

A Preliminary Prevention Program for Eating Disorders in a Junior High School Population

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The purpose of the present study was to determine the effectiveness of an experimental program presented to junior high school students that focused on attitudes and knowledge about body weight, dieting, and purging as well as behavioral intentions to diet effectively. In Study 1, the experimental group and the control group were pretested. Two days after pretesting, the subjects in the experimental condition were presented a short videotape followed by a discussion. Both the videotape and discussion were presented by a 23-year-old female. All subjects were assessed again four days and one month after pretesting. In Study 2, subjects were assessed as in Study 1, however, the videotape and discussion were presented by the regular Home Economics I teacher. Based on comparisons of the experimental groups and the control groups, it was found that the experimental program in both studies was successful in changing subject's knowledge, attitudes, and behavioral intentions regarding some aspects of their eating behavior. Limitations of these findings were discussed, as well as implications for further research.

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INTRODUCTION

Anorexia nervosa and bulimia nervosa have been the focus of growing attention by investigators in the health disciplines as well as lay people (Garner *et al.*, 1983). However, although researchers have investigated several treatment approaches to bulimia nervosa, there appears to be a need for research in the area of prevention (Fairburn, 1981; Lane, 1985; Schlesier-Stropp, 1984; Shisslak *et al.*, 1987).

The purpose of the present study was to assess the effectiveness of an experimental program that focused on knowledge, attitudes, and behavioral intentions toward body weight and weight control. Perceptions of body weight and radical means of weight control have been associated with eating problems. Research has shown that many female junior high school students are concerned about their body weight (Moreno and Thelen, *in press*), but lack sufficient knowledge and understanding of dysfunctional eating habits (Shisslak *et al.*, 1987).

Schlesier-Stropp (1984) has documented the damaging physical effects that may result from regular self-induced vomiting. Radical dieting and other means of weight control (e.g., self-induced vomiting) have been proposed as important factors in the development of bulimia nervosa (Polivy and Rodin, 1986).

The mean age at which bulimic symptoms occur is between 15 and 20 years of age (Abraham and Beumont, 1982; Boskind-Lodahl and White, 1978; Gandour, 1984; Herzog, 1982; Johnson *et al.*, 1983; Pyle *et al.*, 1981). The effect of programs with females in early adolescent populations, presumably before the onset of bulimia nervosa, have not been studied. Shisslak *et al.* (1987) suggest that since most schools have such classes as health education and home economics, such programs could be integrated into these classes. The present study is a preliminary effort to influence subjects' knowledge, attitudes, and behavioral intentions concerning body weight and weight control. It has been argued that behavioral intentions are good predictors of corresponding behavior (Ajzen and Fishbein, 1977).

The present project contained two studies that were conducted in the same schools, with different subjects, over two consecutive years. Subjects in the experimental group were shown a videotape followed by a 30-minute discussion of the videotape. Control subjects did not view a videotape or engage in a 30-minute discussion. In Study 1, a female clinical psychology graduate student presented the videotape and led a discussion. In Study 2, the regular classroom teacher (also a female) presented the videotape and led a discussion. Study 2 provided an assessment of the potential value of incorporating the experimental program into the curriculum.

METHOD

Subjects

Study 1

Subjects were female students in Home Economics I classes in three predominantly middle-class midwestern junior high schools. Students in two schools served as the control group and students in the remaining school served as the experimental group. There were eight classes in the control group and four in the experimental group. All classes were involved in the sewing section of the Home Economics I curriculum. The original subject pool consisted of 135 control group subjects and 82 experimental group subjects. However, because control group subjects were assessed at three different times, there was incomplete data for 59 subjects in this group and these data were discarded. In addition, two subjects in the control group were discarded because it was believed they did not fill out the questionnaires properly. Each of these subjects had given the same response to all of the questions. Therefore, the data for 61 control group subjects were discarded, resulting in 74 subjects in the control group.

Experimental group subjects were also assessed at three different times and, in addition, were presented with the videotape and discussion. Subjects were not informed that the measure would be administered on three separate occasions, thus eliminating the possibility that subjects were intentionally absent on administration days. Because they missed one or more of the sessions, 48 subjects in the experimental group were removed. Finally, 4 subjects in the experimental group were discarded because they did not attend school on the day that the videotape and discussion were presented. In sum, data from 52 subjects in the experimental group were not used in the analyses, resulting in usable data for 30 subjects in this group.

