

# Collin A Webster

## List of Publications by Citations

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**Version:** 2024-04-28

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

80  
papers

1,388  
citations

23  
h-index

32  
g-index

82  
ext. papers

1,635  
ext. citations

2.3  
avg, IF

4.92  
L-index

#	Paper	IF	Citations
80	The theory of expanded, extended, and enhanced opportunities for youth physical activity promotion. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , <b>2016</b> , 13, 120	8.4	103
79	Systematic Review and Meta-Analysis of Multi-Component Interventions Through Schools to Increase Physical Activity. <i>Journal of Physical Activity and Health</i> , <b>2015</b> , 12, 1436-46	2.5	70
78	Movement integration in elementary classrooms: Teacher perceptions and implications for program planning. <i>Evaluation and Program Planning</i> , <b>2017</b> , 61, 134-143	1.7	50
77	Evaluation of policies to promote physical activity in afterschool programs: are we meeting current benchmarks?. <i>Preventive Medicine</i> , <b>2010</b> , 51, 299-301	4.3	48
76	Effects of a TAKE 10! Classroom-Based Physical Activity Intervention on Third- to Fifth-Grade Children's On-task Behavior. <i>Journal of Physical Activity and Health</i> , <b>2016</b> , 13, 712-8	2.5	46
75	Translating policies into practice: a framework to prevent childhood obesity in afterschool programs. <i>Health Promotion Practice</i> , <b>2013</b> , 14, 228-37	1.8	41
74	From policy to practice: strategies to meet physical activity standards in YMCA afterschool programs. <i>American Journal of Preventive Medicine</i> , <b>2014</b> , 46, 281-8	6.1	39
73	A Systematic Review and Qualitative Synthesis Resulting in a Typology of Elementary Classroom Movement Integration Interventions. <i>Sports Medicine - Open</i> , <b>2020</b> , 6, 1	6.1	38
72	Classroom teachers' experiences implementing a movement integration program: Barriers, facilitators, and continuance. <i>Teaching and Teacher Education</i> , <b>2017</b> , 66, 88-95	2.9	37
71	Nutritional policies and standards for snacks served in after-school programmes: a review. <i>Public Health Nutrition</i> , <b>2011</b> , 14, 1882-90	3.3	37
70	System for Observing Staff Promotion of Activity and Nutrition (SOSPAN). <i>Journal of Physical Activity and Health</i> , <b>2014</b> , 11, 173-85	2.5	36
69	Development of the System for Observing Student Movement in Academic Routines and Transitions (SOSMART). <i>Health Education and Behavior</i> , <b>2017</b> , 44, 304-315	4.2	34
68	Facilitators and Barriers to Movement Integration in Elementary Classrooms: A Systematic Review. <i>Research Quarterly for Exercise and Sport</i> , <b>2019</b> , 90, 151-162	1.9	34
67	Accelerometry-Derived Physical Activity of First Through Third Grade Children During the Segmented School Day. <i>Journal of School Health</i> , <b>2016</b> , 86, 726-33	2.1	30
66	A conceptual model for training after-school program staffers to promote physical activity and nutrition. <i>Journal of School Health</i> , <b>2012</b> , 82, 186-95	2.1	29
65	LET US Play: Maximizing Physical Activity in Physical Education. <i>Strategies</i> , <b>2013</b> , 26, 33-37	0.2	29
64	Ill Squeeze It In—Transforming Preservice Classroom Teachers' Perceptions Toward Movement Integration in Schools. <i>Action in Teacher Education</i> , <b>2013</b> , 35, 286-300	0.8	28

