

Online Material

Supplemental Table online 1

Conceptualization of the Questionnaire Necesidades de Salud de Población Infantil (NPI)

Theoretical level	Operational level	
Dimensions	Variables	Initial versions of items*
Lifestyles - Diet (LS-DI).	- Maintenance of a complete,	Child:
Set of behaviors that allows	balanced and varied diet.	- Eats 5 servings of fruit and vegetables.
for achievement and	- Perception of parents	- Eats breakfast.
maintenance of optimal	regarding food-related	- Consumes a combination of dairy products (milk, yogurt or cheese),
functioning of the organism,	behaviors.	fruits and cereals (bread, biscuits or cereal).
conservation or restoration of	- Behaviors of parents who	- Drinks packaged juices, soft drinks or sweetened drinks.
health, reduction of the risk of	favor vicarious learning	- Eats sweets, processed baked goods, etc.
diseases and promotion of	(role models).	- Eats precooked or fast food.
optimal growth and	- Promotion of actions for	- Eats five meals (breakfast, morning snack, lunch, afternoon snack
development.	good healthy eating.	and dinner) a day without snacking between meals.

-
- Consumes a varied diet that combines dairy products (e.g., milk, yogurt or cheese), carbohydrates (e.g., bread, cereals, rice or pasta), protein-rich foods (e.g., meats, poultry, fish, legumes, or eggs), vegetables and fruits.
 - Eats foods with a high protein content (e.g., meats, fish and eggs).

Parent:

- Eats 5 servings of fruit and vegetables.
- Eats breakfast.
- Consumes a combination of dairy (milk, yogurt or cheese), fruits and cereals (bread, biscuits or cereals) for breakfast.
- Drinks packaged juices, soft drinks or sweetened drinks.
- Eats sweets, processed baked goods, etc.
- Eats precooked or fast food.
- Eats five meals (breakfast, morning snack, lunch, afternoon snack and dinner) a day without snacking between meals.

-
- Consumes a varied diet that combines dairy (e.g., milk, yogurt or cheese), carbohydrates (e.g., bread, cereals, rice or pasta), protein-rich foods (e.g., meats, poultry, fish, legumes, or eggs), vegetables and fruits.
 - Eats a healthy diet in front of the child to lead by example.
 - Eats fruit and vegetables in front of the child to lead with example.
 - Eats breakfast with the child, eating a combination of dairy (milk, yogurt or cheese), fruits and cereals (bread, biscuits or cereal) to lead by example.
 - Eats sweets, processed baked goods, packaged juices, soft drinks, sweetened drinks, etc. with the child.
 - Eats precooked food or fast food with the child.
 - Controls the child's diet to prevent the child from becoming overweight.
 - Talks with the child about which foods are healthier.
 - Hides food so the child cannot access it.

-
- Uses certain foods as a reward or punishment for the child.
 - Tends to offer prepared food because of his/her work schedule.
 - Limits the child's access to fast food restaurants.
 - All family members have lunch and dinner together.
 - If he/she did not limit the amount of food to which the child has access, the child would eat more than he/she needs.
 - Worries about the child's diet when he/she is not with the child.
 - Needs to force the child to finish the food on his/her plate; otherwise, he/she would eat less than what he/she needs.
 - Pushes the child to eat food that he/she does not like

Lifestyles - Physical activity - Participation in activities
(LS-PA). with the necessary

Set of behaviors in which frequency, duration and
corporal movements produced intensity.
by the skeletal muscles are

Child:

- Performs more than 2 hours of sedentary activities, such as playing while seated, painting, doing homework, watching television, or using computers.
- Goes to school and moves during leisure time, such as walking or cycling.

carried out, which requires energy expenditure.

- Parents' perceptions of behaviors related to physical activity.

- Behavior of parents who favor vicarious learning (role models).

- Actions promoting healthy physical activity.

- Performs at least 1 hour per day of moderately intense activities, such as playing in the park or with a ball, riding a bike, running, skating, dancing, or swimming.

- Performs at least 1 hour per day of very intense activities, such as playing on a football team, playing basketball, participating in athletics or swimming.