Over half of the subjects were Caucasian (66.0%), 16.0% were Black, and 18% were of other ethnic origins. In the control group, 60.0% of the subjects were Caucasian, 17.1% were Black, and 22.9% were of other ethnic origins. In the experimental group, 80.0% of the subjects were Caucasian, 13.3% were Black, and 6.7% were of other ethnic origins. A chi-square performed on ethnic origin revealed no significant difference between the control and experimental groups on this variable, $\chi^2(2, N = 100) = 4.52$, ns. Control and experimental group means for age, height, and weight may be found in Table I. The groups were not significantly different on these variables.

Table I. Mean Age, Height, and Weight for Subjects in Studies 1 and 2^a

	Study 1		Study 2	
	Control group <i>M</i>	Experimental group <i>M</i>	Control group <i>M</i>	Experimental group <i>M</i>
Age (in years)	13.67	13.73	13.80	13.84
Height (in inches)	63.72	64.41	63.51	63.86
Weight (in pounds)	117.37	125.00	120.21	117.80

^aThe *t* tests revealed no significant differences between the groups on Age, Height, and Weight.

Study 2

Subjects were female students in Home Economics I classes in the same schools as in Study 1. Students from the same two schools used in Study 1 made up the control group and students from the same school used in Study 1 were in the experimental group. There were eight classes in the control group and six classes in the experimental group. All classes were involved in the sewing section of the Home Economics I curriculum. The original subject pool consisted of 104 control group subjects and 63 experimental group subjects. As in Study 1, control subjects were assessed at three different times, resulting in incomplete data for 31 subjects in this group and these data were discarded. Again, subjects were not informed about when the measure would be administered. In addition, 5 subjects in the control group were discarded because it was believed they did not fill out the questionnaires properly. Three subjects were discarded because they were educable mentally handicapped and only normal control subjects were used in the study. This attrition resulted in usable data from 65 students in the control group.

Experimental group subjects were also assessed at three different times, and in addition, were presented with the videotape and discussion. Thus, 13 subjects were discarded because they missed one or more of the sessions. In sum, the experimental group consisted of 50 subjects.

Over half of all the subjects were Caucasian (73.0%), 19.6% were Black, and 7.5% were of other ethnic origins. In the control group, 63.2% of the subjects were White, 25.3% were Black, and 11.4% were of other ethnic origins. In the experimental group, 86.9% of the subjects were Caucasian, 11.5% were Black, and 1.6% were of other ethnic origins. A chi-square performed on ethnic origin revealed significant differences between the control and experimental groups, $\chi^2(2, N = 148) = 10.93, p < .01$. Compared with the experimental group, the control group contained a smaller

percentage of Whites, and a higher percentage of Blacks and subjects of other ethnic origins.

Instruments

Videotape

The videotape was six and one-half minutes long and consisted of a conversation by two actresses presented as sisters in a bedroom. One of the sisters was presented as being of high school age and the other was presented as being of the same age as the subjects. After the younger sister expressed dissatisfaction about her body, the conversation was “led” by the older sister who referred to a paper that she wrote on bulimia. The conversation included (a) a description of bulimia nervosa; (b) information about the prevalence of bulimia nervosa in adolescents; (c) harmful physical effects of bingeing and purging (acid from vomiting makes the throat sore and eats away enamel on teeth causing cavities); (d) social/cultural attitudes regarding thinness, (e) a description of restrained eating and its effects (reference to girl who ate little food for several weeks, but eventually could not stand it and ate a lot of donuts, cake, and ice cream); (f) suggestions for weight management (small reductions in amount eaten, combined with eating a lot of fruits and vegetables, and exercise to music or with friends); and (g) suggestions for resisting peer pressure to diet (fad diets don’t work; we only gain weight later; ask them to exercise with you).

General Background Questionnaire. This measure included items concerning the subjects’ grade in school, birthdate, age, ethnicity, weight, and height.

Dependent Measure. The Dependent Measure consisted of a 23-item questionnaire that assessed attitudes toward dieting and weight control, behavioral intentions to diet, and knowledge about the physiological effects of bingeing and purging (see Appendix A). These items were written because there were no standardized measures available that assess the specific variables of interest in the present study. All items were on a 7-point Likert scale.

Validation Measure. The validation measure included 5 straightforward, true–false questions concerning descriptive information that attempted to assess the degree to which the experimental subjects had been attentive to the video tape (see Appendix B). This measure was scored by counting the number of questions that subjects answered correctly. Thus, if the subjects answered all of the questions correctly, they received a score of 5.

