

Appendix C. Screening and Data Abstraction Forms

 ritu.sharma

Project Childhood Obesity (Switch) **User** Margaret.Peterson (My Settings)
Messages Nothing new

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Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.

Rethnam U, Yesupalan RS, Sinha A.

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1. **Does this title/abstract apply to any of the above Key questions (Key Questions)?** Exclude if Title includes populations from [these countries](#).

- No
- Yes

[Clear Response](#)

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Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.
 Rethnam U, Yesupalan RS, Sinha A.

BACKGROUND: Skateboarding has been a popular sport among teenagers even with its attendant associated risks. The literature is packed with articles regarding the perils of skateboards. Is the skateboard as dangerous as has been portrayed?

METHODS: This was a retrospective study conducted over a 5 year period. All skateboard related injuries seen in the Orthopaedic unit were identified and data collated on patient demographics, mechanism & location of injury, annual incidence, type of injury, treatment needed including hospitalisation.

RESULTS: We encountered 50 patients with skateboard related injuries. Most patients were males and under the age of 15. The annual incidence has remained low at about 10. The upper limb was predominantly involved with most injuries being fractures. Most injuries occurred during summer. The commonest treatment modality was plaster immobilisation. The distal radius was the commonest bone to be fractured. There were no head & neck injuries, open fractures or injuries requiring surgical intervention.

CONCLUSION: Despite its negative image among the medical fraternity, the skateboard does not appear to be a dangerous sport with a low incidence and injuries encountered being not severe. Skateboarding should be restricted to supervised skateboard parks and skateboarders should wear protective gear. These measures would reduce the number of skateboarders injured in motor vehicle collisions, reduce the personal injuries among skateboarders, and reduce the number of pedestrians injured in collisions with skateboarders.

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KEY QUESTIONS

- KQ 1: What is the comparative effectiveness of school-based interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 2: What is the comparative effectiveness of home-based interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 3: What is the comparative effectiveness of primary care-based interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 4: What is the comparative effectiveness of child-care setting-based interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 5: What is the comparative effectiveness of community-based interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 6: What is the comparative effectiveness of environment-level interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 7: What is the comparative effectiveness of consumer health informatics applications for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 8: Which multisetting interventions for the prevention of obesity or for preventing the progression of obesity in children?

1. non-English abstract

2. Does this title/abstract apply to any of the above Key questions? (see PICOTS)

No (answer reasons for or exclusion)

Exclude article from review

- No original data
- Does not measure weight as an outcome
- Study includes ONLY overweight or obese children
- Followup < 1 year (exception: school-based interventions must have at least 6 months follow-up)
- Study of adults only
- Study does not take place in a setting of interest (e.g., school, home, childcare setting, etc.)
- Entire study population is defined by a disease (except obesity)
- No intervention
- No human data reported
- Abstract only
- Qualitative study (focus group, directed interviews)
- Does not apply to key questions

[Clear Response](#)

Yes (article may be eligible for review)

Unclear (screen article)

[Clear Response](#)

6. Comment

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Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.

Fethnarr L, Yesupa an RS, S nha A.

BACKGROUND: Skateboarding has been a popular sport among teenagers even with its attendant associated risks. The literature is packed with articles regarding the perils of skateboards. Is the skateboard as dangerous as has been portrayed?

METHODS: This was a retrospective study conducted over a 5 year period. All skateboard related injuries seen in the Orthopaedic unit were identified and data collected on patient demographics, mechanism & location of injury, annual incidence, type of injury, treatment needed including hospitalisation.

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and go to or Skip to Next

KEY QUESTIONS

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- KQ 8: Which multisetting interventions for the prevention of obesity or for preventing the progression of obesity in children?

1.

non-English abstract

2. **Does this title/abstract apply to any of the above Key questions? (see PICOTS)**

- No (answer reasons for exclusion)
- Yes (article may be eligible for review)
- Unclear (screen article)

Clear Response

No abstract available

Other reason

Clear Response

6. Comment

and go to or Skip to Next

Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.
Rethnarr L, Yesupan RS, Sinha A.

and go to or [Skip to Next](#)

KEY QUESTIONS

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- KQ 8: Which multisetting interventions for the prevention of obesity or for preventing the progression of obesity in children?

1.

non-English abstract

2. **Does this article apply to any of the above Key Questions? (see PICOTS)**

No (answer reasons for exclusion)

Exclude article from review

No original data

Systematic review that is applicable to KQs (pull for hand searching)

[Clear Response](#)

Does not measure weight as an outcome

No abstractable data

Study includes ONLY overweight or obese children

Follow up < 1 year (unless the study takes place in a school-based setting; Follow-up must be at least 6 months)

Study of adults only

Study does not take place in a setting of interest (e.g., school, home, childcare setting, etc.)

Study does not take place in an included country (see distributed list of countries)

Entire study population is defined by a disease (except obesity)

No intervention

No human data reported

Abstract only

Qualitative study (focus group, directed interviews)

Does not apply to key questions

[Clear Response](#)

Yes (article may be eligible for review)

[Clear Response](#)

7. Comment

and go to or [Skip to Next](#)

Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.
 Rethnam U, Yesupalan RS, Sirtha A.

[Submit Form] and go to [Home](#) or Skip to Next

KEY QUESTIONS

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- KQ 6: What is the comparative effectiveness of environment-level interventions for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 7: What is the comparative effectiveness of consumer health informatics applications for the prevention of obesity or for preventing the progression of obesity in children?
- KQ 8: Which multisetting interventions for the prevention of obesity or for preventing the progression of obesity in children?