Parent:

- Enrolls the child in sports activities with his/her classmates, friends, or siblings.

- Allows the child to choose a physical activity that he/she wants to do.

- Limits the hours that the child spends in front of screens (television, videogames, computer).

- Encourages the child to perform physical activity because then the child is calmer and/or sleeps better.

- Uses the television to entertain the child and have time for domestic chores.
- Uses the television and videogames to make the child quiet and entertained.
- Encourages the child to use resources in the neighborhood to be active (parks, sports centers, etc.).
- Performs more than 2 hours of sedentary activities in his/her free time, such as reading, watching television, or using the computer.
- Gets around without a car or public transport.
- Performs at least 1 hour a day of moderately intense activities, such as fast walking, aerobics classes, lifting weights, or dancing.
- Performs at least 1 hour per day of very intense physical activity, such as playing on a football team, playing basketball, participating in athletics, or swimming.
- Performs physical activity with the child to lead by example.

- Gets around without a car or public transport when going places with the child.
- Performs more than 2 hours of sedentary activities with the child during free time, such as reading, watching television, or using the computer

Lifestyles - Socioemotional**behavior (LS-SB).**

Set of behaviors that allow the child to achieve adequate social-emotional competence.

- Behaviors that reflect a conscience and emotional regulation.
- Behaviors that reflect personal autonomy.
- Behaviors that reflect social and life skills.
- Parents' perceptions of social-emotional functioning.

Child:

- Relates to his/her peers (other children) with ease.
- Shares things with his/her classmates, friends and/or other siblings.
- Likes to play and spend time with other children.
- Participates in games and group activities.
- Solves problems without fighting.
- Knows when he/she does something well.
- Tells someone if he/she has a fight or becomes angry with his/her classmates, friends and/or other siblings.
- Finishes tasks, activities, games, etc.

- Behavior of parents who favor vicarious learning (role model).
- Needs external motivation to finish homework, activities, and games.
- Shows interest and attention when something is explained.
- Finds it difficult to accept rules and limits.
- Becomes angry when he/she loses.
- Shares emotions and feelings with other classmates, friends or other siblings.
- Recognizes when someone is happy or sad.
- Has tantrums and becomes angry.
- Listens to his/her classmates, friends, and other relatives.
- Cares when his/her classmates, friends, and siblings are sad.
- Is interested in others and offers his/her support and affection.
- Accepts his/her own mistakes.
- Respects other persons' characteristics.

Parent:

- When he/she argues with somebody, he/she usually imposes his/her point of view.
- Does not have difficulties recognizing mistakes.
- Says things as he/she thinks and does not realize the repercussions for others.
- When he/she has too much work, he/she finds it difficult not to become angry at home.
- Usually shouts when he/she is angry.
- Has family gatherings with friends and their children.
- Performs group activities, such as dancing, sports, or painting.
- Finds the right words to express his/her feelings.
- Listens carefully when someone expresses his/her feelings.
- Avoids arguing with his/her partner and other people in front of the child.
- Shows emotions and feelings to the child.

- Being angry makes him/her change the way that he/she relates to the child.
- Solves problems with other people in front of the child without fighting.
- Asks the child how he/she feels to encourage the child to show his/her feelings.
- Talks to the child to prevent him/her from having fights or becoming angry with his/her classmates, friends and siblings

Parental self-efficacy (PSE). - Parents' recognition of Beliefs or judgments that emotions in their children. parents have regarding their - Affectivity shown by abilities to plan, promote and parents towards their establish healthy lifestyles in children. their children. This dimension - Perceptions of the quality includes affectivity and of the parent-child emotional bonds, relationship.

Parent.

- Shows affection to the child.
- Recognizes when the child is happy or sad.
- Has a good relationship with the child.
- Explains things to the child with patience.
- Believes that the child listens to him/her.
- Listens to the child.
- Easily sets limits and standards for the child.

communication with children, - Perceptions of the - Commits to the rules that he/she has set for the child.
 discipline and parental self- communication process - Considers him-/herself a good father/mother.
 perception. between the parent and - The child feels safe with him/her.
 child.

- Perceptions about limits and established rules.
- Parents' perceptions about their roles as parents.

