WHAT DO EARLY ADOLESCENT GIRLS LIKE AND DISLIKE ABOUT THEIR APPEARANCE? A QUALITATIVE AND QUANTITATIVE EXAMINATION OF BODY APPRECIATION AMONG ETHNICALLY DIVERSE GIRLS

By

ERIKA FRICK

A thesis submitted to the

Graduate School-Camden

Rutgers, The State University of New Jersey

In partial fulfillment of the requirements

For the degree of Master of Arts

Graduate Program in Psychology

Written under the direction of

Dr. Charlotte Markey

And approved by

Dr. Charlotte Markey

Dr. Kristin August

Dr. Daniel Hart

Camden, New Jersey

January 2022
THESIS ABSTRACT

What Do Early Adolescent Girls Like and Dislike About Their Appearance? A Qualitative and Quantitative Examination of Body Appreciation Among Ethnically Diverse Girls

By ERIKA FRICK

Thesis Director:
Dr. Charlotte Markey

The current study examined early adolescent girls’ perceptions of their appearance and their body appreciation. Several research questions have been explored: Do girls of this age experience body appreciation? What physical features are girls most likely to identify as the features they most like and dislike about their appearance? Is liking or disliking of certain physical features most likely to contribute to or detract from body appreciation? Are there differences in these experiences by race/ethnicity? The participants were 142 early adolescent girls (M age = 12.06, SD = 1.22, range = 10-15 years). Girls’ body image was measured using the Body Appreciation Scale-2 (Tylka & Wood- Barcalow, 2015) and two open-ended questions about the physical features they like and dislike. Results indicate that preadolescent girls’ body appreciation is similar to that of adult women’s and that girls’ who report liking their body features are more likely to have higher body appreciation than girls who report liking their facial features. No significant ethnic differences in body appreciation were found. This study contributes to the body image literature by examining these constructs among an ethnically diverse
sample, a younger sample than is typically studied, and through the inclusion of qualitative responses from girls.

*Key words:* body appreciation, body image, early adolescents, race/ethnicity, qualitative research
What Do Early Adolescent Girls Like and Dislike About Their Appearance? A Qualitative and Quantitative Examination of Body Appreciation Among Ethnically Diverse Girls

Approximately half of girls have been found to experience body dissatisfaction (Dion et al., 2016). Adolescence is when body dissatisfaction typically emerges (Walters et al., 2020), but a negative attitude toward one’s body can start even younger, especially among girls (Dion et al., 2016). The prevalence of body dissatisfaction appears to increase across adolescence and into early adulthood and has far reaching consequences including disordered eating, depression, and anxiety (Neumark-Sztainer et al., 2006; Heinberg & Thompson, 2009; Smolak & Thompson, 2009; Stice & Bearman, 2001; Harriger & Thompson, 2012). These concerns are internalized and deeply rooted in women, as are the detrimental health and social consequences. Because of this, there is a growing interest in improving youths’ body image, or encouraging positive body image, before body dissatisfaction is somewhat intractable. In the present study, I will examine body image among early adolescents using both quantitative and qualitative data with the aim of contributing to the growing understanding of the emergence of positive body image.

Positive Body Image

Positive body image has emerged as a growing area of research in the past decade (Tylka & Wood- Barcalow, 2015). It is conceptualized as not merely the absence of body dissatisfaction, but an overall positive attitude towards one's body (Walters et al., 2020). One particular facet of positive body image is body appreciation. Body appreciation is an admiration for our bodies as they are, rather than what surrounding
culture imposes in terms of what our bodies should look like (Jankauskiene et al., 2020). Further, body appreciation is characterized by respect for the body and the desire to take good care of one’s body (Tylka & Wood-Barcalow, 2015).

The current literature suggests that having body appreciation has many potential benefits. Although body dissatisfaction can negatively impact our moods and social interactions, body appreciation can enhance our moods and social interactions (Avalos et al., 2005). Influences such as the media can detract from body appreciation (Andrew, Tiggemann, & Clark, 2015). However, research also suggests that nurturing body appreciation can serve as a protective function for women and leave them less vulnerable to negative body image influences, including the media (Andrew, Tiggemann, & Clark, 2015). Most research examining body appreciation has focused on women (e.g., Andrew, Tiggemann, & Clark, 2015), but it seems likely that body appreciation may prove protective against body dissatisfaction among younger girls as well.

Women’s experiences of their bodies are not uniformly negative (Frederick et al., 2019). In fact, up to half of women report having negative thoughts towards at least one aspect of their bodies, yet 10% of women reported having extreme satisfaction with their appearance (Frederick et al., 2019). Where research is lacking is in exploration of the specific factors that contribute to positive body image among younger girls, specifically body appreciation.