1. non-English abstract

2. Does this article apply to any of the above Key Questions? (see PICOTS)

- No (answer reasons for exclusion)
- Yes (article may be eligible for review)

5. Include article (identify key question)

- KQ1: school-based intervention
- KQ2: home-based intervention
- KQ3: primary care-based intervention
- KQ4: child care setting-based intervention
- KQ5: Community-based intervention
- KQ6: environment-level intervention
- KQ7: consumer health informatics applications
- KQ8: multi-setting

6. Study settings (for KQ 8 only)

- School-based
- Home-based
- Primary care-based
- Child care based
- Community or environment-level
- Consumer health informatics

[Clear Response](#)

[Clear Response](#)

7. Comment

[Submit Form] and go to [Home](#) or Skip to Next

Item ID: 12, Title: [Childhood Obesity Interventions](#) | [View Full Record](#) | [Add to My Settings](#)
 Return to: [View Full Record](#) | [View Full Record](#)

Study Characteristics

1. Should this study be included?

Yes

4. If this study comes from multiple studies—IDENTIFY which study you are including in the form.

5. Is the study's stated goal obesity prevention in children?

Yes
 No/Not Reported

6. Does the study have a name?

Yes
 7.

8. If the study refers to and/or publishes for children with chronic conditions, please provide the name of the condition, characteristics, or health maintenance, please provide the name of the intervention. Please enter information here ONLY if it is not already in the parent study.

No
[Clear Response](#)

9. Years of enrollment or enrollment (calendar years)

Start year
 End year
 Not reported

10. Is the study a follow-up or review?

Yes
 No/Not Reported

11. Study location

Enter location by country (U.S., Canada, etc.)
 Not reported

12. Recruitment setting (choose all that apply)

School
 Home
 Primary care
 Child-care
 Community (e.g., health fair, church, TV, newspaper, electronic ads, etc.)
 Not reported
 Other

13. Study design

Randomized intervention
 Nonrandomized intervention
 Natural experiment
 Other description

Indication of inclusion or exclusion criteria (Indication of inclusion)
 * The inclusion or exclusion criteria across groups must be visible in the "Full Comment" field.

Criteria	Boys	Girls	Age	BMI (mean, median, range)	Other adiposity measures	Orate	Language (spoken/understood)	Ethnicity	Other
14. INCLUDE:	15. Boys only Not listed as an inclusion criterion	16. Girls only Not listed as an inclusion criterion	17. Use > for greater than OR greater than or equal to Use < for less than OR less than or equal to Other Not listed as an inclusion criterion	18. Use > for greater than OR greater than or equal to Use < for less than OR less than or equal to Other Not listed as an inclusion criterion	19. Describe Not listed as an inclusion criterion	20. Enter Orate range as specified in the paper	21. English Spanish Other (describe) Not listed as an inclusion criterion	22. Choose all that apply White, non-Hispanic Black, non-Hispanic Latino/Hispanic Asian/Pacific Islander American Indian/Alaska Native Other Other Other Not listed as an inclusion criterion	23. If it is a randomized trial, indicate the name of the trial

24. COMMENTS about study characteristics

No--exclude for reasons below
Clear Response

24. R2 only: if you are reviewing R1 data entry, enter your initials when you have completed the audit

and go to or Skip to Next



darcy.ward Yoha.Chelladurai

Project	Childhood Obesity (Switch)	User	Margaret.Peterson (My Settings)
Messages	Nothing new		
Live Support		User Guide	

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Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.
 Rathnam U, Yesupalan RS, Sinha A.

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Study Characteristics

1. Should this study be included?

- Yes
- No--exclude for reasons below

2.

- No original data
- Does not measure weight as an outcome
- Includes ONLY overweight or obese children
- Follow-up <1 year (school based studies only require a follow-up of a minimum of 6 months)
- Does not take place in a setting of interest
- Does not take place in an included country (see distributed HDI list)
- Entire study population is defined by a disease (except obesity)
- No intervention
- Abstract only
- Qualitative study (focus groups, directed interviews)
- Does not apply to the key questions

[Clear Response](#)

3. Comment for excluded articles (Mandatory)

[Clear Response](#)

[Submit Form](#) and go to [or Skip to Next](#)

Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.
 Rethnam U, Yesupalan RE, Sinha A.

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DESCRIPTION of INTERVENTIONS

1. If this article presents outcomes from multiple studies--IDENTIFY which study you are abstracting in this form.

ARM 1--always use for control group

2. Control (Arm 1)

No control/all arms were active

Usual care/no intervention

Other (define)

3. **Arm 2**
 (brief description or nickname: e.g., "ADA diet")

4. Length of intervention (in weeks)

5. Setting
 Describe in detail--(see examples)

School (describe)

Home (describe)

Primary care (describe)

Child care (describe)

Community or environment-level (describe)

Consumer health informatics (describe)

6. Is the intervention targeting policy change (check if yes)

Yes

Description of the intervention

Goal Intervention (see definitions)	Target of intervention	Delivered by	Describe	Comment-Add any additional information that did
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<input type="checkbox"/> Pedometer age ment	<input type="checkbox"/> Family Caregiver	<input type="checkbox"/> Teacher	
<input type="checkbox"/> Self weighing	<input type="checkbox"/> Educator	<input type="checkbox"/> Other	
<input type="checkbox"/> Food diary	<input type="checkbox"/> Other		
<input type="checkbox"/> Sleep time			
<input type="checkbox"/> Other (describe)			

36. **GENERAL COMMENTS**
enter other important details on the study and notes for the other reviewers and writers.

