



Evidence-supported school classroom body image resources: The European Landscape



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School-based interventions

- Access to large groups of young people
- Access to an army of child experts
- Opportunities to support interventions with environmental changes

But....

- Many teachers and schools report a lack of confidence, knowledge, and access to effective resources

(Ricciardelli et al., 2010; Yager, 2011; UK Teachers Association, 2013)

Classroom-based interventions

- 20-30 students : 1 facilitator
- Different levels of ability and motivation for change
- Peer and friendship group dynamics
- Limited time and classroom space
- Crowded curricula
- Not suitable for intensive and clinically oriented interventions

Cannot assume that what works elsewhere will work in the classroom





Evidence-based classroom resources for improving body image



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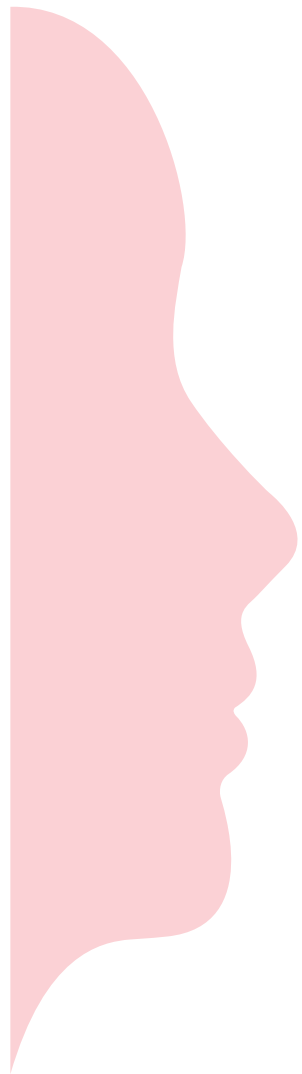
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An important caveat...

Haven't captured all of the work that is going on in schools in Europe...

Classroom resources evaluated in controlled studies published in English-language peer-reviewed journals

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Secondary School

Students aged 12-18 years



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Systematic Review



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Body Image

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Review article

What works in secondary schools? A systematic review of classroom-based body image programs



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ABSTRACT

Governments, schools, and curriculum authorities are increasingly recognizing that body image during adolescence is a public health issue that warrants attention in the school setting. After 30 years of eating disorder prevention research, and given the current interest in this area, it seems timely to review the research on interventions to improve body image in schools. We reviewed universal-selective, classroom-based programs that have been conducted since the year 2000, among adolescents, and found 16 eligible intervention programs. Seven of these programs were effective in improving body image on at least one measure, from pre to post test, though effect sizes were small ($d = 0.22$ – 0.48). These effective programs were conducted among younger adolescents 12.33–13.62 years, and included activities focusing on media literacy, self esteem, and the influence of peers. Implications for school personnel and curriculum authorities are discussed, and we provide recommendations for a strategic approach to future research in this area.

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Aim:

Evaluate the effectiveness of secondary school classroom-based body image intervention programs in improving body image and associated risk factors among adolescent girls and boys.

Methodology:

Systematic review

Cochrane Handbook for Systematic Interventions

Search Strategy

Databases:

- EBSCOHOST
- Medline
- PsycINFO
- Current Contents
- Google Scholar

Journals:

- IJED
- Body Image

Past review papers

Keywords:

“body image”

“body satisfaction”

“disordered eating”

“eating disorder”

“interventions”

“prevention programs”


“school-based”

Inclusion Criteria

1. Published in peer-reviewed journals since 2000
2. Mean age ≥ 12 years
3. Interventions delivered in classroom face-to-face
4. Delivered to whole classroom
5. At least 1 validated measure of body image
6. Compared to a control condition