**Positive Body Image among Girls**

The majority of body image research focusing on youth has been conducted with adolescent girls and young adult women rather than early adolescent girls. Lacroix and colleagues (2020) urged future researchers to obtain data regarding positive body image
in younger participants, specifically in early adolescence. This is important not only for individual girls’ body image, but also for girls collectively. Possessing an overall sense of positive body image helps an individual, but it may also be contagious, as women who support positive body image among other women in turn feel good about themselves (Avalos et al., 2005; Wood-Barcalow et al., 2010; Alleva et al., 2021).

In past studies, researchers have explored later adolescent girls’ body image in a variety of ways. One study focused on positive body image, specifically body appreciation, amongst boys and girls, utilizing a game: ‘Everybody’s Different: The Appearance Game’ (Guest et al., 2021). The intended goal was to create a fun way to educate youth on body image issues and to enhance body appreciation. Research was conducted using a combination of questions covering topics such as differing body types, appearance, and social media (Guest et al., 2021). Qualitative results showed that a board game geared towards youths’ understanding of body-related issues can be successful, yet the results of the BAS-2C (The Body Appreciation Scale for Children; Halliwell et al., 2017; Guest et al., 2021) given to the participants after playing the board game showed that body appreciation did not increase post-intervention. Results such as these suggest the need for additional body image research done examining young people, through the use of qualitative methods.

There are increasing concerns that media messages can be especially influential in young girls’ perceptions of their bodies. To qualitatively explore girls’ body image, several studies have been conducted involving the impact of media. One study utilized a unique approach to qualitative body image research, exploring racially diverse girls (n = 22), ages 9 through 11 (McGladrey, 2013). The participants were asked to express their
personal feelings towards their bodies, particularly in terms of how ubiquitous media messages influence them. Through diaries, interviews, and collages, researchers found that girls understand how media messages can be detrimental to their body image through the idealization of thin women, yet many participants rejected certain body types and lifestyles in the media (McGladrey, 2013). Girls spoke of stronger feelings of self-esteem and better body image while engaged in this study, and shared pictures of women in their collages who may not fit stereotypical images of beauty (McGladrey, 2013).

Aside from media consumption, body image can be impacted in other ways. One study combined both qualitative and quantitative data to understand body image amongst young girls (ages 8 through 12, n = 145 mothers, n = 145 daughters; McLaughlin et al., 2014). Researchers had both the girls and their mothers fill out an open-ended questionnaire, prompting them to disclose influential factors that make them, or in the mothers’ case, their daughters, feel positively towards their bodies and negatively towards their bodies (McLaughlin et al., 2014). Findings show that mothers and daughters primarily agree upon reasons why the daughters feel good about themselves, such as engaging in exercise, and why they feel bad about themselves, such as unhealthy eating habits (McLaughlin et al., 2014). Another study that echoed the importance of exercise, specifically related to positive body image, studied Swedish, early adolescent (ages 8 through 12) boys and girls longitudinally (Frisén & Holmqvist, 2010). Results indicated that one potential reason some participants reported positive body image at earlier points of data collection may be because of their physically active lifestyles and their ability to not internalize negative feelings or comments about their bodies by accepting themselves (Frisén & Holmqvist, 2010).
Finally, researchers have made an effort to study body appreciation in younger children through the development of the Body Appreciation Scale-2 for Children (BAS-2C), which was tested in a group of primarily Euro-American/White boys and girls (9-11 years old; Cronbach’s alpha = .89; Halliwell et al., 2017; this measure was not available when design of the present study took place). This fairly new measure was used in an attempt to examine body appreciation among young participants (BAS-2C; Halliwell et al., 2017; Namatame et al., 2020). The findings are encouraging, as the BAS-2C (Halliwell et al., 2017) proved to be reliable in measuring body appreciation amongst both English and non-English speaking children, with a Cronbach’s alpha of .88 (Namatame et al., 2020).

**Body Image and Race/Ethnicity**

The current study is an extension of previous research in its inclusion of girls from varied racial/ethnic backgrounds. The majority of body image research relies on Euro-American/White girls (and adults, for that matter). However, research indicates Hispanic women tend to be concerned with being overweight more than other minority ethnic groups (Frederick et al., 2019). Some research finds that African American women are vulnerable to body image concerns, specifically in terms of Euro-centric beauty ideals (Capodilupo et al., 2014). However, Gillen and Lefkowitz (2012) investigated a racially diverse sample of college students and found that African American women had a more positive sense of body image compared to their Euro-American/White counterparts (Gillen & Lefkowitz, 2012). Most of the body image research considering race/ethnicity has examined late adolescents or adults; however, it is
likely that girls of varied ethnic and racial backgrounds will report different levels of body appreciation and different physical features that contribute to their body image.