Procedure

Study 1

All assessments were done with Home Economics I classes by the regular teacher during regular class time. The videotape and discussion were presented by a 23-year-old female graduate student.

At Time 1, the General Background Questionnaire and the Dependent Measure were administered to junior high school students in both the experimental and control conditions. Confidentiality of responses was assured by asking subjects not to write their names on the questionnaires. In order to match questionnaires across the three assessments, subjects were asked to write the date of the assessment, school, period, grade, birthdate, age, and sex on each questionnaire. Thus, it was possible to identify each subject across time but assure confidentiality.

Two days after the subjects in the experimental school had completed the above measures, the videotape was shown to the subjects in experimental group. After the videotape was presented, subjects were asked five questions about the videotape in order to assess whether they had been attentive to the intervention. In addition, this measure provided attendance information (i.e., whether subjects were present during the videotape presentation). Following the validation measure, the graduate student led a 30-minute discussion highlighting the main points of the videotape. A checklist was used by the discussion leader in order to ensure that the discussion reviewed the points that were presented in the videotape for all of the classes.

Two days after the videotape was presented, the Dependent Measure was administered for the second time to subjects in the control and experimental groups (Time 2).

One month after Time 2, all subjects were again given the Dependent Measure.

Study 2

The procedures for Study 2 were identical to those in Study 1 with one exception. In Study 2, the regular Home Economics I teacher presented the videotape and conducted the discussion. The person who conducted Study 1 trained the teacher by reviewing the videotape and the use of the checklist. Also, this teacher was present when the program was presented one year earlier.

RESULTS

Analyses were performed only on those subjects for whom complete data were available. Results will be presented as follows: (1) a principal components factor analysis of the Dependent Measure, (2) Study 1 results, and (3) Study 2 results.

Factor Analysis

A principal components factor analysis was performed on the 23-item Dependent Measure taken at Time 1 in order to define the main dimensions that this questionnaire tapped. All subjects were used in this analysis. Only those factors with an eigenvalue greater than one were retained, and only those questions that had factor loadings greater than .40 were considered to define a factor. In addition, in order to determine the reliability for each factor containing more than one item, a coefficient alpha was performed on each factor.

Six factors emerged as a result of the principal components factor analysis. Factor 1, labeled Purge Attitude, includes six questions relating to purging and behavioral intentions to purge as a weight reduction method. The coefficient alpha for this factor was .86. Factor 2, labeled Diet, includes six questions relating to attitudes about dieting and knowledge about the physical effects of dieting. The coefficient alpha for this factor was .85. Factor 3, labeled Weight, includes five questions relating to concerns about weight and behavioral intentions to radically diet in order to lose weight. The coefficient alpha for this factor was .75. Factor 4, labeled Purge Information, includes three questions that deal with the physiological effects of purging. The coefficient alpha for Purge Information was .45. Factor 5, labeled Exercise, consists of two questions relating to the extent to which adolescents think about their weight and behavioral intentions to exercise in order to lose weight. The coefficient alpha for this factor was .42. Finally, Factor 6, labeled Small, consists of one question that deals with the behavioral intention to lose weight by making small changes in the amount of food intake. The subjects' score for each factor was the mean of the items in that factor. A higher mean indicates a more positive or desirable response. Across the four groups (experimental and control in Study 1 and Study 2) the group with the highest percentage of maximum scores for each factor is as follows: Purge Attitude, 19%; Diet 5%; Weight, 1%; Purge Information, 12%; Exercise, 2%; Small, 60%.

Study 1

Validation Measure. There were 28 subjects who received a score of five and 2 subjects who received a score of four. No subjects received a score of 3 or below.

Multivariate Analysis of Variance. Since randomization of classes could not be accomplished, a multivariate analyses of variance was conducted on the classes at Time 1 in both the experimental and control groups in order to determine if there were any significant differences. Results indicated no significant differences among the classes in the experimental and control groups.

Multivariate Analyses of Covariance. A 2 (group) \times 2 (time) multivariate analysis of variance (MANCOVA) with the Time 1 measure as the covariate, was performed on the six factors. There was a significant group effect, $F(6, 89) = 16.84, p < .001$; however, there were no significant time effects, $F(6, 92) = 1.02, p < .42$ or interaction effects, $F(6, 92) = 1.05, p < .40$.

