
Questionnaire, as reported by Fulton et. al.
Self Administered Physical Activity Checklist (SAPAC)

Activity after School
Go Girls! Nutrition and Physical Activity Program
Middle School Physical Activity & Nutrition (M-SPAN)
Physical Activity Checklist, previous day
Physical Activity Patterns Questionnaire
Pictorial 3-Day Physical Activity
Questionnaire, as reported by Ford et al.
Questionnaire, as reported by Fulton et. al.
Self Administered Physical Activity Checklist (SAPAC)

Program/Facility Access
Amherst Health and Activity (AHA)
California Project LEAN Environment Survey
Hershey Youth Fitness Survey
National Children and Youth Fitness Study
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Saunders et al.
Physical Activity: Attitudes and Perceptions

Self-perceived Activity Level Relative to Peers
Adolescent Health Habits Survey
Adolescent Wellness Appraisal (AWA)
Amherst Health and Activity (AHA)
CATCH Health Behavior Survey (HBS)
Child and Youth Physical Self-Perception Profile (CY-PSPP)
Children's Attraction to Physical Activity Scale
Harter's Self-Perception Profile for Children
Learning and Performance Orientations in Physical Education Class
National Children and Youth Fitness Study
Physical Activity Growth Study Questionnaire
Physical Activity Level Assessment
Questionnaire, as reported by Fulton et. al.
Task and Ego Orientation in Sport Questionnaire (TEOSQ)

Self-perceived Importance of Physical Activity
Assessment of Nutrition Education and Training Needs
Child and Youth Physical Self-Perception Profile (CY-PSPP)
Children's Attraction to Physical Activity Scale
Commonwealth Fund Survey of Adolescent Girls
Health Behavior Questionnaire
National Children and Youth Fitness Study
Project Eat Survey
Questionnaire, as reported by Borzekowski et al.

Perceived Competence/Self-Efficacy
Adolescent Health Chart
Amherst Health and Activity (AHA)
CATCH Health Behavior Survey (HBS)
Child and Youth Physical Self-Perception Profile (CY-PSPP)
Children's Attraction to Physical Activity Scale
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Harter's Self-Perception Profile for Children
Jump into Action Survey
Learning and Performance Orientations in Physical Education Class
National Children and Youth Fitness Study
Pathways Survey
Physical Activity Patterns Questionnaire
Physical Education Attitude and Perception Questionnaires
Psychological Predictors of Physical Activity
Questionnaire, as reported by Bungum and Vincent
Social-Cognitive Determinants of Physical Activity
SPARK Survey
Task and Ego Orientation in Sport Questionnaire (TEOSQ)
The Pictorial Scale of Perceived Competence and Acceptance

Self-Esteem
Child and Youth Physical Self-Perception Profile (CY-PSPP)
Questionnaire, as reported by Saunders et al.
**Physical Activity Preference**
Amherst Health and Activity (AHA)
Psychological Predictors of Physical Activity
SPARK Survey

**Reasons for Being Active**
Fitness and Bone Study Questionnaire
Intrinsic Motivation in Physical Education Class
Participation Motivation Questionnaire
Perceived Motivational Climate in Sports
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Sirard et al.

**Perceived Benefits of Physical Activity / Physical Education**
Amherst Health and Activity (AHA)
Fitness and Bone Study Questionnaire
Physical Activity Patterns Questionnaire
Project LEAN Physical Activity and Nutrition Survey
Psychological Predictors of Physical Activity
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Sirard et al.
Social-Cognitive Determinants of Physical Activity
Sources of Physical Education Enjoyment

**Perceived Barriers to Physical Activity**
Amherst Health and Activity (AHA)
Children's Attraction to Physical Activity Scale
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Hershey Youth Fitness Survey
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
**Attitudes Toward Physical Activity**
Amherst Health and Activity (AHA)
Assessment of Nutrition Education and Training Needs
Cardiovascular Health in Children Study (CHIC)
Children's Attraction to Physical Activity Scale
DYNAMOTION pre-post test
Eat Well and Keep Moving Survey
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Learning and Performance Orientations in Physical Education Class
Middle School Physical Activity & Nutrition (M-SPAN)
National Children and Youth Fitness Study
Perceived Motivational Climate in Sports
Physical Activity Patterns Questionnaire
Physical Education Attitude and Perception Questionnaires
Physical Enjoyment Scale for College Students
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Saunders et al.
Social-Cognitive Determinants of Physical Activity
SPARK Survey
Task and Ego Orientation in Sport Questionnaire (TEOSQ)