37. **Arm 3**
(add descriptor or r/descrip: e.g., "ADA cut")

38. Length of intervention (in weeks)

39. Setting
Describe in detail--(see examples)

<input type="checkbox"/> School (describe)	<input type="text"/>
<input type="checkbox"/> Home (describe)	<input type="text"/>
<input type="checkbox"/> Primary care (describe)	<input type="text"/>
<input type="checkbox"/> Child care (describe)	<input type="text"/>
<input type="checkbox"/> Community or environment-level (describe)	<input type="text"/>
<input type="checkbox"/> Consumer health informatics (describe)	<input type="text"/>

40. Is the intervention targeting policy change (check if yes)

Yes

Description of the Intervention

Goal Intervention (see definitions)	Target of intervention	Delivered by	Describe Include details on duration, frequency, and intensity of the intervention (e.g., length of time exercising, number of times exercising per week, estimated calories burned, etc.)	Comment-Add any additional information that did not fit into previous cells
41. Psychosocial intervention targeting dietary intake <div style="border: 1px solid black; height: 20px;"></div>	42. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family	43. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher	44. <input type="checkbox"/> Duration (e.g., length of educational or counseling sessions) <input type="text"/> <input type="checkbox"/> Frequency (e.g., number of sessions per week) <input type="text"/> <input type="checkbox"/> Other <input type="text"/>	45. <div style="border: 1px solid black; height: 20px;"></div>

	<input type="checkbox"/> Educator <input type="checkbox"/> Other	<input type="checkbox"/> Other		
46. Physical or environmental intervention targeting dietary intake <input type="text"/>	47. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	48. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	49. <input type="checkbox"/> Change in intake (e.g., increased fruit and vegetable intake, decrease fat intake) <input type="checkbox"/> Change in calorie intake <input type="checkbox"/> Other	50. <input type="text"/>
51. Psychosocial intervention targeting exercise/physical activity <input type="text"/>	52. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	53. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	54. <input type="checkbox"/> Duration (e.g., length of educational or counseling sessions) <input type="checkbox"/> Frequency (e.g., number of sessions per week) <input type="checkbox"/> Other	55. <input type="text"/>
56. Physical or environmental intervention targeting physical activity or exercise <input type="text"/>	57. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	58. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	59. <input type="checkbox"/> Duration (e.g., time in minutes/session) <input type="checkbox"/> Frequency (e.g., session/week) <input type="checkbox"/> Other	60. <input type="text"/>
Decrease sedentary behavior <input type="text"/>	61. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	62. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	63. <input type="text"/>	64. <input type="text"/>
65. Other (choose all that apply) <input type="checkbox"/> Goal setting <input type="checkbox"/> Stress management <input type="checkbox"/> Pedometer <input type="checkbox"/> Self weighing <input type="checkbox"/> Food diary <input type="checkbox"/> Sleep time <input type="checkbox"/> Other (describe)	66. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	67. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	68. <input type="text"/>	69. <input type="text"/>

70. **GENERAL COMMENTS**
 enter other important details on the study and notes for the other reviewers and writers.

71. **Arm 4**
 (brief descriptor or nickname: e.g., "ADA diet")

72. Length of intervention (in weeks)

73. Setting
 Describe in detail--(see examples)

<input type="checkbox"/> School (describe)	<input type="text"/>
<input type="checkbox"/> Home (describe)	<input type="text"/>
<input type="checkbox"/> Primary care (describe)	<input type="text"/>
<input type="checkbox"/> Child care (describe)	<input type="text"/>
<input type="checkbox"/> Community- or environment-level (describe)	<input type="text"/>
<input type="checkbox"/> Consumer health informatics (describe)	<input type="text"/>

74. Is the intervention targeting policy change (check if yes)

 Yes

Description of the Intervention

Goal Intervention (see definitions)	Target of intervention	Delivered by	Describe <small>include details on duration, frequency, and intensity of the intervention (e.g., length of time exercising, number of times exercising per week, estimated calories burned, etc.)</small>	Comment-Add any additional information that did not fit into previous cells.
75. Psychosocial intervention targeting dietary intake <input type="text"/>	76. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other <input type="text"/>	77. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="text"/>	78. <input type="checkbox"/> Duration (e.g., length of educational or counseling sessions) <input type="text"/> <input type="checkbox"/> Frequency (e.g., number of sessions per week) <input type="text"/> <input type="checkbox"/> Other <input type="text"/>	79. <input type="text"/>
80. Physical or environmental intervention targeting dietary intake <input type="text"/>	81. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family	82. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher	83. <input type="checkbox"/> Change in intake (e.g., increased fruit and vegetable intake; decrease fat intake) <input type="text"/> <input type="checkbox"/> Change in calorie intake <input type="text"/>	84. <input type="text"/>

