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| **Journal of Research in Education and Science Reviewer Comments** |  |
| **Reviewer E Comments** | **Response** |
| Accept as it is | Thank you for your feedback. We hope that the changes we have made have only strengthened the initial paper submitted. |
| **Reviewer D Comments** |  |
| 1) Some of the citations are dated. For instance, there are more recent papers that support the on-task behavior and other benefits of physical activity in schools. An example is: Stylianou, M., Kulinna, P. H., van der Mars, H., Mahar, M. T., Adams, M. A., & Amazeen, E. (2016). Before-school running/walking club: Effects on student on-task behavior. *Preventive Medicine Reports, 3,* 196-202*.* doi:10.1016/j.pmedr.2016.01.010 | The recommended citation has been added and additional recent papers have been cited in regards to physical activity benefits, on-task behavior, and academic performance. |
| 2) 2nd page – towards the end of the paragraph: I suggest a positive relationship was found between reduction. | This wording has been changed based on the recommendation given. |
| 3) Self-Determination theory – I think a better connection with the current paper needs to be made in the introduction. To my understanding, this is also part of what makes this study unique, and therefore needs to be highlighted.  ` | Additional information has been added to improve the connection between self-determination theory and purposeful movement to emphasize the unique nature of this intervention. However, if we did not fully address this to the reviewers’ satisfaction we are happy to make additional changes. |
| 4) Study design:   * 1. Specify ‘Midwest USA’ or something similar.   2. The ethnicity percentages do not add 100% in the methodology section.   3. Add BMI in your measures. | a. This has been altered to state “Midwestern United States”  b. We apologize for this oversight, the additional ethnicity category has been added and it now adds up to 100%  c. We have added that we collected BMI information to the study design section and have included this information in the demographic table. |
| 5) On task behaviour assessment:   * 1. The same six students every time?   2. I think the way you describe data collection here is a little confusing – I would say that you used 15-second observation intervals followed by 15-second recording intervals. | a. This has been clarified to explain the same students were utilized per the BOSS protocol.  b. Details have been added to try and clarify this process. If further clarification is needed please let us know |
| 6) Academic achievement test:   * 1. Why was the baseline test not the same?   2. Why were the durations of the pre-test and post-test different? | Wording has been altered to clarify these questions and explain the teachers developed the pre-test and the post-test was developed at the state level due to state protocol. |
| 7) Data analysis – on task behaviour:   * 1. Please give the independent, dependent variables and covariates   2. What do you mean by a comparison of the intervention from the baseline and post collection? Why is this necessary? | Wording has been adjusted to address these questions. If further clarification is needed, please let us know. |
| 8) Academic achievement – data analysis:   * 1. Given the type of data you have here, is t-test the appropriate test to use? | a. We have clarified this to note that a 2-sample independent t-test was conducted. |
| 9) Student perceptions – data analysis:   * 1. What does ‘surveying their drawings’ mean? | a. A wording change has been made to “analyzing” for clarification purposes. |
| 10) Make sure you italicize statistical symbols when necessary. | We have done a thorough review to ensure all statistical symbols are italicized when necessary. |
| 11) Results – PA:   * 1. The language used here is a bit confusing – did you use a paired t-test or an independent t-test?   2. Where are the t-test results actually reported? | a. We have added clarification to state that a 2-sample independent t-test was utilized.  b. The t-test findings have been added to the PA results section |
| 12) In the discussion, you talk about adherence to the comparison and intervention conditions. I believe relevant info should be included in the methodology and results sections. | We have added this information to our methodology and results to introduce these conditions prior to the discussion. |
| 13) Discussion – you do not discuss student perceptions at all. | A paragraph has been added discussing the impact of the students’ perceptions. |
| 14) Make sure all your in-text citations are in the reference list and vice-versa. For example, the ‘Taras’ citation from the first paragraph is not in your reference list. | The references have been updated and double checked to ensure all citations are in the reference list and main body text. |