**Sweat Attitudes**
Go Girls! Nutrition and Physical Activity Program
Psychological Predictors of Physical Activity

**Peer Influence**
Amherst Health and Activity (AHA)
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Saunders et al.
Social-Cognitive Determinants of Physical Activity

**Intentions to Increase Physical Activity**
Amherst Health and Activity (AHA)
Eat Well and Keep Moving Survey
Fitness and Bone Study Questionnaire
Psychological Predictors of Physical Activity
Questionnaire, as reported by Saunders et al.
Readiness for Physical Activity Questions
SPARK Survey
**Parental Support/Encouragement/Involvement**

Amherst Health and Activity (AHA)
CATCH Health Behavior Survey (HBS)
Children's Attraction to Physical Activity Scale
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Physical Activity Patterns Questionnaire
Project Eat Survey
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Saunders et al.
Reasons Why I'm good at some Physical Activities (RWIGSPA)
Social-Cognitive Determinants of Physical Activity
SPARK Survey

**Physical Activity: Knowledge**

*Physical Activity Knowledge*

Cardiovascular Health in Children Study (CHIC)
Child Health Behavior Knowledge Scale
DYNAMOTION pre-post test
Eat Well and Keep Moving Survey
Health Behavior Questionnaire
Jump into Action Survey
Pathways Survey
Project LEAN Physical Activity and Nutrition Survey
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Coleman et al.

**Sedentary Behavior: Behavior**

*Frequency of television viewing*

Amherst Health and Activity (AHA)
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Eat Well and Keep Moving Survey
Middle School Physical Activity & Nutrition (M-SPAN)
Questionnaire, as reported by Bungum and Vincent
**Duration of Television Viewing**
- Amherst Health and Activity (AHA)
- CATCH Health Behavior Survey (HBS)
- Commonwealth Fund Survey of Adolescent Girls
- Connecticut Health Check Survey
- Evaluation of 5-A-Day Power Plus Program
- Fitness and Bone Study Questionnaire
- Go Girls! Nutrition and Physical Activity Program
- Growing Up Today Study
- Health Behavior Questionnaire
- Hershey Youth Fitness Survey
- Middle School Physical Activity & Nutrition (M-SPAN)
- Modifiable Activity Questionnaire for Adolescents
- Physical Activity Growth Study Questionnaire
- Physical Activity Interview
- Physical Activity Interview for Children
- Physical Activity Patterns Questionnaire
- Physical Activity Recall and Media Use
- Physical Activity Survey
- Project Eat Survey
- Questionnaire, as reported by Borzekowski et al.
- Questionnaire, as reported by Bungum and Vincent
- Questionnaire, as reported by Field and Yando
- Questionnaire, as reported by Ford et al.
- Self Administered Physical Activity Checklist (SAPAC)
- SPARK Survey
- TEENS School Survey
- Voice of Connecticut Youth

**Frequency of Video Game Use**
- Cardiovascular Health in Children Study (CHIC)
- CATCH Health Behavior Survey (HBS)
- Middle School Physical Activity & Nutrition (M-SPAN)

**Duration of Video Game Use**
- CATCH Health Behavior Survey (HBS)
- Fitness and Bone Study Questionnaire
- Go Girls! Nutrition and Physical Activity Program
- Growing Up Today Study
- Middle School Physical Activity & Nutrition (M-SPAN)
- Physical Activity Growth Study Questionnaire
- Physical Activity Recall and Media Use
- Physical Activity Survey
- Questionnaire, as reported by Borzekowski et al.
- Questionnaire, as reported by Ford et al.
- Self Administered Physical Activity Checklist (SAPAC)
- TEENS School Survey
- Voice of Connecticut Youth

**Duration of Video Tape Use**
- Fitness and Bone Study Questionnaire
- Go Girls! Nutrition and Physical Activity Program
- Growing Up Today Study
- Physical Activity Recall and Media Use
- Questionnaire, as reported by Borzekowski et al.
- Questionnaire, as reported by Ford et al.
**Frequency of Computer Use**  
CATCH Health Behavior Survey (HBS)  
Middle School Physical Activity & Nutrition (M-SPAN)  
Questionnaire, as reported by Field and Yando

**Duration of Computer Use**  
CATCH Health Behavior Survey (HBS)  
Go Girls! Nutrition and Physical Activity Program  
Middle School Physical Activity & Nutrition (M-SPAN)  
Physical Activity Recall and Media Use  
Project Eat Survey  
Questionnaire, as reported by Field and Yando