	<input type="checkbox"/> Educator <input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	
95. Psychosocial intervention targeting exercise/physical activity <input type="text"/>	96. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	97. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	98. <input type="checkbox"/> Duration (e.g., length of educational or counseling sessions) <input type="text"/> <input type="checkbox"/> Frequency (e.g., number of sessions per week) <input type="text"/> <input type="checkbox"/> Other	99. <input type="text"/>
100. Physical or environmental intervention targeting physical activity or exercise. <input type="text"/>	101. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	102. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	103. <input type="checkbox"/> Duration (e.g., time in minutes/ session) <input type="text"/> <input type="checkbox"/> Frequency (e.g., session/week) <input type="text"/> <input type="checkbox"/> Other	104. <input type="text"/>
Decrease sedentary behavior <input type="text"/>	105. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	106. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	107. <input type="text"/>	108. <input type="text"/>
99. Other (choose all that apply) <input type="checkbox"/> Goal setting <input type="checkbox"/> Stress management <input type="checkbox"/> Pedometer <input type="checkbox"/> Self weighing <input type="checkbox"/> Food diary <input type="checkbox"/> Sleep time <input type="checkbox"/> Other (describe) <input type="text"/>	100. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	101. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	102. <input type="text"/>	103. <input type="text"/>

104. **GENERAL COMMENTS**
enter other important details on the study and notes for the other reviewers and writers.

105. Am 5

(trial descriptor or rationale: e.g., "ADA def")

106. Length of intervention (in weeks)

107. Setting

Describe in detail--(see examples)

<input type="checkbox"/> School (describe)	<input type="text"/>
<input type="checkbox"/> Home (describe)	<input type="text"/>
<input type="checkbox"/> Primary care (describe)	<input type="text"/>
<input type="checkbox"/> Child care (describe)	<input type="text"/>
<input type="checkbox"/> Community- or environment-level (describe)	<input type="text"/>
<input type="checkbox"/> Consumer health informatics (describe)	<input type="text"/>

100. Is the intervention targeting policy change (check if yes)

 Yes

Description of the Intervention

Goal Intervention (see definitions)	Target of intervention	Delivered by	Describe <small>Include details on duration, frequency, and intensity of the intervention (e.g., length of time exercising, number of times exercising per week, estimated calories burned, etc.)</small>	Comment-Add any additional information that did not fit into previous cells
109. Psychosocial intervention targeting dietary intake <input type="text"/>	110. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other <input type="text"/>	111. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="text"/>	112. <input type="checkbox"/> Duration (e.g., length of educational or counseling sessions) <input type="text"/> <input type="checkbox"/> Frequency (e.g., number of sessions per week) <input type="text"/> <input type="checkbox"/> Other <input type="text"/>	113. <input type="text"/>
114. Physical or environmental intervention targeting dietary intake <input type="text"/>	115. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other <input type="text"/>	116. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="text"/>	117. <input type="checkbox"/> Change in intake (e.g., increased fruit and vegetable intake; decrease fat intake) <input type="text"/> <input type="checkbox"/> Change in calorie intake <input type="text"/> <input type="checkbox"/> Other <input type="text"/>	118. <input type="text"/>
119. Psychosocial intervention targeting exercise/physical activity <input type="text"/>	120. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family	121. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher	122. <input type="checkbox"/> Duration (e.g., length of educational or counseling sessions) <input type="text"/> <input type="checkbox"/> Frequency (e.g., number of sessions per week) <input type="text"/>	123. <input type="text"/>

	<input type="checkbox"/> Educator <input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	
124. Physical or environmental intervention targeting physical activity or exercise.	125. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	126. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	127. <input type="checkbox"/> Duration (e.g., time in minutes/ session) <input type="checkbox"/> Frequency (e.g., session/week)	128.
Decrease sedentary behavior	129. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	130. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	131.	132.
133. Other (choose all that apply) <input type="checkbox"/> Goal setting <input type="checkbox"/> Stress management <input type="checkbox"/> Pedometer <input type="checkbox"/> Self weighing <input type="checkbox"/> Food diary <input type="checkbox"/> Sleep time <input type="checkbox"/> Other (describe)	134. <input type="checkbox"/> Child <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Family <input type="checkbox"/> Educator <input type="checkbox"/> Other	135. <input type="checkbox"/> Researcher <input type="checkbox"/> Clinician <input type="checkbox"/> Teacher <input type="checkbox"/> Other	136.	137.

138. **GENERAL COMMENTS**
 enter other important details on the study and notes for the other reviewers and writers.

139. **Arm 6**
 (brief descriptor or nickname, e.g., "ADA diet")

140. Length of intervention (in weeks)

141. Setting
 Describe in detail--(see examples)

Refid: 12, Skateboards: Are they really perilous? A retrospective study from a district hospital.
 Rethnam U, Yesupalan RS, Sinha A.

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Participant Characteristics at Baseline

1. If this article presents outcomes from multiple studies--IDENTIFY which study you are abstracting in this form.

2. Total N at baseline:

- N
- Not reported

Define Groups

INSTRUCTIONS:

If information is available for the total populations at baseline, complete the first column and ONLY the first column.

If information is only available by intervention/exposure groups, complete the Groups columns.

If information is not available by intervention/exposure groups, select other and briefly describe group.

If the Group Ns at baseline do not add up to the Total Population N at baseline, please contact the 2nd reviewer before abstracting.

Be consistent in Arm designations. This should match the Arm/Group you described in the Interventions form.

If the study is reported not only by intervention arm, but also by subgroup use the "other" option for the arm and describe.