Interpersonal influences-

**Professional advice (II-
PROF)**

Parents' perceptions about the influence that the advice, opinions or actions of professionals have on

- Perceptions of the amount of advice professionals provide about lifestyles.
- Trust in the advice provided.
- Agreement between the advice provided by different professionals.

Parent:

- Health professionals provide him/her with sufficient advice regarding the child's physical activity.
- Health professionals provide him/her with sufficient advice in relation to the child's diet.
- Health professionals provide him/her with sufficient advice regarding social and emotional aspects of the child.

lifestyles and decision making
regarding their children.

- Believes that agreement exists among the advice provided by different health professionals.
- Trusts the advice that health professionals provide him/her with.
- Teachers and educators provide him/her with sufficient advice regarding the child's physical activity.
- Teachers and educators provide him/her with sufficient advice in relation to the child's diet.
- Teachers and educators provide him/her with sufficient advice regarding the socioemotional aspects of the child.
- Trusts the advice that teacher and educators provide him/her with.
- Believes that agreement exists among the advice provided by the child's teachers and educators and by health professionals.

Interpersonal influences-

Other influences (II-

OTHER): Parents'

perceptions about the

- Parents' perceptions of the

influence of the lifestyles of

their children's friends and

Parent:

- Believes that the physical activity that friends and classmates of the child perform influences the child's physical activity.

- influence that the advice, classmates on those of their - Believes that the diets of friends and companions of the child
 opinions or actions of other own children. influence the diet of the child.
- people have on lifestyles and - Parents' perceptions of the - Believes that the physical activity that he/she performs influences
 decision making regarding influence of their own the physical activity that the child does.
- their children. lifestyles on that of their - Believes that his/her diet influence the child's diet.
- children. - Other family members provide him/her with sufficient advice
 - Influence that other people regarding the child's physical activity.
- (family members - Other family members provide him/her with sufficient advice in
 (grandparents, siblings, relation to the child's diet.
- cousins) and other parents) - Other family members provide him/her with sufficient advice in
 have on the parents' relation to social aspects of the child.
- decision regarding their - Feels influenced by other people in the decisions that he/she makes
 children's lifestyles. regarding the child.
- The media influences the decisions that he/she makes regarding the
 child.

- Other parents provide him/her with useful advice regarding the child's physical activity.
- Other parents provide him/her with useful advice in relation to the child's diet.
- Other parents provide him/her with useful advice in relation to social aspects of the child.
- Believes that listening to another people's advice makes it more difficult to decide what to do.
- Does not need to compare him-/herself with other parents.
- Advice from other people influences his/her decisions

Situational influences (SI).

Aspects related to the environment or climatological conditions in which parents and children live and that

- Number of facilities to participate in physical activities (parks, squares, sports centers).
- Security of those facilities.

- There are sufficient green areas to be physically active.
 - There are sufficient areas to play (playgrounds, squares, etc.).
 - There are sufficient areas to use bicycles.
 - There are sufficient sports facilities (sports centers, gyms, etc.).
 - Access fees for sports facilities and activities are affordable.
 - The green areas that exist are safe for children.
-

influence the physical activity - Accessibility of facilities - The areas to play are safe for children.
of children. and activities. - There are places where children can perform physical activity when
- Weather influence on the it is cold, rains or snows
level of activity.

* Content translated into English to facilitate readers' understanding (cultural translation not validated).

Supplemental Table online 2

*Results from the Validation of the NPI Questionnaire (items presented according to the original theoretical design)****N = 941****LIFESTYLE-DIET (LS-DI)****Items related to children**

Item	Never or almost never (%)	1 day per week (%)	2-3 days per week (%)	4-6 days per week (%)	Daily (%)
34. The child eats 5 servings of fruit and vegetables.	5.7	4.4	27.8	36.2	25.8
35. The child eats breakfast**.	2.0	0.6	3.0	2.1	92.2
36. The child consumes a combination of dairy (milk, yogurt or cheese), fruits and cereals (bread, biscuits or cereals).	12.9	2.7	7.7	12.8	64.1
37. The child drinks packaged juices, soft drinks or sweetened drinks.	36.0	19.4	26.4	9.0	9.1
38. The child eats sweets, snacks, processed baked goods, etc.	11.6	41.6	38.8	6.0	2.1