63	The Role of Biographical Characteristics in Preservice Classroom Teachers' School Physical Activity Promotion Attitudes. <i>Journal of Teaching in Physical Education</i> , <b>2010</b> , 29, 358-377	2.2	28
62	A systematic review of public health-aligned recommendations for preparing physical education teacher candidates. <i>Research Quarterly for Exercise and Sport</i> , <b>2015</b> , 86, 30-9	1.9	27
61	An Exploratory Study of Elementary Classroom Teachers' Physical Activity Promotion From a Social Learning Perspective. <i>Journal of Teaching in Physical Education</i> , <b>2015</b> , 34, 474-495	2.2	27
60	Relationships Between Personal Biography and Changes in Preservice Classroom Teachers' Physical Activity Promotion Competence and Attitudes. <i>Journal of Teaching in Physical Education</i> , <b>2011</b> , 30, 320-339	2.3	26
59	Partnerships for Active Children in Elementary Schools: Outcomes of a 2-Year Pilot Study to Increase Physical Activity During the School Day. <i>American Journal of Health Promotion</i> , <b>2018</b> , 32, 621-630	2.5	24
58	Impact of policy environment characteristics on physical activity and sedentary behaviors of children attending afterschool programs. <i>Health Education and Behavior</i> , <b>2013</b> , 40, 296-304	4.2	24
57	A comprehensive professional development training's effect on afterschool program staff behaviors to promote healthy eating and physical activity. <i>Journal of Public Health Management and Practice</i> , <b>2014</b> , 20, E6-E14	1.9	20
56	The Self-Monitoring of Expert Sport Instructors. <i>International Journal of Sports Science and Coaching</i> , <b>2006</b> , 1, 25-35	1.8	20
55	How the best get better: an analysis of the self-monitoring strategies used by expert golf instructors. <i>Sport, Education and Society</i> , <b>2007</b> , 12, 175-192	2.6	19
54	Physical Education in the COVID Era: Considerations for Online Program Delivery Using the Comprehensive School Physical Activity Program Framework. <i>Journal of Teaching in Physical Education</i> , <b>2021</b> , 40, 327-336	2.2	19
53	The Influence of State Motivation, Content Relevance and Affective Learning on High School Students' Intentions to Use Class Content Following Completion of Compulsory Physical Education. <i>Journal of Teaching in Physical Education</i> , <b>2011</b> , 30, 231-247	2.2	18
52	From policy to practice: addressing snack quality, consumption, and price in after-school programs. <i>Journal of Nutrition Education and Behavior</i> , <b>2014</b> , 46, 384-9	2	17
51	MPOWER: An Observation System for Assessing Coach Autonomy Support in High School Varsity Boys' Soccer Practices. <i>International Journal of Sports Science and Coaching</i> , <b>2013</b> , 8, 741-754	1.8	17
50	Partnerships for Active Children in Elementary Schools (PACES): First year process evaluation. <i>Evaluation and Program Planning</i> , <b>2018</b> , 67, 61-69	1.7	17
49	Preservice Physical Education Teachers' Service Learning Experiences Related to Comprehensive School Physical Activity Programming. <i>Journal of Teaching in Physical Education</i> , <b>2017</b> , 36, 430-444	2.2	16
48	How physically active are children attending summer day camps?. <i>Journal of Physical Activity and Health</i> , <b>2013</b> , 10, 850-5	2.5	16
47	The Comprehensive School Physical Activity Program Model: A Proposed Illustrative Supplement to Help Move the Needle on Youth Physical Activity. <i>Kinesiology Review</i> , <b>2020</b> , 9, 112-121	2	15
46	Supporting Student Autonomy in Physical Education. <i>Journal of Physical Education, Recreation and Dance</i> , <b>2011</b> , 82, 46-49	0.7	14

