

Reduced version of Children's Physical Activity Correlates (CPAC) scale
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The Children's Physical Activity Correlates (CPAC) instrument is a reduced set of 20 items that capture two key indicators in the established Youth Activity Promotion Model ("Attraction to PA" and "Perceived Competence")¹. There are 15 items from the 5 dimensions of the CAPA but past work showed they loaded on a single factor. The Five scales of the CAPA are Liking of Games, Fun of Exertion, Liking of Exercise, Importance of Exercise, Peer Acceptance. The remaining 5 items are from Harter's Perceived Competence Scale. All Items use a "structured alternative format" in which students first pick which description is most like them and then they decide if it was "really true" or "sort of true" (red items are reverse coded). Research has supported the predictive validity of the scales for explaining PA and SB in youth², as well as the utility factorial invariance across ages³.

- Q1.** Some kids like playing outdoor games and sports BUT Other kids would rather play indoors
- Q2.** Some kids DON'T like getting sweaty when they exercise or play hard BUT Other kids don't mind getting sweaty when they exercise
- Q3.** Some kids have more fun playing games and sports than anything else BUT Other kids like doing other things better
- Q4.** Some kids don't like exercise very much BUT Other kids like to exercise a lot
- Q5.** Some kids get told by other kids that they are not very good at games and sports BUT Other kids are told that they are good at games and sports
- Q6.** Some kids get teased by other kids when they play games and sports BUT Other kids don't get teased when they play games and sports
- Q7.** Some kids don't enjoy exercise very much BUT Other kids enjoy exercise a whole lot
- Q8.** Some kids try hard to stay in good shape BUT Other kids don't try hard to stay in good shape
- Q9.** Some kids don't like getting out of breath when they play hard BUT Other kids don't mind getting out of breath when they play hard
- Q10.** For some kids, games and sports are their favorite thing BUT Other kids like other things more than games and sports
- Q11.** Some kids think it is very important to always be in good shape BUT Other kids don't think it is important to always be in good shape
- Q12.** Some kids don't think that exercise is so important for their health BUT Other kids think that exercise is very important for their health
- Q13.** Some kids are popular with other kids when they play games and sports BUT Other kids are not very popular with others when they play games and sports
- Q14.** Some kids really DON'T like to exercise BUT Other kids do like to exercise
- Q15.** Some kids feel bad when they run hard BUT Other kids feel good when they run hard
- Q16.** Some kids do very well at all kinds of games and sports BUT Other kids don't feel very good when it comes to games and sports
- Q17.** Some kids feel they are better than other kids their age at games and sports BUT Other kids don't feel they can play as well
- Q18.** Some kids are pretty sure that they are a good athlete BUT Other kids don't think they are a good athlete
- Q19.** Some kids DON'T do well at new games and sports BUT Other kids are good at new games right away
- Q20.** Some kids are good at most games and sports BUT Other kids aren't much good at games and sports

¹ Welk, G. J. (1999). The youth physical activity promotion model: a conceptual bridge between theory and practice. *Quest*, 51(1), 5-23.

² Bai, Y., Chen, S., Vazou, S., Welk, G. J., & Schaben, J. (2015). Mediated effects of perceived competence on youth physical activity and sedentary behavior. *Research Quarterly for Exercise and Sport*, 86(4), 406-413.

³ Chen, S., Bai, Y., Welk, G., Vazou, S., & Schaben, J. (2015). Measurement and invariance characteristics of psychosocial correlates of youth physical activity. *Journal of science and medicine in sport*, 18(2), 172-177.