**Frequency of Homework/Studying**  
Amherst Health and Activity (AHA)  
Cardiovascular Health in Children Study (CHIC)  
Health Behavior Questionnaire  
Middle School Physical Activity & Nutrition (M-SPAN)

**Duration of Homework/Studying**  
Amherst Health and Activity (AHA)  
Eat Well and Keep Moving Survey  
Fitness and Bone Study Questionnaire  
Growing Up Today Study  
Health Behavior Questionnaire  
Middle School Physical Activity & Nutrition (M-SPAN)  
Physical Activity Recall and Media Use  
Physical Activity Survey  
Project Eat Survey  
Questionnaire, as reported by Field and Yando  
Voice of Connecticut Youth

**Frequency of Leisure Reading**  
Amherst Health and Activity (AHA)  
Cardiovascular Health in Children Study (CHIC)  
Growing Up Today Study  
Health Behavior Questionnaire  
Middle School Physical Activity & Nutrition (M-SPAN)  
Voice of Connecticut Youth

**Duration of Leisure Reading**  
Amherst Health and Activity (AHA)  
Growing Up Today Study  
Health Behavior Questionnaire  
Middle School Physical Activity & Nutrition (M-SPAN)  
Physical Activity Recall and Media Use  
Questionnaire, as reported by Field and Yando
Frequency of Music Listening
Amherst Health and Activity (AHA)
Health Behavior Questionnaire
Middle School Physical Activity & Nutrition (M-SPAN)

Duration of Music Listening
Amherst Health and Activity (AHA)
Health Behavior Questionnaire
Middle School Physical Activity & Nutrition (M-SPAN)
Physical Activity Recall and Media Use

When Television is Viewed
Questionnaire, as reported by Ford et al.

Family Limits on TV Viewing
Health Behavior Questionnaire

After School Sedentary Behavior
Go Girls! Nutrition and Physical Activity Program
Questionnaire, as reported by Fulton et. al.

Sedentary Behavior: Knowledge
Sedentary Behavior Knowledge
Health Behavior Questionnaire
Weight Status: Behavior

Weight Control Behaviors
Adolescent Health Habits Survey
Adolescent Wellness Appraisal (AWA)
American Indian Adolescent Health Survey
Amherst Health and Activity (AHA)
Assessment of Nutrition Education and Training Needs
Body Image and Eating Questionnaire
Children's Eating Attitudes Test (chEAT)
Community Access for child Health Survey
Connecticut Health Check Survey
Eat Well and Keep Moving Survey
Eating Attitudes Test (EAT-26) modified subscale
Free to Be Me Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Kids’ Eating Disorders Survey (KEDS)
McKnight Risk Factor Survey IV
Middle School Physical Activity & Nutrition (M-SPAN)
Minnesota Adolescent Health Survey (MAHS)
Pathways Survey
Physical Activity Interview for Children
Project Eat Survey
Questionnaire of Eating and Weight Patterns (QEWP-A)
Questionnaire on Dieting, as reported by Thombs et al.
Southwestern Cardiovascular Curriculum Project
TEENS School Survey
Voice of Connecticut Youth

Behaviors Associated with Disordered Eating
Adolescent Wellness Appraisal (AWA)
American Indian Adolescent Health Survey
Assessment of Nutrition Education and Training Needs
Body Image and Eating Questionnaire
Children's Eating Attitudes Test (chEAT)
Commonwealth Fund Survey of Adolescent Girls
Eat Well and Keep Moving Survey
Eating Attitudes Test (EAT-26) modified subscale
Free to Be Me Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Health Behavior Questionnaire
Hershey Youth Fitness Survey
Kids’ Eating Disorders Survey (KEDS)
McKnight Risk Factor Survey IV
Minnesota Adolescent Health Survey (MAHS)
Project Eat Survey
Questionnaire of Eating and Weight Patterns (QEWP-A)
Questionnaire on Dieting, as reported by Thombs et al.
Restraint Scale
TEENS School Survey
Voice of Connecticut Youth
**Emotional Eating**
Adolescent Health Habits Survey
Commonwealth Fund Survey of Adolescent Girls
Eating Expectancy Inventory (EEI)
Go Girls! Nutrition and Physical Activity Program
Health Behavior Questionnaire
McKnight Risk Factor Survey IV

**Attempts to Gain Muscle or Weight**
Community Access for child Health Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Project Eat Survey
Southwestern Cardiovascular Curriculum Project
Voice of Connecticut Youth