Overall group	3. Arm 1 (always use for control) Leave blank if there is no control group Select an Answer	4. Arm 2 Select an Answer	5. Arm 3 Select an Answer	6. Arm 4 Select an Answer	7. Arm 5 Select an Answer	8. Arm 6 Select an Answer
9. <input type="checkbox"/> N	10. <input type="checkbox"/> n	11. <input type="checkbox"/> n	12. <input type="checkbox"/> n	13. <input type="checkbox"/> n	14. <input type="checkbox"/> n	15. <input type="checkbox"/> n

16. Follow-up time in weeks from the beginning of the intervention/exposure

- Mean
- Median
- Maximum
- Minimum
- Not reported

For all participant characteristics below: report numbers to a maximum of 3 significant digits

18. Sex

reported

Overall Group	Arm 1	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
19. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %	20. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %	21. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %	22. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %	23. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %	24. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %	25. <input type="checkbox"/> girls, n <input type="checkbox"/> girls, %

26. If sex differs by group, please describe

not reported

27. Age

reported

Overall Group	Arm 1	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
28. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range	29. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range	30. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range	31. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range	32. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range	33. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range	34. <input type="checkbox"/> mean <input type="checkbox"/> SD <input type="checkbox"/> Median <input type="checkbox"/> Range

35. If age differs by group, please describe

not reported

36. Race/ethnicity

Reported

	Overall Group	Arm 1	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
White, non-Hispanic	37. <input type="checkbox"/> n <input type="checkbox"/> %	38. <input type="checkbox"/> n <input type="checkbox"/> %	39. <input type="checkbox"/> n <input type="checkbox"/> %	40. <input type="checkbox"/> n <input type="checkbox"/> %	41. <input type="checkbox"/> n <input type="checkbox"/> %	42. <input type="checkbox"/> n <input type="checkbox"/> %	43. <input type="checkbox"/> n <input type="checkbox"/> %
Black, non-Hispanic	44. <input type="checkbox"/> n	45. <input type="checkbox"/> n	46. <input type="checkbox"/> n	47. <input type="checkbox"/> n	48. <input type="checkbox"/> n	49. <input type="checkbox"/> n	50. <input type="checkbox"/> n

	<input type="checkbox"/> n <input type="checkbox"/> %	<input type="checkbox"/> n <input type="checkbox"/> %	<input type="checkbox"/> n <input type="checkbox"/> %	<input type="checkbox"/> n <input type="checkbox"/> %	<input type="checkbox"/> n <input type="checkbox"/> %	<input type="checkbox"/> n <input type="checkbox"/> %	<input type="checkbox"/> n <input type="checkbox"/> %
Asian/Pacific Islander	58. <input type="checkbox"/> n <input type="checkbox"/> %	59. <input type="checkbox"/> n <input type="checkbox"/> %	60. <input type="checkbox"/> n <input type="checkbox"/> %	61. <input type="checkbox"/> n <input type="checkbox"/> %	62. <input type="checkbox"/> n <input type="checkbox"/> %	63. <input type="checkbox"/> n <input type="checkbox"/> %	64. <input type="checkbox"/> n <input type="checkbox"/> %
American Indian/Alaska Native	65. <input type="checkbox"/> n <input type="checkbox"/> %	66. <input type="checkbox"/> n <input type="checkbox"/> %	67. <input type="checkbox"/> n <input type="checkbox"/> %	68. <input type="checkbox"/> n <input type="checkbox"/> %	69. <input type="checkbox"/> n <input type="checkbox"/> %	70. <input type="checkbox"/> n <input type="checkbox"/> %	71. <input type="checkbox"/> n <input type="checkbox"/> %
72. Other	73. <input type="checkbox"/> n <input type="checkbox"/> %	74. <input type="checkbox"/> n <input type="checkbox"/> %	75. <input type="checkbox"/> n <input type="checkbox"/> %	76. <input type="checkbox"/> n <input type="checkbox"/> %	77. <input type="checkbox"/> n <input type="checkbox"/> %	78. <input type="checkbox"/> n <input type="checkbox"/> %	79. <input type="checkbox"/> n <input type="checkbox"/> %
80. Other	81. <input type="checkbox"/> n <input type="checkbox"/> %	82. <input type="checkbox"/> n <input type="checkbox"/> %	83. <input type="checkbox"/> n <input type="checkbox"/> %	84. <input type="checkbox"/> n <input type="checkbox"/> %	85. <input type="checkbox"/> n <input type="checkbox"/> %	86. <input type="checkbox"/> n <input type="checkbox"/> %	87. <input type="checkbox"/> n <input type="checkbox"/> %
88. Other	89. <input type="checkbox"/> n <input type="checkbox"/> %	90. <input type="checkbox"/> n <input type="checkbox"/> %	91. <input type="checkbox"/> n <input type="checkbox"/> %	92. <input type="checkbox"/> n <input type="checkbox"/> %	93. <input type="checkbox"/> n <input type="checkbox"/> %	94. <input type="checkbox"/> 2n <input type="checkbox"/> %	95. <input type="checkbox"/> 2n <input type="checkbox"/> %

96. If race/ethnicity differs by group, please describe

//

not reported

97. Grade

Reported

	Overall Group	Arm 1	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
98. Grades, or grade ranges of study populations	99. <input type="checkbox"/> n <input type="checkbox"/> %	100. <input type="checkbox"/> n <input type="checkbox"/> %	101. <input type="checkbox"/> n <input type="checkbox"/> %	102. <input type="checkbox"/> n <input type="checkbox"/> %	103. <input type="checkbox"/> n <input type="checkbox"/> %	104. <input type="checkbox"/> n <input type="checkbox"/> %	105. <input type="checkbox"/> n <input type="checkbox"/> %
106. Grades, or grade ranges of study populations	107. <input type="checkbox"/> n <input type="checkbox"/> %	108. <input type="checkbox"/> n <input type="checkbox"/> %	109. <input type="checkbox"/> n <input type="checkbox"/> %	110. <input type="checkbox"/> n <input type="checkbox"/> %	111. <input type="checkbox"/> n <input type="checkbox"/> %	112. <input type="checkbox"/> n <input type="checkbox"/> %	113. <input type="checkbox"/> n <input type="checkbox"/> %