39. The child eats precooked food or fast food**.	40.0	45.7	12.3	0.7	1.3
40. The child consumes a varied diet that combines dairy (e.g., milk, yogurt or cheese), carbohydrates (e.g., bread, cereals, rice or pasta), protein-rich foods (e.g., meats, poultry, fish, legumes or eggs), vegetables and fruits**.	1.1	1.0	5.2	18.2	74.6
41. The child eats foods with a high protein content (e.g., meats, fish and eggs)**.	0.5	1.4	15.1	32.2	50.8

Items related to parents

Item	Never	Seldom	Occasionally	Almost	Always
	(%)	(%)	(%)	always	(%)
				(%)	
42. The parent controls the child's diet to prevent him/her becoming overweight.	16.5	10.6	14.0	26.2	32.6
43. The parent talks with the child about which foods are healthier.	2.9	6.6	26.4	26.4	37.8
44. The parent hides food so the child cannot access it.	54.6	16.6	18.5	3.9	6.4

45. The parent uses certain foods as a reward or punishment for the child.	30.6	25.4	37.9	3.9	2.1
46. The parent limits the child's access to fast food restaurants.	19.6	10.1	14.3	31.7	24.3
47. All family members have lunch and dinner together.	1.1	3.5	22.5	37.6	35.3
48. If the parent did not limit the amount of food to which the child has access, the child would eat more than he/she needs**.	43.8	33.0	15.8	4.9	2.4
49. The parent attempts to control and plan the meals that the child eats when the child is away from home.	19.1	14.9	22.0	25.6	18.4
50. If the parent does not force the child to eat, then the child eats less than he/she should and/or less healthily.	27.0	27.3	26.5	12.9	6.4

Item	Never or almost never (%)	1 day per week (%)	2-3 days per week (%)	4-6 days per week (%)	Daily (%)
72. The parent eats 5 servings of fruit and vegetables.	5.4	4.1	25.2	32.2	33
73. The parent eats breakfast**.	3.7	0.3	2.4	5.4	88.1

74. The parent consumes a combination of dairy products (milk, yogurt or cheese), fruits and cereals (bread, biscuits or cereals) for breakfast.	13.8	2.4	8.9	13.7	61.1
75. The parent drinks packaged juices, soft drinks or sweetened drinks.	44.8	17.6	19.1	7.5	10.8
76. The parent eats sweets, snacks, processed baked goods, etc.	33.8	35.3	23.5	4.8	2.7
77. The parent eats precooked food or fast food.	42.8	42.4	12.0	1.3	1.5
78. The parent consumes a varied diet that combines dairy (e.g., milk, yogurt or cheese), carbohydrates (e.g., bread, cereals, rice or pasta), protein-rich foods (e.g., meats, poultry, fish, legumes, or eggs), vegetables and fruits**.	1.7	1.4	7.4	23.5	66.0

LIFESTYLE-PHYSICAL ACTIVITY (LS-PA)
Items related to children

Item	Never or almost never (%)	1 day per week (%)	2-3 days per week (%)	4-6 days per week (%)	Daily (%)
------	------------------------------	-----------------------	--------------------------	--------------------------	--------------

24. The child performs more than 2 hours of sedentary activities, such as playing while seated, painting, doing homework, watching television, or using computers.	15.1	11.8	31.2	12.4	29.4
25. The child goes to school and moves during leisure time, such as walking or cycling.	22.1	3.8	14.1	9.2	50.7
26. The child performs at least 1 hour per day of moderately intense activities, such as playing in the park or with a ball, riding a bike, running, skating, dancing, or swimming**.	0.7	1.8	16.6	22.1	58.8
Item	Never (%)	Seldom (%)	Occasionally (%)	Almost always (%)	Always (%)
27. The parent enrolls the child in sports with their classmates, friends or other family members.	14.8	10.3	32.4	23.0	19.6
28. The parent allows the child to choose the physical activity that he/she wants to do**.	2.9	4.3	22.0	35.6	35.3