**Media Influence**
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
McKnight Risk Factor Survey IV
Project Eat Survey
Sociocultural Attitudes Towards Appearance Questionnaire

**Weight Teasing**
Body Esteem Scale (BES)
Eating Disorder Inventory for Children (EDI-C)
Free to Be Me Survey
Go Girls! Nutrition and Physical Activity Program
McKnight Risk Factor Survey IV
Perception of Teasing Scale (POTS)
Project Eat Survey
Teasing Checklist

**Weight worries**
Children's Eating Attitudes Test (chEAT)
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
McKnight Risk Factor Survey IV
Weight Concerns Scale

**Peer Influence on Eating or Weight**
Assessment of Nutrition Education and Training Needs
Body Esteem Scale (BES)
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Children's Eating Attitudes Test (chEAT)
Eating Attitudes Test (EAT-26) modified subscale
Family History Inventory (FHI)
Free to Be Me Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
McKnight Risk Factor Survey IV
**Adult Influences on Eating or Weight**
Assessment of Nutrition Education and Training Needs
Body Esteem Scale (BES)
Cardiovascular Health in Children Study (CHIC)
CATCH Health Behavior Survey (HBS)
Eating Attitudes Test (EAT-26) modified subscale
Family History Inventory (FHI)
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
McKnight Risk Factor Survey IV
Project Eat Survey

**Eating for Health**
Assessment of Nutrition Education and Training Needs

**Weight Maintenance**
Revised Personal Lifestyle Questionnaire

**Frequency of Dieting**
Adolescent Health Habits Survey
American Indian Adolescent Health Survey
Body Image and Eating Questionnaire
Commonwealth Fund Survey of Adolescent Girls
Eating Attitudes Test (EAT-26) modified subscale
Growing Up Today Study
Health Behavior Questionnaire
McKnight Risk Factor Survey IV
Minnesota Adolescent Health Survey (MAHS)
Pathways Survey
Project Eat Survey
Questionnaire on Dieting, as reported by Thombs et al.
Questionnaire, as reported by Borzekowski et al.
Restraint Scale
Weight Concerns Scale
Weight Status: Attitudes and Perceptions

Self-Perception of Body Weight Status
Adolescent Health Habits Survey
Adolescent Wellness Appraisal (AWA)
Assessment of Nutrition Education and Training Needs
Body Esteem Scale (BES)
Body Image and Eating Questionnaire
Body Image Scale for Children
Child Figure Drawings (CFD)
Commonwealth Fund Survey of Adolescent Girls
Connecticut Health Check Survey
Fitness and Bone Study Questionnaire
Free to Be Me Survey
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Hershey Youth Fitness Survey
Kids’ Eating Disorders Survey (KEDS)
McKnight Risk Factor Survey IV
Minnesota Adolescent Health Survey (MAHS)
Pathways Survey
Physical Activity Interview for Children
Project Eat Survey
Psychological Predictors of Physical Activity Questionnaire, as reported by Borzekowski et al.
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Graham et al.
Self Determination in Physical Education Class
Southwestern Cardiovascular Curriculum Project
SPARK Survey
TEENS School Survey
Weight Concerns Scale

Somatotypes
Adolescent Health Habits Survey
Body Image Scale for Children
Child Figure Drawings (CFD)
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
McKnight Risk Factor Survey IV
Questionnaire, as reported by Graham et al.
Southwestern Cardiovascular Curriculum Project
Stunkard Adult Drawings

Measures of Body Esteem
American Indian Adolescent Health Survey
Body Image and Eating Questionnaire
Fitness and Bone Study Questionnaire
Free to Be Me Survey
Growing Up Today Study
McKnight Risk Factor Survey IV
Project Eat Survey
Questionnaire, as reported by Fulton et. al.
Questionnaire, as reported by Graham et al.
Physical Appearance Self-Concept
Body Esteem Scale (BES)
Body Image and Eating Questionnaire
Child and Youth Physical Self-Perception Profile (CY-PSPP)
Commonwealth Fund Survey of Adolescent Girls
Fitness and Bone Study Questionnaire
Go Girls! Nutrition and Physical Activity Program
Growing Up Today Study
Harter's Self-Perception Profile for Children
McKnight Risk Factor Survey IV
Minnesota Adolescent Health Survey (MAHS)
Piers-Harris Children's Self-Concept Scale
Psychological Predictors of Physical Activity
Self-Image Questionnaire for Young Adolescents (SIQYA)