45	Two-year process evaluation of a pilot program to increase elementary children's physical activity during school. <i>Evaluation and Program Planning</i> , <b>2018</b> , 67, 200-206	1.7	13
44	Using Theory to Support Classroom Teachers as Physical Activity Promoters. <i>Journal of Physical Education, Recreation and Dance</i> , <b>2018</b> , 89, 23-29	0.7	13
43	Standards-Based Assessment, Grading, and Professional Development of California Middle School Physical Education Teachers. <i>Journal of Teaching in Physical Education</i> , <b>2016</b> , 35, 277-283	2.2	13
42	Case study of a health optimizing physical education-based comprehensive school physical activity program. <i>Evaluation and Program Planning</i> , <b>2019</b> , 72, 106-117	1.7	13
41	Viability of university service learning to support movement integration in elementary classrooms: Perspectives of teachers, university students, and course instructors. <i>Teaching and Teacher Education</i> , <b>2018</b> , 72, 122-132	2.9	12
40	The Application of an Implementation Science Framework to Comprehensive School Physical Activity Programs: Be a Champion!. <i>Frontiers in Public Health</i> , <b>2017</b> , 5, 354	6	12
39	Increasing Student Motivation Through Teacher Communication. <i>Journal of Physical Education, Recreation and Dance</i> , <b>2010</b> , 81, 29-39	0.7	12
38	Recommendations for Administrators' Involvement in School-Based Health Promotion: A Scoping Review. <i>International Journal of Environmental Research and Public Health</i> , <b>2020</b> , 17,	4.6	12
37	Operationally Conceptualizing Physical Literacy: Results of a Delphi Study. <i>Journal of Teaching in Physical Education</i> , <b>2019</b> , 38, 91-104	2.2	11
36	Initial Outcomes of a Participatory-Based, Competency-Building Approach to Increasing Physical Education Teachers' Physical Activity Promotion and Students' Physical Activity: A Pilot Study. <i>Health Education and Behavior</i> , <b>2018</b> , 45, 359-370	4.2	11
35	Are We There Yet? Compliance with Physical Activity Standards in YMCA Afterschool Programs. <i>Childhood Obesity</i> , <b>2016</b> , 12, 237-46	2.5	10
34	Modifying the System for Observing Fitness Instruction Time to Measure Teacher Practices Related to Physical Activity Promotion: SOFIT+. <i>Measurement in Physical Education and Exercise Science</i> , <b>2016</b> , 20, 121-130	1.9	10
33	Relating student recall to expert and novice teachers' instructional communication: an investigation using receiver selectivity theory. <i>Physical Education and Sport Pedagogy</i> , <b>2010</b> , 15, 419-433	3.8	9
32	Evaluation of a statewide dissemination and implementation of physical activity intervention in afterschool programs: a nonrandomized trial. <i>Translational Behavioral Medicine</i> , <b>2017</b> , 7, 690-701	3.2	8
31	Strategies to Increase After-School Program Staff Skills to Promote Healthy Eating and Physical Activity. <i>Health Promotion Practice</i> , <b>2016</b> , 17, 88-97	1.8	8
30	Process evaluation of an intervention to increase child activity levels in afterschool programs. <i>Evaluation and Program Planning</i> , <b>2014</b> , 45, 164-70	1.7	8
29	Virtual Physical Education During COVID-19: Exploring Future Directions for Equitable Online Learning Tools. <i>Frontiers in Sports and Active Living</i> , <b>2021</b> , 3, 716566	2.3	8
28	An Intervention to Increase Students' Physical Activity: A 2-Year Pilot Study. <i>American Journal of Preventive Medicine</i> , <b>2018</b> , 55, e1-e10	6.1	7

