

<b>Title of Intervention</b>	<b>SHAPES:</b> School Health Action, Planning, and Evaluation System: Physical Activity Module	
<b>Website</b>	<a href="http://www.shapes.uwaterloo.ca/">http://www.shapes.uwaterloo.ca/</a>	
<b>Intervention Strategies</b>	Environments and policies	
<b>Purpose</b>	A data collection and feedback system to support population based intervention planning and evaluation in the school setting.	
<b>Populations</b>	Children, Teenagers	
<b>Settings</b>	School-based	
<b>Partners</b>	University of Waterloo, Canadian Cancer Society	
<b>Intervention Description</b>	"The Physical Activity Module of SHAPES consist of 1) a machine readable questionnaire to collect physical activity data from all students (grades 6 to 12) in a school, 2) a school administrator questionnaire to assess school polices, programs, and resources related to physical activity and 3) a school-specific feedback report documenting student behavior and school programs and policies. This SHAPES module provides schools with feedback that enables them to take stock of patterns of activity and obesity within their school, recognize what is (and what is not) in place to support physical activity, and how to plan and evaluate their own prevention efforts."	
<b>Theory</b>	Not Mentioned	
<b>Resources required</b>	<b>Staff/Volunteers:</b>	School Administrator or designee; teachers, 20 minutes of student class time.
	<b>Training:</b>	None
	<b>Technology:</b>	None
	<b>Space:</b>	Not Mentioned
	<b>Budget:</b>	\$1 - 3/student (additional costs not mentioned)
	<b>Intervention:</b>	Student, machine readable questionnaire. School administrator questionnaire
	<b>Evaluation:</b>	Accelerometers
<b>Evaluation</b>	<b>Design:</b>	Test-retest for tool validity and reliability
	<b>Methods and Measures:</b>	'Study 1 assessed test-retest reliability by administering the questionnaire twice, I week apart to 2812 students in grades 9-12. Study 2 assessed criterion validity using MTI accelerometers worn consecutively for 7 days, and measured height and weight.'
<b>Outcomes</b>	<b>Short term impact:</b>	Provides school and/or public health with an individualized report on school status and recommendations for customized best-practice programs and policies.
	<b>Long term impact:</b>	Provides base-line data for evaluation of future programs and policies.
<b>Maintenance</b>	Not Mentioned	
<b>Lessons Learned</b>	Not Mentioned	

<b>Citation(s)</b>	Leatherdale, S. T., Manske, S. R., Wong, S. L., and Cameron, R. (2009). Integrating research, policy and practice in school-based physical activity prevention programming: The School Health Action, Planning and Evaluation System (SHAPES) Physical Activity Module. <i>Health Promotion Practice</i> , 10(2), 254-261.
	Planinac, L., Leatherdale, S., Manske, S., and Arbour, M. (2008). Developing a knowledge-exchange tool for school-based health policies and programs. <i>Educational Research and Review</i> . 3(1), 23-28.
	Wong, S. L., Leatherdale, S. T., and Manske, S. R. (2006). Reliability and validity of a school-based physical activity questionnaire. <i>Medicine &amp; Science in Sports and Exercise</i> , 38(9), 1593-1600.
<b>Current Program Status</b>	Other school assessment tools also available or in progress related to lifestyle and environmental factors (i.e. nutrition).