29. The parent limits the hours that the child spends in front of screens (television, videogames, computer)**.	1.8	3.9	22.5	37.4	34.3
30. The parent encourages the child to perform physical activity because then the child is calmer and/or sleeps better.	8.8	7.3	25.5	32.8	25.5
31. The parent uses the television to entertain the child and to have time for other activities.	10.2	25.4	53.3	7.8	3.3
32. The parent encourages the child to use resources in the neighborhood to be active (parks, sports centers...)**.	2.6	4.4	19.4	38.5	35.2
33. If it is cold, it rains or it snows, the child performs more sedentary activities.	2.7	8.2	44.3	35.3	9.6

Items related to parents

Item	Never or almost never (%)	1 day per week (%)	2-3 days per week (%)	4-6 days per week (%)	Daily (%)

69. The parent performs more than 2 hours of sedentary activities in his/her free time, such as reading, watching television, or using the computer.	13.5	14.3	25.9	19.0	27.2
70. The parent avoids the use of the car or public transport to get around.	29.6	9.8	18.1	10.4	32.1
71. The parent performs at least 1 hour a day of moderately intense activities, such as fast walking, aerobics classes, lifting weights, or dancing.	32.3	12.8	27.4	13.8	13.7

LIFESTYLE–SOCIOEMOTIONAL BEHAVIOR (LS-SB)

Items related to children

Item	Never (%)	Seldom (%)	Occasionally (%)	Almost always (%)	Always (%)
51. The child is easygoing**.	0.1	0.5	8.6	38.9	51.9
52. The child shares things with his/her classmates, friends and/or other family members**.	0.2	0.5	18.5	54.4	26.4

53. The child likes playing and spending time with other children**.	0	0.1	4.5	23.5	71.9
54. The child participates in games and group activities**.	0.2	1.4	11.6	41.7	45.2
55. The child solves problems without fighting.	1.0	3.4	35.3	46.0	14.3
56. The child knows when he/she does things well**.	0.1	0.2	8.8	38.7	52.2
57. The child tells someone if he/she has fights or becomes angry with classmates, friends and/or other family members.	1.6	4.3	22.1	38.5	33.6
58. The child finishes homework, activities, games, etc.**.	0.2	2.6	20.3	49.2	27.7
59. The child shows interest and attention when something is explained**.	0	1.1	14.5	50.3	34.2
60. The child finds it difficult to accept rules and limits.	6.0	21.1	55.3	13.2	4.5
61. The child speaks about emotions and feelings with classmates, friends, and other siblings.	0.2	4.6	20.8	43.3	31.1
62. The child realizes when someone is happy or sad**.	0.1	0.5	9.5	31.1	58.8
63. The child has tantrums and becomes angry.	4.9	27.2	54.8	9.0	4.0

64. The child listens to his classmates, friends or other relatives**.	0	1.3	19.9	58.1	20.7
65. The child cares when the his/her classmates, friends or family members are sad**.	0.5	2.8	18.1	43.0	35.6
66. The child offers his/her support to classmates, friends, or family members when they need it **.	0.1	2.3	21.0	42.4	34.1
67. The child accepts his/her mistakes.	0.5	8.2	53.2	30.0	8.1
68. The child respects other persons' characteristics**.	0.4	0.2	2.8	18.7	77.9

Items related to parents

Item	Never (%)	Seldom (%)	Occasionally (%)	Almost always (%)	Always (%)
79. The parent says things as he/she thinks and does not realize the repercussions for others.	8.8	37.6	39.3	10.2	4.0
80. When the parent has a bad day at work, he/she finds it difficult not to becomes angry at home.	6.6	25.9	51.5	12.1	3.8
81. Usually the parent shouts when he/she is angry.	4.8	19.8	49.3	19.3	6.8