**Research Questions**

The current study will extend past research by considering early adolescent girls’ body appreciation and their qualitative responses regarding features of their appearance that they do and do not favor. This study aims to address four research questions, all of which are exploratory due to the lack of prior data examining body appreciation and the dearth of qualitative body image research among early adolescent girls:

1) Do early adolescent girls experience body appreciation? If so, to what extent?

2) What physical features are girls most likely to identify as the features they most like and dislike about their appearance?

3) Is liking or disliking of certain physical features most likely to contribute to or detract from body appreciation?

4) Do girls of different ethnic/racial backgrounds report different levels of body appreciation?
Method

Participants

Participants in the current study were 142 early adolescent girls (M age = 12.06, SD = 1.22, range = 10-15 years; age breakdown: 10 y/o = 17; 11 y/o = 32; 12 y/o = 37; 13 y/o = 40; 14 y/o = 14; 15 y/o = 2). Due to the limited number of participants of each age, we did not do analyses separately by age. The majority of participants reported being African American/Black (32.6%) and Euro-American/White (32.6%), followed by Latinx (22.9 %), and other, which includes the minority of the sample that identified as Asian American (11.1%).

Measures

Body appreciation. The Body Appreciation Scale-2 (BAS-2; Tylka & Wood-Barcalow, 2015) was used to measure body appreciation. The BAS-2 consists of ten statements that pertain to body appreciation, such as “I feel love for my body” (Tylka & Wood-Barcalow, 2015). Participants respond to each body appreciation related statement using a five-point Likert scale (1=Never, 2=Seldom, 3=Sometimes, 4=Often, 5=Always). The BAS-2 has shown acceptable test-retest reliability in previous research (Tylka & Wood- Barcalow, 2015) and in the present study, the BAS-2 had good internal consistency reliability (Cronbach’s Alpha =.93).

Girls’ physical appearance likes and dislikes. Girls were asked to report three things that they liked about their appearance and three things that they did not like about their appearance. This assessment was developed for the purposes of this study in order to obtain qualitative (unconstrained) responses from girls. These responses were coded for analyses, using an inductive coding scheme created by the research team. Based on
the girls’ responses, all data were coded as 1 = hair, 2 = eyes, 3 = weight, 4 = stomach, 5 = skin, 6 = height, 7 = body, 8 = feet, 9 = legs, 10 = arms, 11 = face, 12 = mouth, 13 = everything, 14 = nothing, 15 = personality, 16 = other. To better analyze the responses, the coding was condensed into 5 broad categories: 1 = face, 2 = body, 3 = everything, 4 = nothing, 5 = other.

**Procedures**

Participants were recruited in two ways. First, participants were recruited from two different charter schools in the northeastern United States near the university where this research took place. These participants were selected due to convenience but also because of the schools’ diverse ethnic and racial compositions. The schools’ principals and administrators provided age-eligible girls and their families with information about the study. The second manner of recruitment was via social media, including parenting groups.

The participants were told that their involvement in the study would benefit other girls and the field of psychology. A 10-dollar Amazon.com gift card was given to the participants along with a chance to win a 100-dollar Amazon.com gift card. One of the participants’ guardians provided consent for participation. In addition to parental consent, the girls completed assent forms. The survey that the participants completed was created and administered via Qualtrics and took approximately fifteen minutes.

**Analyses**

First, all data were checked for missing information and outliers. The first research question, “Do early adolescent girls experience body appreciation? If so, to what extent?,” was addressed by computing means, standard deviation, and frequency
information for the Body Appreciation Measure (BAS-2, Tylka & Wood-Barcalow, 2015). The BAS-2 does not have a “cut-off” that indicates an individual has body appreciation, but this descriptive information was discussed in the context of other research examining adults (Avalos, Tylka & Wood-Barcalow, 2005; Tylka & Wood-Barcalow, 2015). The second research question, “What physical features are girls most likely to identify as the features they most like and dislike about their appearance?,” was addressed with the qualitative information collected as a part of this study. The qualitative data was coded by two researchers using an inductive coding scheme (described above). Any discrepancies between the two coders was resolved by a third coder. The primary purpose of the qualitative data was to provide a descriptive sense of physical features that contributed to early adolescent girls’ body image. In order to address the third research question and determine whether the liking or disliking of particular physical features, categorized by face and body features, was associated with girls’ body appreciation, a percentage was calculated. I did this by first creating a ratio for each girl of the number of features they said that they liked that were facial features versus the number of features that girls said that they liked that were bodily features. This created a percentage score that was used to determine if more facial features or more bodily features were liked. A higher score indicated more bodily features liked while a lower score indicated more facial features liked. The same process was done for features that the girls reported disliking. To note, specifically face and body codes were correlated with body appreciation scores; the other codes were ambiguous and less relevant (“everything”) so not used in these analyses. The fourth research question, “Do girls of different ethnic/racial backgrounds report different levels of body appreciation?,” was
examined using an ANOVA. Girls’ race/ethnicity was the independent variable and their body appreciation was the dependent variable in this analysis.
Results