**16 studies published in 15 papers
evaluating 15 separate interventions**

Table 4: Critical review of programs designed to improve body image in schools

Approach	Facilitator	#	Dose Length (mins)	Age	Participants N Sex	Primary	Secondary Outcomes											F/up Imp BD? (months)
							BD/BI 1	Psych.			Sociocultural				Eat		Know	
								SE 2	NA 3	IN 4	P 5	Cm 6	Cn 7	T 8	DT 9	D 10	K 11	
Evidence of significant improvements on measures of body image or body dissatisfaction																		
Happy Being Me (Richardson et al., 2009) Aus	Peer, ML	Res-F	3	50	12.33	194 F	Y ^{a,b}	Y ^a	-	Y ^a	-	Y ^a	Y ^a	N ^a	-	Y ^a N ^b	Y	Y ^{a,b} (3)
Dove BodyThink (Richardson & Paxton, 2009) Aus	PsyBI, SE, BA, Peer, ML	Res-F	4	50	12.66	127 F	N ^{a,b}	Y ^b	-	Y ^a	-	Y ^a	-	N ^a	-	N ^{a,b}	Y	N(3)
						150 M	Y ^b N ^c	N ^b	-	N ^b	-	N ^a	-	N ^a	-	N ^{a,b}	Y	N(3)
MediaSmart (Wilksch & Wade, 2009) Aus	ML	Res-M	8	50	13.62	273 F	N ^{a,d,e}	N ^a	N ^a	N ^a	N ^a	-	-	-	-	N ^c	-	Y ^{d,e} (30)
						267 M	Y ^a N ^{d,e}	N ^a	N ^a	N ^a	N ^a	-	-	-	-	Y ^c	-	Y ^{a,d,e} (6)
Untitled (Stanford & McCabe, 2005) Aus	SE, BA, Dev, ML	Not prov.	2	60	12.34	121 M	Y ^b N ⁱ	Y ^b	Y ^b	-	-	-	-	-	N ^a	N ^{b,d}	-	N(1,3)
Adapted Go Girls! (Wade et al., 2003) Aus ¹			5	50	13.42	43 M/F	Y ^a N ^{d,d}	N ^c	-	-	-	-	-	-	-	N ^a	-	N(3)
Untitled (Stewart et al., 2001) UK			6	45	13.40	860 F	Y ^d N ^e	N ^d	-	-	-	-	-	-	-	Y ^a N ^e	Y	N(3)
Everybody's Different (O'Dea & Abraham, 2000) Aus ¹			9	50-80	13.00	470 M/F	Y ^{a,g}	Y ^a	N ^{a,c}	-	-	-	-	-	-	Y ^a	N ^{b,f}	-
Evidence of improving likely factors related to body image but no significant improvement on measures of body image																		
Making Choices (Weiss & Wertheim, 2005) Aus ²	PsyED, SE, HW, BA, Peer, SE	Res-F	4	100	14-16	173 F	N ^{a,f}	N ^a	-	-	N ^b	-	-	-	N ^a	Y ^b N ^g	-	N(3)
Student Bodies (Bruning Brown et al., 2004) USA	PsyBI/ED, HW, BA	Res-O/L ³	8	60	15.10	152 F	N ^{d,e}	-	-	-	-	-	-	-	N ^a	Y ^a N ^{b,h}	Y	N(3)
Untitled (Wiseman et al., 2004) USA/Italy ⁴	PsyBI/ED, SE,	Res-F	6	-	15-16	188 F ^{Italy}	N ^a	N ^a	-	-	-	-	-	-	Y ^a	N ^{b,i}	-	-
						F ^{USA}	N ^a	N ^a	-	-	-	-	-	-	N ^a	N ^{b,i}	-	-
Untitled (Withers et al., 2002) Aus			1	22	13.00	242 F	N ^{a,j}	-	-	-	-	-	-	-	Y ^a	Y ^f	Y	N(1)
Untitled (Rocco et al., 2001) Italy			9	180	16.07	112 F	N ^a	-	N ^a	-	-	-	-	-	N ^a	Y ^b	-	-
No evidence of improving factors related to body image																		
Healthy Body Image (McCabe et al., 2010) Aus	Peer, ML	Res-F	5	60	12.96	421 M	N ⁱ	N ^b	N ^b	-	N ^c	-	-	-	N ^a	N ^d	-	N(3,6,12)
Media Literacy Program (Wilksch et al., 2008) Aus ⁵	Peer, ML	Res-M/F	8	50	15.00	20 F ^{6 Hi}	N ^{d,e}	N ^a	-	N ^a	N ^a	-	-	-	-	N ^c	-	N(3)
						67 F ^{6 Lo}	N ^{d,e}	N ^a	-	N ^a	N ^a	-	-	-	-	N ^c	-	N(3)
Everybody's Different (Replication:Wade et al., 2003) Aus	SE, Stress, ML	Teach-M	5	50	13.42	61 M/F	N ^{d,e,f}	N ^c	-	-	-	-	-	-	-	N ^a	-	N(3)
Full of Ourselves (Steiner-Adair et al., 2002) USA ⁷	SE, HW, BA, Dev, ML	Site leaders	8	45-90	12.59	411 F	N ^{k,l}	N ^a	N ^a	-	-	-	-	-	-	N ^f	Y	N(3)