Analyses of Covariance. In order to adjust for differences between the groups on the Dependent Measure at Time 1, analyses of covariance (ANCOVAs) were performed by using Time 1 scores as the covariate. Hence, 2 (experimental and control groups) \times 2 (Time 2 and Time 3) ANCOVAs were performed on the adjusted means for each of the six factors. The

Table II. Analyses of Covariance for Each Factor

	Group (df)F	Time (df)F	Group \times Time (df)F
Study 1			
Purge Attitude	(98) 7.28 ^a	(98)0.13	(98)0.68
Diet	(99)49.05 ^b	(99)0.09	(99)1.17
Weight	(99)23.26 ^b	(99)0.00	(99)1.47
Purge Information	(99)31.48 ^b	(99)0.00	(99)3.21
Exercise	(99) 7.35 ^a	(99)0.00	(99)0.08
Small	(96) 4.28 ^a	(96)0.96	(96)0.47
Study 2			
Purge Attitude	(96) 10.08 ^a	(96)0.14	(96)0.02
Diet	(96) 49.48 ^b	(96)0.05	(96)0.78
Weight	(96) 28.08 ^b	(96)0.21	(96)0.44
Purge Information	(96)107.24 ^b	(96)0.02	(96)0.94
Exercise	(96) 13.49 ^b	(96)0.98	(96)0.29
Small	(94) 12.49 ^b	(94)0.30	(94)1.53

^a.01.

^b.001.

Table III. Means for the Six Factors as a Function of Time and Group^a

	Study 1		Study 2	
	Control Group	Experimental Group	Control Group	Experimental Group
Purge Attitude				
Time 1	5.50	5.72	5.78	6.20
Time 2	5.43	5.92	5.66	6.15
Time 3	5.46	5.78	5.61	6.08
Diet				
Time 1	4.16	3.89	4.48	3.70
Time 2	4.11	5.80	4.07	6.05
Time 3	4.05	5.52	3.94	5.71
Weight				
Time 1	3.89	3.57	3.89	3.95
Time 2	3.94	4.60	3.83	4.83
Time 3	3.71	4.61	3.89	4.76
Purge Information				
Time 1	4.36	3.86	3.78	4.67
Time 2	4.65	6.19	4.24	6.36
Time 3	4.88	5.94	4.62	6.48
Exercise				
Time 1	3.99	4.23	3.85	3.97
Time 2	4.19	4.67	3.75	4.42
Time 3	3.93	4.47	3.98	4.52
Small				
Time 1	5.01	5.17	5.37	6.19
Time 2	5.01	5.80	5.53	6.11
Time 3	5.13	5.60	5.30	6.43

^aMeans at Time 2 and Time 3 are adjusted for the Time 1 mean.

results of these analyses are presented in Table II and the relevant means may be found in Table III.

For each of the six factors, the ANCOVA revealed a significant main effect for group, no significant effect for time, and no significant Group × Time interaction. As the means in Table II indicate, the experimental group showed more knowledge, more positive attitudes, and “healthier” behavioral intentions about dieting than the control group on all six factors. Furthermore, the lack of Group × Time interaction effects suggests that the effects of the experimental program were sustained at the one-month follow-up. However, the experimental group mean declined from Time 2 and Time 3 on five of the six factors. The factors which showed the greatest effect from the experimental program were Diet, Weight, and Purge In-

formation. Purge Attitude, Exercise, and Small were not as strongly changed by the experimental program.

Study 2

Validation Measure. There were 45 subjects who received a score of 5, four subjects who received a score of 4, and one subject who received a score of 3.

Multivariate Analysis of Variance. As in Study 1, a multivariate analysis of variance was conducted on the classes at Time 1 in both the experimental and control groups in order to determine if there were any significant differences among the classes since randomization could not be accomplished. Results indicated no significant differences among the classes in the experimental or control groups.

Multivariate Analyses of Covariance. A 2 (group) \times 2 (time) MANCOVA, with the Time 1 measure as the covariate, was performed on the six factors in Study 2. There was a significant group effect, $F(6, 95) = 16.63$, $p < .001$, however there were no significant time effects, $F(6, 90) = 1.88$, $p < .09$ or interaction effects, $F(6, 90) = 0.58$, $p < .75$.

Analyses of Covariance. As in Study 1, 2 (experimental and control) \times 2 (Time 2 and Time 3) ANCOVAs were performed on each of the six factors. The results of these analyses are presented in Table II and the relevant means may be found in Table III.