Ideal Weight Status
Adolescent Health Habits Survey
Assessment of Nutrition Education and Training Needs
Body Image and Eating Questionnaire
Body Image Scale for Children
Child Figure Drawings (CFD)
Eating Disorder Inventory for Children (EDI-C)
Growing Up Today Study
Kids' Eating Disorders Survey (KEDS)
Questionnaire, as reported by Grahm et al.
Southwestern Cardiovascular Curriculum Project

Weight Preoccupation
Children's Eating Attitudes Test (chEAT)
Commonwealth Fund Survey of Adolescent Girls
Eat Well and Keep Moving Survey
Eating Attitudes Test (EAT-26) modified subscale
Go Girls! Nutrition and Physical Activity Program
McKnight Risk Factor Survey IV
Project Eat Survey
Questionnaire of Eating and Weight Patterns (QEWP-A)
Questionnaire, as reported by Borzekowski et al.
Weight Concerns Scale

Perception of Healthy Weight/Size
Pathways Survey

Reasons for or Results of Weight Loss
Commonwealth Fund Survey of Adolescent Girls
Go Girls! Nutrition and Physical Activity Program
Thinness and Restricting Expect. Inventory (TREI)

Desired vs. Perceived Weight
Go Girls! Nutrition and Physical Activity Program
**Weight Satisfaction**  
American Indian Adolescent Health Survey  
Assessment of Nutrition Education and Training Needs  
Body Esteem Scale (BES)  
Body Image and Eating Questionnaire  
Children's Lifestyle Questionnaire  
Free to Be Me Survey  
Growing Up Today Study  
Health Behavior Questionnaire  
Kids' Eating Disorders Survey (KEDS)  
Minnesota Adolescent Health Survey (MAHS)  
Project Eat Survey  
Questionnaire on Dieting, as reported by Thombs et al.  
Questionnaire, as reported by Fulton et. al.  
Self-Image Questionnaire for Young Adolescents (SIQYA)  
SPARK Survey  
TEENS School Survey  
Weight Concerns Scale

**Weight Worries**  
Eat Well and Keep Moving Survey  
Eating Attitudes Test (EAT-26) modified subscale  
Pathways Survey  
Project Eat Survey  
Questionnaire, as reported by Borzekowski et al.  
Weight and Eating Concerns Scale (WEC)

**Media Influence**  
Free to Be Me Survey  
McKnight Risk Factor Survey IV  
Sociocultural Attitudes Towards Appearance Questionnaire

**Perceived Competence / Self-Efficacy**  
Free to Be Me Survey  
Go Girls! Nutrition and Physical Activity Program  
Interview Questions, School-based Weight Control Programs

**Fear of Eating**  
Eating Attitudes Test (EAT-26) modified subscale  
Go Girls! Nutrition and Physical Activity Program  
Restraint Scale

**Weight Status: Knowledge**

**Weight Status Knowledge**  
Cardiovascular Health in Children Study (CHIC)  
Free to Be Me Survey  
Health Behavior Questionnaire  
Jump into Action Survey  
Questionnaire on Dieting, as reported by Thombs et al.  
Southwestern Cardiovascular Curriculum Project
Self-Reported Height
Adolescent Health Habits Survey
Adolescent Wellness Appraisal (AWA)
American Indian Adolescent Health Survey
Amherst Health and Activity (AHA)
Commonwealth Fund Survey of Adolescent Girls
Connecticut Health Check Survey
Eat Well and Keep Moving Survey
Free to Be Me Survey
Growing Up Today Study
Health Behavior Questionnaire
Kids’ Eating Disorders Survey (KEDS)
Middle School Physical Activity & Nutrition (M-SPAN)
Minnesota Adolescent Health Survey (MAHS)
Project Eat Survey
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
TEENS School Survey
Voice of Connecticut Youth

Self-Reported Weight
Adolescent Health Habits Survey
Adolescent Wellness Appraisal (AWA)
American Indian Adolescent Health Survey
Amherst Health and Activity (AHA)
Commonwealth Fund Survey of Adolescent Girls
Connecticut Health Check Survey
Eat Well and Keep Moving Survey
Free to Be Me Survey
Growing Up Today Study
Health Behavior Questionnaire
Kids’ Eating Disorders Survey (KEDS)
Middle School Physical Activity & Nutrition (M-SPAN)
Minnesota Adolescent Health Survey (MAHS)
Project Eat Survey
Questionnaire, as reported by Bungum and Vincent
Questionnaire, as reported by Fulton et. al.
TEENS School Survey
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