



Background

1. The first part of the document discusses the importance of the background information in the research paper. It emphasizes that the background should provide context for the study and help the reader understand the significance of the research.

Population

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Intervention (exposure)

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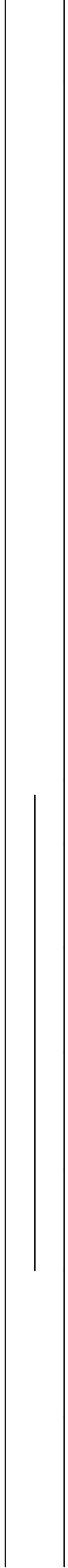


Table 3 The relationship between sedentary behaviour and psychosocial health

No. of participants (No. of studies)	Design	Quality assessment			Absolute effect			Quality
		Risk of bias	Inconsistency	Indirectness	Imprecision	Other		
<p>The range of mean ages at time of exposure measurement was ~1 to 4.3 years; the oldest mean age at follow-up was ~12 years. Data were collected by randomized trial, cross-sectionally, and up to 9.5 years of follow-up. Psychosocial health measures were: aggression toward a sibling (assessed by the Aggressive Sibling Social Behavior Scale); aggressive behaviours/aggression, delinquent behaviours, total behaviour problems, externalizing problems, internalizing problems, emotional reactivity, anxious or depressed symptoms, and attention problems (assessed by the CBCL or Japanese CBCL); attentional problems (assessed by the Hyperactivity subscale of the BPI); attention problems and hyperactivity (assessed by the BASC-2); bullying (assessed by unpublished questionnaire); co-operation, assertion, responsibility, self-control, and total social skills (assessed by the Social Skills Rating System); emotional symptoms/problems, conduct problems, hyperactivity.</p>								

Table 8 High-level summary of findings by health indicator

Health indicator	Number of studies	Quality of evidence	Summary of findings: Number of studies reporting unfavourable/null/favourable associations with at least one health indicator measure by SB type ^a
Critical			
Adiposity	60	Very low to moderate	<p>Objectively measured sedentary time:</p> <p>Sedentary time in 30-min bouts (accelerometer-derived): null (1)</p> <p>Total sedentary time (accelerometer-derived): unfavourable (1), null (12)</p> <p>Screen-based sedentary behaviours:</p> <p>Computer (duration, frequency): unfavourable (1), null (6)</p> <p>Internet (duration): null (1)</p> <p>Total screen time (duration): unfavourable (9), null (14)</p> <p>TV time (duration): unfavourable (20), null (24), favourable (2)</p> <p>Video games (duration): unfavourable (1)</p> <p>Other screens (DVDs/videos; duration): unfavourable (1), null (1)</p> <p>Other sedentary behaviours:</p> <p>Reading (duration): null (1)</p> <p>Sitting (baby seats, car, sedentary quiet play; duration): unfavourable (2), null (4), favourable (1)</p>
Motor development	7	Very low	<p>Objectively measured sedentary time:</p> <p>Sedentary time in 30-min bouts (accelerometer-derived): null (1)</p> <p>Total sedentary time (accelerometer-derived): unfavourable (1), null (2)</p> <p>Screen-based sedentary behaviours:</p> <p>TV time (duration): unfavourable (2), null (3)</p> <p>Other sedentary behaviours:</p> <p>Sitting (baby carrier/sling, car seat, high chair/other chair, playpen, stroller; duration): null (1), favourable (1)</p> <p>Supine position (duration): unfavourable (1), null (1)</p>
Psychosocial health	15	Very low to moderate	<p>Objectively measured sedentary time:</p> <p>Total sedentary time (accelerometer-derived): null (1)</p> <p>Screen-based sedentary behaviours:</p> <p>Computer (duration): unfavourable (1), null (1)</p> <p>Total screen time (duration): unfavourable (1)</p> <p>TV time (duration): unfavourable (9), null (11), favourable (2)</p>
Cognitive development	25	Very low	<p>Objectively measured sedentary time:</p> <p>Total sedentary time (accelerometer-derived): null (1)</p> <p>Screen-based sedentary behaviours:</p> <p>Computer (yes, no): null (1)</p> <p>Mobile phone use (yes, no): unfavourable (1)</p> <p>Total screen time (duration): unfavourable (1)</p> <p>TV time (duration): unfavourable (11), null (10), favourable (1)</p> <p>Video games (duration): null (1)</p> <p>Other screens (total or electronic media exposure; duration): unfavourable (2), null (1)</p>

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Cognitive development

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Fitness

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