The results for Study 2 are consistent with those obtained for Study 1. For each of the six factors, the ANCOVA revealed a significant main effect for group, no significant effect for time, and no significant group \times time interaction effect. On all factors, the experimental group, relative to the control group, changed in the desired direction. Furthermore, the lack of significant interaction effects, indicates that the effects were sustained at the one-month follow-up. Finally, the factors most affected by the experimental program in Study 1 were also the factors with the greatest change in Study 2. These factors are Diet, Weight, and Purge Information. As in Study 1, weaker effects were obtained for Purge Attitude, Exercise, and Small.

DISCUSSION

The purpose of the present study was to determine the effectiveness of an experimental program that focused on influencing attitudes and knowledge about body weight and eating, as well as behavioral intentions to diet effectively. At present, there is no published research on programs

that focus on these areas that are considered important aspects of eating problems, especially bulimia nervosa. The use of these programs with an early adolescent population is thought to be especially important since the onset of bulimic symptoms is between 15 and 20 years of age (Abraham and Beumont, 1982; Boskind-Lodahl and White, 1978; Gandour, 1984; Herzog, 1982; Johnson *et al.*, 1981; Pyle *et al.*, 1981).

The format of the videotape and discussion were well received by school officials as well as students. The results of the validation measure indicated that all subjects were attentive to the information being presented in the videotape. Both teachers and students expressed enthusiasm and cooperated with the endeavor, thus attesting to interest in the problem of bulimia nervosa.

In Study 1, the videotape was presented by a female whom the subjects had not seen before. This person also led the subsequent discussion. In Study 2, the regular classroom teacher presented the videotape and led the discussion. Since Study 2 largely replicated the results from Study 1, we are encouraged that these procedures can be used by the regular classroom teacher and incorporated into the regular curriculum.

While the experimental and control groups significantly differed on each of the six factors, the difference on three of the factors was relatively small. This brings to mind the distinction between statistical and clinical significance. We will first discuss the three factors on which the experimental and control groups showed strong differences.

The experimental program had a substantial effect on the Diet factor. After the experimental program, subjects in this group (compared with the control group) indicated that they did not see strict dieting as a good way to control their weight. They also revealed more knowledge about the undesirable physical effects of dieting. The Weight factor is similar to the Diet factor in that it partly pertains to dieting. The results indicate that the experimental group, compared with the control group, showed fewer concerns about their body weight and a reduced likelihood that they would radically diet in order to lose weight. Purge Information is the third factor on which strong group differences emerged. This factor is clearly different from the previous two factors in that it pertains to purging and not dieting. The experimental subjects appear to have acquired considerable information about the possible harmful effects of purging as a means of weight control.

As mentioned earlier, the groups were significantly different on the remaining three factors, but the magnitude of the differences is relatively small, raising some questions about the practical significance of the experimental program on these factors. The weak effects on Purge Attitude may stem from the strong negative attitudes at Time 1. The subjects already had negative attitudes about purging as a means of weight control before

the videotape and discussion were presented. On the other hand, it may be beneficial to reinforce those attitudes. The Exercise factor contained only two questions and had a low alpha (.42). Nonetheless, experimental subjects were less likely than control subjects to be concerned with their weight and more likely to exercise as a means of weight control. The final factor, Small, may have shown weak effects because it contained only one item or because the subjects' means at pretesting were high. Despite these constraints, the experimental subjects were more likely than the control subjects to indicate that they would make small changes in their eating habits in order to lose weight.

The reader is reminded that all subjects were retested at a one-month follow-up. The lack of Group \times Time interactions effects of any of the factors in either study suggests that the effects of the experimental program were sustained over the one-month period of time. Perhaps the students in the experimental group casually discussed the ideas conveyed in the program, which would help sustain the changes. Nevertheless, it is unlikely that these changes would be mentioned over a longer period of time unless additional initiatives are taken.

In the present study, student absenteeism from school on the days that the assessment or the experimental program were given resulted in a large number of subjects with incomplete data that were not used in the analyses. It is possible that there may be a sample bias and that subjects who missed class are different from those who were present. However, subjects would not have missed class because of this study because they were unaware that the assessment would be done. Also, the replication in Study 2 strengthens the findings. Another methodological concern that warrants mention is the possibility of demand characteristics. For some of the questions on the Dependent Measure where a ceiling effect was found (e.g., Purge), there may have been a demand characteristic experienced by the subjects such that they indicated only socially desirable responses. It is not possible to determine from the data whether subjects responded to the questions because of a demand characteristic, or if they already had relatively healthy attitudes about bingeing, purging, and radical dieting.