Results: Intervention Effects

1. Evidence of improvement on body image and disordered eating

43% (n=7) at post-intervention

18% (n=3) at follow-up (3,6, 30 month)

2. No change on body image but improvement on factors related to body image

40% (n=6) at post-intervention

Drive for thinness and/or dieting behaviours

3. No evidence for improvement

17% (n=3) at post and follow-up

Results: Participant Characteristics

Gender

- 9 studies with girls; 5 co-ed; 2 with boys
- Only one programme showed sustained significant improvements in boys' body image

Age

- All effective programs targeted younger adolescents (<14 years).

Results: Intervention Characteristics

Content

- All used a combinations of approaches and content
- Effective programs used media literacy, self-esteem and peer influence, no psycho-education

Length

- Effective programs were multi-session and ranged from 22 minutes to 12 hours
- Average time was 5 hours

Results: Effective Interventions

Happy Being Me (Richardson & Paxton, 2010)

- Peers, media literacy
- 3 x 50 minute sessions
- Girls aged 12-14

Media Smart (Wilksch & Wade, 2009)

- Media literacy
- 8 x 50 minute sessions
- Girls and boys aged 13-14





Since then...



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Spain...



Mora et al. (2016) *Theatre Alive*

- 10 session theatre programme in 4 schools (n=178)
- Improved body image 12 months later

Lopez and Sánchez-Carracedo (2016) *MABIC*

- 5 session nutrition and media literacy programme in 4 schools (n= 413)
- Effects on teasing and internalisation up to 12 months, but not on body image.

United Kingdom



Effectiveness 'Teacher Led' Trials

Sharpe et al. (2013) *Me, You and Us*

- 3-session program with girls (n= 350)
- Improvements up to 3 months later.

Diedrichs et al. (2015, under review) *Confident Me*

- Single session co-ed program (n = 1750)
- 5-session co-ed program (n = 1450)

Portugal

Torres et al. (in progress)

- Confident Me
- Replication trial in 12 schools (n=750)
- Teacher training received accreditation from Portuguese Education Ministry.





Primary School

Students <12 years



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Systematic Review



In Progress...

