Study ID Article title	Date of entry Item	Screening questions (for all ty	ypes)	Study design (complete the corresponding QA questions)		Qualitative			Quantitative RCT				Quantitative non-randomised			Quantitative descriptive			Mixed methods (complete this section, as well as the 'qualitative' section 1 and either 'quantitative' section 2, 3 or 4)				3 or 4)	Summary score	
	Descriptio	on S1. Are there clear S2. Do the collected research questions? data allow to address	Comments	ative ative RCT BCT	ative ative ptive floord hoats	1.1. Is the qualitative 1.2. Are the qualitative 1.3. Are the findings 1.4. Is the approach appropriate data collection adequately derived interpretation of	1.5. Is there coherence between	Commants	2.1. Is randomization 2.2. Are the groups 2.3. Are there appropriately comparable at complete outcome	2.4. Are outcome assessors blinded to	2.5 Did the participants adhere to	Comments 3.1. Are the 3.2. app	Are measurements propriate regarding	3.3. Are there complete 3.4. Are the outcome date? confounders or	3.5. During the study Comments period, is the	4.1. Is the sampling 4.2. Is the sample 4.3. Are the 4.4. Is the risk of strategy relevant to representative of the measurements nonresponse bias low	4.5. Is the statistical 2 analysis appropriate to	Comments	5.1. Is there an adequate rationale for components of the	5.3. Are the outputs of the integration of qualitative	5.4. Are divergences and inconsistencies	5.5. Do the different components of the	Comments		
		the research questions?		Quality Suarth	des of des of the	to answer the methods adequate to from the data? results sufficiently research question? address the research substantiated by	qualitative data sources, collection,		performed? beseline? data?	the intervention provided?	the assigned intervention?	representative of the both target population?	h the outcome and intervention (or	Complete outcome data from participants assessed for in the design and	ted intervention nd administered (or	address the research target population? appropriate? question?	exister the research question?		using a mixed study effectively methods design to integrated to answer	and quantitative components adequately	between quantitative and qualitative results	study adhere to the quality criteria of each		Interior interior	oriptiv bods
	Response	es 0=No, 1=Yes, 2=Car/1 0=No, 1=Yes, 2=Car/1		7=3	140	question? data? 0+lb, 1=Yes, 2=Cart 0+lb, 1=Yes, 2=Cart 0+lb, 1=Yes, 2=Cart 0+lb, 1=Yes, 2=Cart	analysis and 17 0+Nb, 1+Yas, 2+Can?		0+No, 1+Yes, 2+Can'l 0+No, 1+Yes, 2+Can'l 0+No, 1+Yes, 2+Can'l	0=No, 1=Yes, 2=Cat?	0=No, 1=Yes, 2=Can't	0+No, 1=Yes, 2=Cen'T 0+No, 1=Yes, 2=Cen'T 0+Ne	exposure)? Io, 1=Yes, 2=Can't	at 80% threshold. analysis? 0=No, 1=Yes, 2=Can't tell 0=No, 1=Yes, 2=Can't	exposure occurred) as in? 0+No, 1=Yes, 2+Cen?	0+No, 1=Yes, 2=Can1 0+No, 1=Yes, 2=Can1 0+No, 1=Yes, 2=Can1 0+No, 1=Yes, 2=Can	1 0+No, 1=Yes, 2=Cen1		address the research the research 0=No, 1=Yes, 2=Can? 0=No, 1=Yes, 2=Can?	interpreted? 0=Nb, 1=Yes, 2=Cen't	adequately addressed? 0+No, 1=Yes, 2=Carr?	tradition of the 0=No, 1=Yes, 2=Can'T		0-5 summary	V SCOVE
1 Life stage and sex	14/11/20	1 1				tel tel tel tel	call		tell tell tell	tell	tell	tell tell	ted 1	1 1	ted 0	tel tel tel tel	ted		tell tell	tell	tall	ted		0 0 4	0 0
specificity in relationships between the built and																									
socioeconomic environments and physical																									
2 Residential self-selection	14/11/20	1 1			1							1	1	1 1	1									0 0 5	0 0
built environment effects on physical activity																									
between adolescence and young adulthood																									
3 What neighborhood area captures built environment	14/11/20	1 1		,	1							1	1	1 1	1									0 0 5	0 0
features related to adolescent physical																									
4 Built environment, parents'	14/11/20	1 1										2	0	1 2	1									0 0 2	0 0
perception, and children's vigorous outdoor play	15114100																								_
physical activity in the built	15/10/20											2												0 0 4	0 0
interrelation between kernel																									
and neighborhood scale 6 Associations between BM	15/11/20	1 1										2	1	2 1	1									0 0 3	0 0
and home, school and route environmental exposures																									
estimated using GPS and GIS: do we see evidence of																									
selective daily mobility bias in children?																									