There are several important issues for future research in the area of prevention of bulimia nervosa and eating problems in general. First, it is important to follow the target population in order to determine whether changes are maintained across time. The present studies included a one-month follow-up; however, it is suggested that additional monitoring may be necessary in order to assess whether changes are maintained over a longer period of time. In order for changes to persist over time, subjects may need to be exposed to material at "booster" sessions. These additional

efforts may decrease the likelihood that increased knowledge and changed attitudes will be “lost” over time.

Second, the population used in the present studies consisted of young adolescents and it may be necessary to direct efforts toward grammar school subjects. In targeting younger populations, healthy attitudes about eating could be presented before unhealthy attitudes, which are less easily changed, are acquired.

Third, it may be important to consider using peers as discussion leaders in order to maximize the likelihood that these efforts will be successful. This concept is used frequently in smoking prevention efforts, and recent authors have suggested that this may be important in programs that are designed to prevent eating disorders (Shisslak *et al.* 1987).

Finally, future research should assess behaviors in order to determine whether changed attitudes and behavioral intentions translate into actual behaviors. In addition, it may be important to address the impact of peer and parental influences on attitudes and behavioral intentions.

In conclusion, the present studies determined that adolescents respond favorably to a program that focused on attitudes and knowledge about weight, dieting, and purging as well as behavioral intentions to diet effectively. In addition, Study 2 determined that an experimental program administered by a regular classroom teacher yielded the same results as one administered by an outside person. Future efforts may need to focus on younger populations, use peer discussion leaders, and determine if behavioral intentions translate into actual behaviors.

APPENDIX A

Questionnaire

DO NOT put your name on any of the materials. We want this to be completely anonymous so feel free to answer as honestly as you can.

Please answer the following questions by circling the number that best describes your opinion. Please answer all questions, even if you are uncertain about your answer.

1. Strict dieting is a good way for me to control my weight.
- | | | | | | | |
|-------------------|---|---|---|---|---|----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly
Agree | | | | | | Strongly
Disagree |

2. If I wanted to lose weight, I would eat very little food for a few days.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
3. Making yourself throw up after eating is called purging.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
4. Kids my age do not really think about their weight.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
5. If I wanted to lose weight and my friends were going on a strict diet, I would probably go on one.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
6. People who make themselves throw up after eating to control their weight are more likely to get cavities.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
7. If my friends told me I weighed too much, I might go on a strict diet.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
8. I will try to keep up with the latest diets by reading about them or watching ads about them on television.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
9. If I wanted to lose weight, I would exercise a number of times each week.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
10. Strict dieting speeds up your metabolism so that your body burns calories faster.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
11. I might try making myself throw up in order to keep from getting fat.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
12. If I wanted to lose a lot of weight, I would go on a strict diet.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
13. It is normal to worry about how much I weigh.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree
14. Throwing up to control your weight can damage the esophagus.
 1 2 3 4 5 6 7
 Strongly Agree Strongly Disagree

- | | | | | | | | |
|--|---|---|---|---|---|---|-------------------|
| 15. Strict dieting is a good way to lose weight. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 16. If I could not control how much I ate, I might throw up sometimes to control my weight. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 17. I would do anything to be thinner than I am. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 18. If I gained 10 pounds, I would go on a strict diet to lose the weight. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 19. Making yourself throw up to control my weight is better than being overweight. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 20. It is important to be thin in order for other people to like you. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 21. If I want to lose weight, I will make small changes in the amount of food I eat. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 22. If I go on a strict diet, my body will burn a lot of calories and I'll lose weight faster. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |
| 23. Supposing I really had to lose weight, I might make myself throw up if I thought I ate too much. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Agree | | | | | | | Strongly Disagree |

APPENDIX B

Please answer the following questions about the videotape you just saw. Each statement should be answered either TRUE OR FALSE. Answer TRUE by circling the T next to the statement.

Answer FALSE by circling the F next to the statement.

- | | | |
|--|---|---|
| 1. The people were talking about eating problems. | T | F |
| 2. The discussion took place in the living room. | T | F |
| 3. In the videotape one of the girls was going on a grapefruit diet. | T | F |
| 4. There were 2 people in the videotape. | T | F |
| 5. The girls were arguing over a shirt. | T | F |

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