Methodology

- Same as secondary school review



Studies

- 24 studies evaluating 23 interventions

Samples

- 7 girls only
- 0 boys only
- 17 coeducational

Summary of program evaluation study characteristics and results

Program	Country	Follow-up	Participants				Results			
			Age		N	Gender	Body image		Disordered Eating	
			M	Range			Post	F-Up	Post	F-Up
Programs with improvements or preventive effects maintained at follow-up on body image and/or disordered eating										
Untitled Duncan et al., 2009	UK	6 weeks	<12	10-11	68	M/F	Y	Y	-	-
Happy Being Me Bird et al., 2013	UK	3 months	<12	10-11	42	F	Y	Y	Y	N
					46	M	N	N	N	N
Untitled Yeh et al., 2011	Taiwan				172	F	Y,N	Y,N	N	N
					142	M	Y,N	Y,N	N	N
EveryBODY is a Somebody McVey et al., 2004	Canada	6			258	F	Y	N	Y,N	Y,N
Eating Smart, Eating for Me Smolak et al., 1998a, 1998b, 2001	USA	2			249	F	N	Y* ^{Prev} N	Y ^{Prev}	Y*
					385	M	N	N	N ^{Worse}	Y*
Programs with improvements or preventive effects at post-intervention only on body image and/or disordered eating										
Planet Health Austin et al., 2005	USA	-	11.5	10-14	480	F	-	-	Y	-
Planet Health Austin et al., 2007	USA	-	<12	10-14	749	F	-	-	Y	-
					702	M	-	-	N	-
Dove Evolution Halliwell et al., 2011	UK	-	11.6	10-13	127	F	Y	-	-	-
Y's Girls Ross et al., 2013	Australia	-	11.25	11-12	60	F	N	-	Y	-
Trouble on the Tightrope: In Search of Skateboard Sam Cousineau et al., 2010	USA	6			109	F	Y**	N	-	-
					82	M	Y**	N	-	-
Shapesville Dohm & Tiggeman, 2008	Australia	6			84	F	Y,N	N	-	-
PriMa Wick et al., 2011	Germany	3			1553	F	Y	N	N	-
Healthy Schools Healthy Kids	Canada	6 months	11.27	-	355	F	Y,N	N	N	N

Program	Country	Follow-up	Participants			Results			
			Age	N	Gender	Body image		Disordered Eating	
						Post	F-Up	Post	F-Up
McVey et al., 2007				332	M	Y,N	N	N	N
Prevenzione dei Disturbi dell'Alimentazione Grave et al., 2010	Italy		12	106	M/F	N	N	Y, N	N
Programs with no improvement on body image, disordered eating									
Everybody's Different Ghaderi et al., 2007	Sweden	-	-	11	164	M/F	N	-	-
Very Important Haines et al., 2007	USA	-	10.15	-	120	M/F	N	-	N
Healthy Bodies Love et al., 2007	USA	-	<12	9-13	183	F	N	-	-
Their Bodies Kater et al., 2007					174	M	N	-	-
Active Children McCabe et al., 2000	Australia	-	10.13	8-13	173	F	N	-	-
					195	M	N	-	-
Healthy Buddies Stock et al., 2007	Canada				199	F	N	-	N
					161	M	N	-	N
Minding Young Minds Fairweather-Schmidt & Wade, 2015	Australia				125	M/F	N	N	-
Magnificently U Casey, 2015	Ireland				168	F	N	N	N
					89	M	N	N	N
Media Smart UK Diedrichs et al., 2015	UK					M	N	N	-
						F	N	N	-
Body Image in the Primary School Halliwell et al., under review	UK				74	F	N	N	-
					70	M	N	N	-
EveryBODY is a Somebody McVey & Davis, 2006	Canada	6.			263	F	N	N	N

Results: Intervention Effects

Evidence of sustained improvement

20% (n=5) (6 weeks – 24 months)

Evidence of post-only improvement

40% (n=10)

No evidence for improvement

40% (n=10)

Results: Participant Characteristics

Gender

- Programmes effective with girls and boys

Age

- Effective programs evaluated with children 10-11
- Ineffective programs tended to have bigger age range (e.g., 10-14, 8-12)

Results: Intervention Characteristics

Content

- Effective programs addressed media literacy, self-esteem, and peer environment.
- One targeted physical activity

Length

- Effective programs were multi-session and ranged 3-12 sessions; most were 4-8 hours

Summary

- Multi-session and interactive programs
- Targeting media, peers, and self-esteem
- Research traditionally dominated by Australia and North America
- Studies from UK, Germany, Italy, Sweden, Ireland, Spain, and Portugal

Where to from here?

A more co-ordinated and strategic approach is needed in research to...

- Maximise the use of limited resources, funds, and opportunities
- Strengthen the quality and breadth of evidence
- Move our field forward
- Improve outcomes for young people

How?

- Evaluate what we are doing
- Replicate
- Move from efficacy to effectiveness
- Coordinate our approach to study design
 - Intervention length
 - Intervention components
 - Outcome measures
 - Follow-up times
- Adapt and evaluate programs shown to be effective outside the classroom



Thank you



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