7 Contribution of streetscape audits to explanation of	15/11/20	1 1		,	1							2	1	2 1	1									0 0 3	0 0
physical activity in four age groups based on the Missessele function																									
Pedestrian Streetscapes (MAPS)																									
8 Within-person associations of young adolescents'	15/11/20	1 1		,	1							1	1	2 1	1									0 0 4	0 0
physical activity across five primary locations: is there																									
evidence of cross-location compensation?																									
9 Association between neighborhood walkability and	16/11/20	1 1		,	1							2	1	2 1	1									0 0 3	0 0
GPS-measured walking, bicycling and vehicle time in																									
10 Built environment absorbaticities and somet	16/11/20	1 1										2	,	1 1	1									0 0 4	0 0
active transportation are associated with active travel																									
to school in youth age 12–15																									
11 Disentangling neighborhood contextual associations with	16/11/20	1 1										2	1	1 1	1									0 0 4	0 0
child body mass index, diet, and physical activity: The											1														11
role of built, socioeconomic, and social environments											1														11
12 Are Safety-Related Features of the Road Environment	16/11/20	1 1						1		1	1	2	1	1 2	1									0 0 3	0 0
Associated with Smaller Declines in Physical Activity											1														11
among Youth?																									
13 Bicycles gathering dust rather than raising dust -	16/11/20	1 1										2	1	1 2	1									0 0 3	0 0
Prevalence and predictors of cycling among Australian											1														
14 Community Design Impacts	16/11/20	1 1		++	1					1	1					1 2 1 0	1			<u> </u>				0 0 0	3 0
income Southern Nevadana 15 Built Environment Devil	17/11/20	+, $+$, $+$		\rightarrow			+		↓ ↓ ↓ ↓ ↓				1	1 .			1		├ ──	-			H	0 0	0 0
of Active Travel to School Among Rural Adelescente											1														
16 Active living neighborhoods:	17/11/20	1 1										2	1	1 2	1									0 0 3	0 0
is neighborhood welkability a key element for Belgian																									
adolescents?																									
17 Children's route choice during active transportation	17/11/20	1 1		,	1							2	1	1 2	1									0 0 3	0 0
to school: difference between shortest and actual																									
18 Patterns of food and	17/11/20	1 1			1							1	1	1 1	1									0 0 5	0 0
environments related to abilition's food and opticity																									
behaviors: A latent class analysis																									
19 Natural and built environmental exposures on	17/11/20	1 1		1	1							2	1	2 2	1									0 0 2	0 0
children's active school travel: A Dutch global																									
positioning system-based cross-sectional study																									
20 Associations of the perceived and objective	17/11/20	1 1										2	1	0 1	1									0 0 3	0 0
with physical activity and appletors time in New																									
Zealand adolescents 21 Assessment of direct and	17/11/20	1 1										2	1	1 1	1									0 0 4	0 0
indirect associations between children active																									
school travel and environmental, household																									
and child factors using structural equation modelling																									
22 Child-Friendly, Active,	17/11/20	1 1										2	1	1 1	1									0 0 4	0 0
Healthy Neighborhoods: Physical Characteristics and																									
Children's Time Outdoors																									
23 A Multisite Study of Environmental Correlates of	17/11/20	1 1		,	1							2	1	2 1	1									0 0 3	0 0
Active Commuting to School in Mexican Children	1704.000																								
24 Orban Environment and Children's Active Lifestyle: SoftQIS Revealing	17/11/20											2		1 2										0 0 3	0 0