82. The parent has family gatherings with friends and their children.	1.5	6.6	34.5	38.3	19.1
83. The parent listens carefully when someone expresses his/her feelings**.	0.3	1.2	8.1	33.8	56.6
84. The parent avoids arguing with his/her partner and other people in front of the child**.	1.8	1.8	18.3	44.6	33.5
85. The parent shows emotions and feelings to the child.	1.9	5.2	26.6	40.9	25.4
86. The parent solves problems with other people in front of the child without fighting.	10.8	12.4	21.8	27.9	27.0
87. The parent asks the child how he/she feels, encouraging the child to express his/her feelings**.	1.3	2.6	13.7	34.1	48.4
88. The parent talks to the child to prevent him/her having fights or becoming angry with his/her classmates, friends and other family members**.	0.7	1.2	7.8	28.7	61.6

PARENTAL SELF-EFFICACY (PSE)

Item	Totally disagree (%)	Disagree (%)	Do not know (%)	Agree (%)	Totally agree (%)
89. The parent is able to show affection to the child**.	0.2	0	0.2	9.7	89.9
90. The parent recognizes when the child is happy or sad**.	0	0.2	0.1	12.6	87.0
91. The parent has a good relationship with the child**.	0.1	0.3	0.6	14.9	84.1
92. The parent is able to explain things to the child with patience**.	0	1.0	7.2	49.1	42.7
93. The parent makes him-/herself heard by the child**.	0.2	1.2	12.3	53.9	32.4
94. The parent is able to listen to the child**.	0.1	0.2	2.1	32.0	65.6
95. The parent easily sets limits and standards for the child	.1.8	5.3	20.9	49.8	22.1
96. The parent commits to the rules imposed on the child**	.0.3	1.9	11.7	49.2	36.9
97. The parent considers him-/herself a good father/mother**.	0.2	0	10.0	44.8	45.0
98. The child feels safe with the parent**.	0.3	0	0.4	17.2	82.0

SITUATIONAL INFLUENCES (SI)

Item	Totally disagree (%)	Disagree (%)	Do not know (%)	Agree (%)	Totally agree (%)
99. There are sufficient green areas to be active**.	2.9	6.0	9.6	32.5	49.1
100. There are sufficient areas to use bicycles.	3.8	13.0	15.6	28.4	39.2
101. The green and game areas are safe for children.	1.7	8.6	19.6	39.9	30.3
102. There are sufficient sports facilities (sports centers, gyms, etc.)**.	5.7	12.2	18.0	37.5	74.4
103. Access fees for sports facilities and activities are affordable.	11.9	19.3	31.5	26.2	11.1

INTERPERSONAL INFLUENCES- PROFESSIONAL ADVICE (II-PROF)

Item	Totally disagree (%)	Disagree (%)	Do not know (%)	Agree (%)	Totally agree (%)
108. Health professionals provide the parent with sufficient advice regarding the child's physical activity.	3.7	10.4	31.3	37.3	17.2

109. Health professionals provide the parent with sufficient advice in relation to the child's diet.	1.0	5.7	24.8	44.5	24.0
110. Health professionals provide the parent with sufficient advice in relation to social aspects of the child.	4.7	10.9	33.3	35.1	16.0
111. The parent believes that agreement exists among the advice provided by different health professionals.	1.7	2.9	38.2	43.7	13.6
112. The parent trusts the advice provided by health professionals.	0.7	1.7	25.8	49.9	21.8
113. Educators and teachers provide the parent with sufficient advice regarding the child's physical activity.	2.8	6.1	31.3	41.7	18.2
114. Educators and teachers provide the parent with sufficient advice in relation to the child's diet.	2.4	5.1	30.3	42.9	19.2
115. Educators and teachers provide the parent with sufficient advice in relation to the socioemotional aspects of the child**.	1.7	2.9	20.4	49.3	25.7

116. The parent trusts the advice provided by educators 0.9 1.2 15.7 **52.6** **29.6**

and teachers**.

117. The parent believes that agreement exists among the 1.6 2.4 29.3 44.1 22.5

advice provided by educators/teachers and health

professionals.