122. If education differs by group, please describe

not reported

123. Other Comments

124. **R2 only: If you are reviewing R1 data entry, enter your initials when you have completed the audit**

and go to

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Participant Characteristics at Baseline

1. If this article presents outcomes from multiple studies—IDENTIFY which study you are abstracting in this form.

2. Total N at baseline

- N
- Not reported

Define Groups

INSTRUCTIONS:

If information is available for the total populations at baseline, complete the first column and ONLY the first column.

If information is only available by intervention/exposure groups, complete the Groups columns.

If information is not available by intervention/exposure groups, select other and briefly describe group.

If the Group Na at baseline do not add up to the Total Population N at baseline, please contact the 2nd reviewer before abstracting.

Be consistent in Arm designations. This should match the Arm/Group you described in the Interventions form.

If the study is reported not only by intervention arm, but also by subgroup use the "other" option for the arm and describe.

Overall group	3. Arm 1 (always use for control) Leave blank if there is no control group Select an Answer	4. Arm 2 Select an Answer	5. Arm 3 Select an Answer	6. Arm 4 Select an Answer	7. Arm 5 Select an Answer	8. Arm 6 Select an Answer
9. <input type="checkbox"/> N	10. <input type="checkbox"/> n	11. <input type="checkbox"/> n	12. <input type="checkbox"/> n	13. <input type="checkbox"/> n	14. <input type="checkbox"/> n	15. <input type="checkbox"/> n

16. Follow-up time in weeks from the beginning of the intervention/exposure

- Mean
- Median
- Maximum

For all participant characteristics below: report numbers to a maximum of 3 significant digits

18. Sex

- reported
- not reported

27. Age

- reported
- not reported

36. Race/ethnicity

- Reported
- not reported

97. Grade

- Reported
- not reported

123. Other Comments

124. R2 only: If you are reviewing R1 data entry, enter your initials when you have completed the audit

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1. **Weight Outcome** (choose one)

Select an Answer

2. How was the weight outcome measured?

Select an Answer

3. Was there a subgroup analysis in this article?

(are weight results or interventions stratified by groups or p for interaction reported)

- Yes
 No
 Clear Response

4. Is subgroup analysis data presented in this form?

- Yes

5. Identify subgroup analysis data presented in this form.

- Age
 Race
 Sex
 Family SES (e.g., parental education or family income)
 Other (define)
 Other (define)
 Other (define)

- No
 Clear Response

Arm 1 (Control group) Leave blank if there is no control group	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
6. Baseline, n <input type="text"/>	7. Baseline, n <input type="text"/>	8. Baseline, n <input type="text"/>	9. Baseline, n <input type="text"/>	10. Baseline, n <input type="text"/>	11. Baseline, n <input type="text"/>
12. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	13. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	14. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	15. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	16. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	17. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>
18. 1st follow-up, n (between 24 and 52 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="text"/> n <input type="text"/> check if this is the last timepoint reported <input type="checkbox"/>	19. 1st follow-up, n (between 24 and 52 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="text"/> n <input type="text"/> check if this is the last timepoint reported <input type="checkbox"/>	20. 1st follow-up, n (between 24 and 52 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="text"/> n <input type="text"/> check if this is the last timepoint reported <input type="checkbox"/>	21. 1st follow-up, n (between 24 and 52 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="text"/> n <input type="text"/> check if this is the last timepoint reported <input type="checkbox"/>	22. 1st follow-up, n (between 24 and 52 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="text"/> n <input type="text"/> check if this is the last timepoint reported <input type="checkbox"/>	23. 1st follow-up, n (between 24 and 52 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="text"/> n <input type="text"/> check if this is the last timepoint reported <input type="checkbox"/>
24. First follow-up measure	25. First follow-up measure	26. First follow-up measure	27. First follow-up measure	28. First follow-up measure	29. First follow-up measure

<input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> Mean change	<input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> Mean change	<input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> Mean change	<input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> Mean change	<input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> Mean change	<input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> Mean change
30. 2nd follow-up, n (between 52 and 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	31. 2nd follow-up, n (between 52 and 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	32. 2nd follow-up, n (between 52 and 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	33. 2nd follow-up, n (between 52 and 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	34. 2nd follow-up, n (between 52 and 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	35. 2nd follow-up, n (between 52 and 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported
36. Second follow-up measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	37. Second follow-up measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	38. Second follow-up measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	39. Second follow-up measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	40. Second follow-up measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	41. Second follow-up measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change
42. Final follow-up, n (greater than 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	43. Final follow-up, n (greater than 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	44. Final follow-up, n (greater than 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	45. Final follow-up, n (greater than 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	46. Final follow-up, n (greater than 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported	47. Final follow-up, n (greater than 104 weeks) <input type="checkbox"/> Follow-up (in weeks) <input type="checkbox"/> n <input type="checkbox"/> check if this is the last timepoint reported
48. Final measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	49. Final measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	50. Final measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	51. Final measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	52. Final measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change	53. Final measure <input type="checkbox"/> mean <input type="checkbox"/> median <input type="checkbox"/> range <input type="checkbox"/> SD <input type="checkbox"/> se <input type="checkbox"/> CI_LL <input type="checkbox"/> CI_UL <input type="checkbox"/> mean change

54. Describe test for trend or other comments

Measure of Association/Counts/Percentages/Events/Rate

55. Did study report a measure of association (between group difference)?

Yes

56.

