

## APPENDIX B.C

### Self-Efficacy for Physical Activity

Rationale: Self-efficacy is one of the most frequently studied correlates of physical activity (Sallis, Prochaska, & Taylor, 2000). True self-efficacy, often referred to as perceived self-efficacy (Bandura, 1997, p. 3), is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." However, in familiar activities that must be performed regularly to achieve desired results, Bandura suggests that self-regulatory efficacy becomes more salient. This type of efficacy is often operationalized as "barriers efficacy" or the confidence a person has in overcoming barriers to changing his or her behavior. Because of its potential role in moderating the intervention, self-efficacy will be specifically targeted in the intervention, and thus there is a strong rationale for assessing it.

	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE
1. I can be physically active on most days of the week.			
2. I can ask my parents or other adults to do active things with me.			
3. I can be physically active on most days even if it is very hot or cold outside.			
4. I can do active things because I know how to do them.			
5. I can be physically active even at home.			
6. I can be physically active on most days even if I could watch TV or play video games instead.			
7. I can ask my best friend to be physically active with me on most days.			
8. I have the skill to be active in my free time.			

Adapted from Motl et al., 2000.

From *Physical Activity Interventions in Children and Adolescents*, by Dianne S. Ward, Ruth P. Saunders, and Russell R. Pate, 2007, Champaign, IL: Human Kinetics.