Children's Behavioral Patterns and Meaninoful																									
Places 25 The proportion of youths'	17/11/20	1 1										2	1	2 1	1									0 0 3	0 0
physical inactivity attributable to																									
neighbourhood built environment features																									
26 Associations Between the Neighborhood Environment	17/11/20	1 1		,	1							1	1	1 1	1									0 0 5	0 0
and Moderate-to-Vigorous Walking in New Zealand Oblideary Ferdinan from P											1														11
URBAN Study 27 Street Connectivity is	17/11/20	1 1	├ ────	 ,	++-		+		<u>├ </u>	l			1	1 1	1		+		<u>├ </u>				H	0 0 5	0 0
Negatively Associated with Physical Activity in											1														
Canadian Youth 28 Built Environment Influences	18/11/20	1 1					+			1	1	2	1	1 2	1		+		<u> </u>	1				0 0 3	0 0
of Children's Physical Activity: Examining											1														11
Neighbourhood Size and Sev											1														11
29 New physical activity spaces in deprived	18/11/20	1 1											1	1 1	2									0 0 4	0 0
neighborhoods: Does it change outdoor play and											1														11
sedentary behavior? A natural experiment	10011000														<u> </u>		1								
Built Environment	14/11/20	1								1	1	2		2						1				0 0 3	° °
Spatial Representation of Their Home-School (h. c)											1														11
Route 31 Neichborhood mean snamm	18/11/20			\rightarrow	+		+		├ ───┤────┤────				1	1 1					<u>├</u>				H	0 0 /	0 0
facilities and population density as predictors of											1														
activity participation among 8-year-olds: a											1														
crosssectional GIS study based on the Norwegian																									
mother and child cohort study																									
32 Environmental and socio- demographic associates of	18/11/20	1 1										2	1	1 2	1					1				0 0 3	0 0
children's active transport to school: a cross-sectional											1														11
investigation from the URBAN Study																									
33 Children's mobility and environmental exposures in urban lawlangement. A sec.	18/11/20	1 1										2	1	1 2	1 1									0 0 3	0 0
sectional study of 10–11 year old Scottick children											1														11
34 Is Your Neighborhood Designed to Proceed	18/11/20	1 1					1 1					2	1	2 1	1								Ħ	0 0 3	0 0
Physical Activity? A Brief Streetscape Awdit Trivi											1														11
35 Neighborhood built environment and	18/11/20	1 1					1 1					1	1	1 1	1									0 0 5	0 0
socioeconomic status in relation to physical activity.										1															
sedentary behavior, and weight status of											1														11
adolescents 36 Children's Transport Built	18/11/20	1 1			1		1 1					2	1	1 2	1		1		1 1	1	1	1	H	5 0 3	0 5
Environments: A Moved Methods Study of											1			-											
Associations between Perceived and Objective											1														11
with Parent Licence for										1	1														
Auckland, New Zealand											1														11
37 Environmental influences on physical activity lauses in	18/11/20	1 1						1		1	1	2	1	1 1	1									0 0 4	0 0
youth 38 Youth physical activity and	18/11/20	1 1		- ,	+		+		<u> </u>			1	1	0 1	1		+		<u> </u>	-				0 0 4	0 0
the neighbourhood environment: Examining											1														
correlates and the role of neighbourhood definition										1	1														\perp
39 How far do children travel from their homes? Exploring	18/11/20	1 1	I TI		' [Т				2	1	1 2			1 T				T	Т	Π	0 0 3	0 0
children's activity spaces in their neighborhood 40 Interactions of neuroboo	18/11/20	+, $+$, $+$		\rightarrow			+		↓ ↓ ↓ ↓ ↓				1	1 .			1		├ ──	-			H	0 0	0 0
factors with built environments in exclaining											1														
adolescents' active transportation																	1			1					