- First follow-up
- Second follow-up
- Final follow-up
- Other (in weeks)

No
Clear Response


269. **GENERAL COMMENTS**

267. R2 only: if you are reviewing R1 data entry, enter your initials when you have completed the audit

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Intermediate Outcomes

1. Identify ALL intermediate outcomes reported in the article

- None reported
- Nutrition-related knowledge, attitudes, beliefs, and self-efficacy
- Physical activity-related knowledge, attitudes, beliefs, and self-efficacy
- Food purchasing behaviors (for children and/or caregivers)
- Dietary intake (e.g. energy, nutrients, food groups)
- Physical activity (e.g. more time spent on outdoor activities)
- Sedentary behavior (e.g. reduce in screen time)
- Access to healthy foods (e.g. farmer's markets, supermarkets)
- Access to PA and/or its facilities (e.g. gym membership, school PE curriculum)
- Adherence to the intervention
- Other (describe)

2. Comment

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Clinical Outcomes and Adverse Events (choose one)	Describe
1. <input type="text" value="Select an Answer"/>	2. <input type="text"/>

Be consistent in Arm. This should match the Arm you described in the Interventions form.

Arm 1 (use only for control) Leave blank if there is no control group	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
3. Baseline, n <input type="text"/>	4. Baseline, n <input type="text"/>	5. Baseline, n <input type="text"/>	6. Baseline, n <input type="text"/>	7. Baseline, n <input type="text"/>	8. Baseline, n <input type="text"/>
9. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	10. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	11. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	12. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	13. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	14. Baseline measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>
15. Last reported time point (in weeks) <input type="text" value="Select an Answer"/>	16. Last reported time point (in weeks) <input type="text" value="Select an Answer"/>	17. Last reported time point (in weeks) <input type="text" value="Select an Answer"/>	18. Last reported time point (in weeks) <input type="text" value="Select an Answer"/>	19. Last reported time point (in weeks) <input type="text" value="Select an Answer"/>	20. Last reported time point (in weeks) <input type="text" value="Select an Answer"/>
21. Last reported, n <input type="text"/>	22. Last reported, n <input type="text"/>	23. Last reported, n <input type="text"/>	24. Last reported, n <input type="text"/>	25. Last reported, n <input type="text"/>	26. Last reported, n <input type="text"/>
27. Last reported measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	28. Last reported measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	29. Last reported measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	30. Last reported measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	31. Last reported measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>	32. Last reported measure <input type="checkbox"/> mean <input type="text"/> <input type="checkbox"/> median <input type="text"/> <input type="checkbox"/> range <input type="text"/> <input type="checkbox"/> SD <input type="text"/> <input type="checkbox"/> se <input type="text"/> <input type="checkbox"/> CI_LL <input type="text"/> <input type="checkbox"/> CI_UL <input type="text"/>

33. Describe between group differences

Measure of Association/Counts/Percentages/Events/Rate

34. Did study report a measure of association?

Yes

35.

- Last reported time point
- 24 months
- 60 months
- Other (in months)

No

[Clear Response](#)

245. **GENERAL COMMENTS**

246. **R2 only: If you are reviewing R1 data entry, enter your initials when you have completed the audit**

and go to or Skip to Next

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Rethnam U, Yesupalan RS, Sinha A.

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Checklist for measuring study quality

Reporting

Question	Description	Answer
1. Is the hypothesis/aim/objective of the study clearly described?		1. <input type="radio"/> Yes <input type="radio"/> No
2. Are the main outcomes to be measured clearly described in the Introduction or Methods section?	<i>if the main outcomes are first mentioned in the Results section, the question should be answered no.'</i>	2. <input type="radio"/> Yes <input type="radio"/> No
3. Are the characteristics of the subjects included in the study clearly described?	<i>in trials, inclusion and/or exclusion criteria should be given.</i>	3. <input type="radio"/> Yes <input type="radio"/> No
4. Are the interventions of interest clearly described?	<i>interventions and controls (where relevant) that are to be compared should be clearly described.</i>	4. <input type="radio"/> Yes <input type="radio"/> No

5. Are the distributions of principal confounders in each group of subjects to be compared clearly described?	<i>A list of principal confounders is provided.</i>	5. <input type="radio"/> Yes <input type="radio"/> Partially <input type="radio"/> No
6. Are the main findings of the study clearly described?	<i>Simple outcome data (including denominators and numerators) should be reported for all major findings so that the reader can check the major analyses and conclusions. (This question does not cover statistical tests which are considered below).</i>	6. <input type="radio"/> Yes <input type="radio"/> No
7. Does the study provide estimates of the random variability in the data for the main outcomes?	<i>In non-normally distributed data the inter-quartile range of results should be reported. In normally distributed data the standard error, standard deviation or confidence intervals should be reported. If the distribution of the data is not described, it must be assumed that the estimates used were appropriate and the question should be answered 'yes.'</i>	7. <input type="radio"/> Yes <input type="radio"/> No
8. Have all important adverse events that may be a consequence of the intervention been reported?	<i>This should be answered 'yes' if the study demonstrates that there was a comprehensive attempt to measure adverse events. (A list of possible adverse events is provided).</i>	8. <input type="radio"/> Yes <input type="radio"/> No
9. Have the characteristics of subjects lost to follow-up been described?	<i>This should be answered 'yes' where there were no losses to follow-up or where losses to follow-up were so small that findings would be unaffected by their inclusion. This should be answered 'no' where a study does not report the number of patients lost to follow-up.</i>	9. <input type="radio"/> Yes <input type="radio"/> No
10. Have actual probability values been reported (e.g. 0.035 rather than <0.05) for the main outcomes except where the probability value is less than 0.001?		10. <input type="radio"/> Yes <input type="radio"/> No