27	Measuring and Comparing Physical Education Teachers' Perceived Attributes of CSPAPs: An Innovation Adoption Perspective. <i>Journal of Teaching in Physical Education</i> , <b>2020</b> , 39, 78-90	2.2	7
26	Effects of a competency-based professional development training on children's physical activity and staff physical activity promotion in summer day camps. <i>New Directions for Youth Development</i> , <b>2014</b> , 2014, 57-78		6
25	Infusing Physical Activity Leadership Training in PETE Programs Through University-School Partnerships: Principals' and Graduate Students' Experiences. <i>Physical Educator: A Magazine for the Profession</i> , <b>2019</b> , 76, 238-257	1.3	6
24	Elementary Classroom Teachers' Self-Reported Use of Movement Integration Products and Perceived Facilitators and Barriers Related to Product Use. <i>Children</i> , <b>2020</b> , 7,	2.8	6
23	Compliance With the Healthy Eating Standards in YMCA After-School Programs. <i>Journal of Nutrition Education and Behavior</i> , <b>2016</b> , 48, 555-562.e1	2	6
22	An Online Course to Prepare Preservice Teachers to Promote Movement Integration. <i>American Journal of Distance Education</i> , <b>2019</b> , 33, 59-70	3.4	6
21	Physical distancing and physical inactivity. <i>Translational Behavioral Medicine</i> , <b>2021</b> , 11, 941-944	3.2	6
20	Understanding Elementary Classroom Teachers' Use of Movement Integration Resources.. <i>Frontiers in Education</i> , <b>2020</b> , 5,	2.1	5
19	Identifying Strategies Programs Adopt to Meet Healthy Eating and Physical Activity Standards in Afterschool Programs. <i>Health Education and Behavior</i> , <b>2017</b> , 44, 536-547	4.2	5
18	Affective Learning Profiles in Compulsory High School Physical Education: An Instructional Communication Perspective. <i>Journal of Teaching in Physical Education</i> , <b>2013</b> , 32, 78-99	2.2	5
17	Expert Teachers' Instructional Communication in Golf. <i>International Journal of Sport Communication</i> , <b>2009</b> , 2, 205-222	0.6	5
16	Exploring the Role of Physical Education Teachers' Domain-Specific Innovativeness, Educational Background, and Perceived School Support in CSPAP Adoption. <i>Journal of Teaching in Physical Education</i> , <b>2020</b> , 39, 36-47	2.2	5
15	Evaluation of a classroom movement integration training delivered in a low socioeconomic school district. <i>Evaluation and Program Planning</i> , <b>2019</b> , 73, 187-194	1.7	5
14	The finishing touch: anatomy of expert lesson closures. <i>Physical Education and Sport Pedagogy</i> , <b>2009</b> , 14, 73-87	3.8	4
13	Implementation and Effectiveness of a CSPAP-Informed, Online Secondary Methods Course With Virtual Field Experiences During the COVID-19 Pandemic. <i>Journal of Teaching in Physical Education</i> , <b>2021</b> , 40, 508-515	2.2	4
12	Principals' Involvement in comprehensive school physical activity programmes: A social-ecological perspective. <i>European Physical Education Review</i> , <b>2021</b> , 27, 574-594	2.8	4
11	Self-Monitoring. <i>Journal of Physical Education, Recreation and Dance</i> , <b>2008</b> , 79, 23-29	0.7	3
10	The Nature and Incorporation of CSPAP Learning Experiences in Physical Education Teacher Education: Accounts of Faculty From Highly Effective Programs. <i>Physical Educator: A Magazine for the Profession</i> , <b>2016</b> , 73, 578-599	1.3	3

9	Learning to Integrate Movement in Elementary Classrooms: Field Experiences of Preservice Classroom Teachers. <i>Physical Educator: A Magazine for the Profession</i> , <b>2019</b> , 76, 726-755	1.3	3
8	CSPAP Professional Preparation and Research Initiatives at the University of South Carolina. <i>Journal of Physical Education, Recreation and Dance</i> , <b>2017</b> , 88, 25-36	0.7	2
7	Systematically Observed Movement Integration in a Low Socioeconomic School District: A Cross-Sectional, Observational Study. <i>American Journal of Health Promotion</i> , <b>2019</b> , 33, 749-755	2.5	2
6	Partnerships for active elementary schools: Physical education outcomes after 4 months of a 2-year pilot study. <i>Health Education Journal</i> , <b>2017</b> , 76, 763-774	1.5	2
5	Stakeholders' Perceptions of Implementation of a Comprehensive School Physical Activity Program: A Review. <i>Kinesiology Review</i> , <b>2020</b> , 9, 159-169	2	1
4	Relationships Between Systematically Observed Movement Integration and Classroom Management in Elementary Schools. <i>Journal of Positive Behavior Interventions</i> , <b>2020</b> , 109830072094703	1.3	1
3	Parents' Perceptions and Engagement Regarding School-Based Physical Activity Promotion. <i>American Journal of Health Promotion</i> , <b>2021</b> , 35, 1125-1128	2.5	1
2	Social-ecological and biographical perspectives of principals' involvement in comprehensive school physical activity programs: a person-centered analysis. <i>Physical Education and Sport Pedagogy</i> , 1-16	3.8	1
1	The Comprehensive School Physical Activity Program: An Invited Review. <i>American Journal of Lifestyle Medicine</i> , 155982762210935	1.9	0