INTERPERSONAL INFLUENCES- OTHER ADVICE (II-OTHER)

Item	Totally	Disagree	Do not know	Agree	Totally
	disagree (%)	(%)	(%)	(%)	agree (%)
104. The parent believes that the physical activity that the friends and classmates of the child perform influences the child's physical activity.	7.3	11.9	30.8	34.8	15.2
105. The parent believes that the diets of friends and companions of the child influence the diet of the child.	18.2	26.2	30.2	19.1	6.3
106. The parent believes that the physical activity that he/she performs influences the physical activity that the child performs.	9.2	13.6	27.8	33.9	15.4

107. The parent believes that his/her diet influences the child's diet**.	4.8	5.3	13.3	34.6	42.0
118. The parent feels influenced by other people in the decisions that he/she makes regarding the child.	23.3	27.5	30.3	15.3	3.6
119. The parent believes that listening to other people's advice makes it more difficult to decide what to do.	17.2	27.6	35.3	16.0	3.8

* Content translated into English to facilitate readers' understanding (cultural translation not validated)

** Items showing ceiling or roof effects (> 70% of the answers grouped in extreme options).

Supplemental Table online 3

*Dimensions and items grouping in EFA**

Factor	Items
Factor 4: Lifestyle (21 items)	24. The child performs more than 2 hours of sedentary activities, such as playing while seated, painting, doing homework, watching television, or using computer.
	25. The child goes to school and moves during leisure time, such as walking or cycling.
	26. The child performs at least 1 hour per day of moderately intense activities, such as playing in the park or with a ball, riding a bike, running, skating, dancing, or swimming.
	34. The child eats 5 servings of fruit and vegetables.
	35. The child eats breakfast.
	36. The child consumes a combination of dairy (milk, yogurt or cheese), fruits and cereals (bread, biscuits or cereals).
	37. The child drinks packaged juices, soft drinks or sweetened drinks.
	38. The child eats sweets, snacks, processed baked goods, etc.
	39. The child eats precooked food or fast food.
	40. The child consumes a varied diet that combines dairy (e.g., milk, yogurt or cheese), carbohydrates (e.g., bread, cereals, rice or pasta), protein-rich foods (e.g., meats, poultry, fish, legumes, or eggs), vegetables and fruits.

	41. The child eats foods with a high protein content (e.g., meats, fish and eggs).
	69. The parent performs more than 2 hours of sedentary activities in his/her free time, such as reading, watching television, or using the computer.
	70. The parent avoids the use of the car or public transport to get around.
	71. The parent performs at least 1 hour a day of moderately intense activities, such as fast walking, aerobics classes, lifting weights, or dancing.
	72. The parent eats 5 servings of fruit and vegetables.
	73. The parent eats breakfast.
	74. The parent consumes a combination of dairy products (milk, yogurt or cheese), fruits and cereals (bread, biscuits or cereals) for breakfast.
	75. The parent drinks packaged juices, soft drinks or sweetened drinks.
	76. The parent eats sweets, snacks, processed baked goods, etc.
	77. The parent eats precooked food or fast food.
	78. The parent consumes a varied diet that combines dairy (e.g., milk, yogurt or cheese), carbohydrates (e.g., bread, cereals, rice or pasta), protein-rich foods (e.g., meats, poultry, fish, legumes, or eggs), vegetables and fruits.
Factor 2: Children's socioemotional aspects	51. The child is easygoing.
	52. The child shares things with his/her classmates, friends and/or other family members.

(18 items)	53. The child likes playing and spending time with other children.
	54. The child participates in games and group activities.
	55. The child solves problems without fighting.
	56. The child knows when he/she does things well.
	57. The child tells someone if he/she has fights or becomes angry with classmates, friends and/or other family members.
	58. The child finishes homework, activities, games, etc.
	59. The child shows interest and attention when something is explained.
	60. The child finds it difficult to accept rules and limits.
	61. The child speaks about emotions and feelings with classmates, friends, other siblings.
	62. The child realizes when someone is happy or sad.
	63. The child has tantrums and becomes angry.
	64. The child listens to his/her classmates, friends or other relatives.
	65. The child cares when his/her classmates, friends or family members are sad.
	66. The child offers his/her support to classmates, friends, or family members when they need it.
	67. The child accepts his/her mistakes.
	68. The child respects other persons' characteristics.
	79. The parent says things as he/she thinks and does not realize the repercussions for others.