External Validity

Question	Description	Answer
11. Were the subjects asked to	<i>The study must identify the source population for patients and describe how the patients were</i>	11.

participate in the study representative of the entire population from which they were recruited?	<i>selected. Subjects would be representative if they comprised the entire source population, an unselected sample of consecutive patients, or a random sample. Random sampling is only feasible where a list of all members of the relevant population exists. Where a study does not report the proportion of the source population from which the subjects are derived, the question should be answered 'unable to determine.'</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
12. Were those subjects who were prepared to participate representative of the entire population from which they were recruited?	<i>The proportion of those asked who agreed should be stated. Validation that the sample was representative would include demonstrating that the distribution of the main confounding factors was the same in the study sample and the source population.</i>	12. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
13. Were the staff, places, and facilities where the subjects were treated (or where the intervention was implemented) representative of the treatment the majority of subjects receive?	<i>For the question to be answered 'yes' the study should demonstrate that the intervention was representative of that in use in the source population. The question should be answered 'no' if, for example, the intervention was undertaken in a specialist center unrepresentative of the hospitals most of the source population would attend.</i>	13. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine

Internal Validity-bias

Question	Description	Answer
14. Was an attempt made to blind study subjects to the intervention they have received?	<i>For studies where the subjects would have no way of knowing which intervention they received, this should be answered 'yes.'</i>	14. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
15. Was an attempt made to blind those measuring the main outcomes of the intervention?		15. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
16. If any of the results of the	<i>Any analyses that had not been planned at the outset of the study should be clearly indicated. If no</i>	16.

study were based on “data dredging”, was this made clear?	<i>retrospective unplanned subgroup analyses were reported, then answer ‘yes.’</i>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
17. In trials and cohort studies, do the analyses adjust for different lengths of follow-up of patients?	<i>Where follow-up was the same for all study participants the answer should be ‘yes.’ If different lengths of follow-up were adjusted, for example, by survival analysis, the answer should be ‘yes.’ Studies where differences in follow-up are ignored should be answered ‘no.’</i>	17. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
18. Were the statistical tests used to assess the main outcomes appropriate?	<i>The statistical techniques used must be appropriate to the data. For example nonparametric methods should be used for small sample sizes. Where little statistical analysis has been undertaken but where there is no evidence of bias, the question should be answered ‘yes.’ If the distribution of the data (normal or not) is not described it must be assumed that the estimates used were appropriate and the question should be answered ‘yes.’</i>	18. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
19. Was compliance with the intervention/s reliable?	<i>Where there was non-compliance with the allocated treatment or where there was contamination of one group, the question should be answered ‘no.’ For studies where the effect of any misclassification was likely to bias any association to the null, the question should be answered ‘yes.’</i>	19. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
20. Were the main outcome measures used accurate (valid and reliable)?	<i>For studies where the outcome measures are clearly described, the question should be answered ‘yes.’ For studies which refer to other work or that demonstrates the outcome measures are accurate, the question should be answered ‘yes.’</i>	20. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine

Internal Validity-confounding and selection bias

Question	Description	Answer
21. Were the subjects in different intervention groups (trials and cohort studies) recruited from the same population?	<i>For example, subjects for all comparison groups should be selected from the same school. The question should be answered unable to determine for cohort where there is no information concerning the source of subjects included in the study.</i>	21. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine

22. Were study subjects in different intervention groups (trials and cohort studies) recruited over the same period of time?	<i>For a study which does not specify the time period over which patients were recruited, the question should be answered as unable to determine.</i>	22. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
23. Were study subjects randomized to intervention groups?	<i>Studies which state that subjects were randomized should be answered yes except where method of randomization would not ensure random allocation. For example alternate allocation would score no because it is predictable.</i>	23. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
24. Was the randomized intervention assignment concealed from both subjects and those conducting the study until recruitment was complete and irrevocable?	<i>All non-randomized studies should be answered 'no.' If assignment was concealed from patients but not from staff, it should be answered 'no.'</i>	24. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
25. Was there adequate adjustment for confounding in the analyses from which the main findings were drawn?	<i>This question should be answered 'no' for trials if: the main conclusions of the study were based on analyses of treatment rather than intention to treat; the distribution of known confounders in the different treatment groups was not described; or the distribution of known confounders differed between the treatment groups but was not taken into account in the analyses. In non-randomized studies, if the effect of the main confounders was not investigated or confounding was demonstrated but no adjustment was made in the final analyses the question should be answered 'no.'</i>	25. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine
26. Were losses of subjects to follow-up taken into account?	<i>If the numbers of subjects lost to follow-up are not reported, the question should be answered 'unable to determine.' If the proportion lost to follow-up was too small to affect the main findings, the question should be answered 'yes.'</i>	26. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> unable to determine

Power

Question	Description	Answer