Factor 7: Parents' socioemotional aspects (5 items)	80. When the parent has a bad day at work, he/she finds it difficult not to become angry at home.
	81. Usually the parent shouts when he/she is angry.
	82. The parent has family gatherings with friends and their children.
	83. The parent listens carefully when someone expresses his/her feelings.
Factor 3: Parental self-efficacy (15 items)	84. The parent avoids arguing with his/her partner and other people in front of the child.
	85. The parent shows emotions and feelings to the child.
	86. The parent solves problems with other people in front of the child without fighting.
	87. The parent asks the child how he/she feels, encouraging the child to express his/her feelings.
	88. The parent talks to the child to avoid the child having fights or becoming angry with his/her classmates, friends and other family members.
	89. The parent is able to show affection to the child.
	90. The parent recognizes when the child is happy or sad.
	91. The parent has a good relationship with the child.
	92. The parent is able to explain things to the child with patience.
	93. The parent makes him-/herself heard by the child.
	94. The parent is able to listen to the child.
	95. The parent easily sets limits and standards for the child.
	96. The parent commits to the rules imposed on the child.

	97. The parent considers him-/herself a good father/mother.
	98. The child feels safe with the parent.
Factor 5: Situational influences (5 items)	99. There are sufficient green areas to be active.
	100. There are sufficient areas to use bicycles.
	101. The green and game areas are safe for children.
	102. There are sufficient sports facilities (sports centers, gyms, etc.).
	103. Access fees for sports facilities and activities are affordable.
Factor 6: Promotion of healthy lifestyles and influence of significant persons (22 items)	27. The parent enrolls the child in sports with his/her classmates, friends or other family members.
	28. The parent allows the child to choose the physical activity he/she wants to do.
	29. The parent limits the hours that the child spends in front of screens (television, videogames, computer).
	30. The parent encourages the child to perform physical activity because then the child is calmer and/or sleeps better.
	31. The parent uses the television to entertain the child and to have time for other activities.
	32. The parent encourages the child to use resources in the neighborhood to be active (parks, sports centers, etc.).
	33. If it is cold, it rains or it snows, the child performs more sedentary activities.
	42. The parent controls the child's diet to prevent him/her from becoming overweight.

	43. The parent talks with the child about which foods are healthier.
	44. The parent hides food so the child cannot access it.
	45. The parent uses certain foods as a reward or punishment for the child.
	46. The parent limits the child's access to fast food restaurants.
	47. All family members have lunch and dinner together.
	48. If the parent did not limit the amount of food to which the child has access, the child would eat more than what he/she needs.
	49. The parent attempts to control and plan the meals that the child eats when the child is away from home.
	50. If the parent does not force the child to eat, then the child eats less than he/she should and/or less healthily.
	104. The parent believes that the physical activity that friends and classmates of the child perform influences the child's physical activity.
	105. The parent believes that the diets of friends and companions of the child influence the diet of the child.
	106. The parent believes that the physical activity that he/she performs influences the physical activity that the child performs.
	107. The parent believes that his/her diet influences the child's diet.
	118. The parent feels influenced by other people in the decisions that he/she makes regarding the child.
	119. The parent believes that listening to other people's advice makes it more difficult to decide what to do.

Factor 1: Professional advice (10 items)	108. Health professionals provide the parent with sufficient advice regarding the child's physical activity.
	109. Health professionals provide the parent with sufficient advice in relation to the child's diet.
	110. Health professionals provide the parent with sufficient advice in relation to social aspects of the child.
	111. The parent believes that agreement exists among the advice provided by different health professionals.
	112. The parent trusts the advice provided by health professionals.
	113. Educators and teachers provide the parent with sufficient advice regarding the child's physical activity.
	114. Educators and teachers provide the parent with sufficient advice in relation to the child's diet.
	115. Educators and teachers provide the parent with sufficient advice in relation to the socioemotional aspects of the child.
	116. The parent trusts the advice provided by educators and teachers.
	117. The parent believes that agreement exists among the advice provided by educators/teachers and health professionals.

* Content translated into English aiming to facilitate readers' understanding (cultural translation not validated)