My first aim in this research was to discern the extent to which early adolescent girls experienced body appreciation. Girls’ average responses on the Body Appreciation Scale-2 (Tylka & Wood-Barcalow, 2015) – a measure used only a few times among girls this young – were computed and compared to scores typically found among older samples. The average BAS-2 score in this sample was 3.87. Table 1 includes information from recent studies that utilized the BAS-2 (Tylka & Wood-Barcalow, 2015). These five studies were selected because they fit the following criteria: researchers utilized the BAS-2 (Tylka & Wood-Barcalow, 2015), had samples of exclusively female participants, and were conducted within the last three years. While these five studies are not the only to meet these criteria, the samples include women from differing, broad age ranges, allowing for a complete and comprehensive understanding of body appreciation in women at various ages. T-tests were used to compare the average score in this sample to the average score in other samples; the average body appreciation score in this sample was not significantly different from any of the comparative samples chosen.

The second aim was to identify the physical features that girls identified in the qualitative portion of the survey as being those that they most liked and least liked. Once these data were coded, a pie chart was created for the features that they most liked (Figure 1) and least liked (Figure 2). These codes were then further summarized to indicate if liked and disliked features pertained to their bodies or faces. Figures 3 and 4 present these responses, in addition to responses that indicated that the girls liked nothing about themselves and everything about themselves, as well as if they reported disliking everything about themselves and nothing about themselves (these codes could not be
classified as pertaining to their bodies or faces so were left separate). It appears that girls are more likely to like physical features pertaining to their faces and dislike physical features pertaining to their bodies.

Next, I examined the features that girls liked and disliked, focusing on their reports of liking facial features relative to body features, to see if they were associated with body appreciation. I did this by first creating a ratio for each girl of the number of features they said that they liked that were facial features versus the number of features that girls said that they liked that were bodily features. Creating a ratio was necessary to account for each physical feature reported relative to the others. So, for example, if a girl reported three features that she liked and two were bodily features and one was a facial feature, the score computed was .67; a higher score indicates that more liked features were bodily features with a score of 1 indicating all features liked were bodily features and a score of 0 indicating all liked features were facial features. This coding was then replicated for the features the girls indicated disliking. Again, a score of 0 indicating that features disliked were facial features and a score of 1 indicating that all were body features. (Girls’ responses indicating they liked or disliked “everything” or “nothing” were not utilized in these analyses.) These scores were then correlated with body appreciation to determine whether girls’ reporting of liking/disliking more facial versus body features were associated with body appreciation. The correlation between the percent scores for the features girls liked and body appreciation was $r = .29$, $p < .001$. The correlation between the percent scores for features girls disliked and body appreciation was $r = -.09$, $p = .343$. In other words, body appreciation was related to girls liking more bodily features rather than facial features.
Fourth, given the participating girls’ diverse ethnic backgrounds (32.6% African American/Black, 32.6% Euro-American/White, 22.9% Latinx, and 11.1% Other), an ANOVA was used to examine girls’ body appreciation by ethnic group. Results revealed no significant differences in girls’ body appreciation by race/ethnicity, $F (3,132) = .416, p = .742$. The average scores of girls’ Body Appreciation by race/ethnicity is presented in Figure 5.
Discussion

The aims of this study were to determine if early adolescent girls experience body appreciation and what physical features are most liked and disliked by girls. In addition, I wanted to determine if the disliking or liking of specific physical attributes contributes to or detracts from body appreciation. Finally, I considered potential racial/ethnic differences in body appreciation. This research is novel because of the diverse ethnic/racial makeup of the participants and because body appreciation is rarely examined among samples this young (for exceptions, see the use of the BAS-2C, Halliwell et al., 2017; Namatame et al., 2020), when girls are at heightened risk of experiencing body image concerns.

The body appreciation scores among girls in this study were similar to those of other samples of women of various ages. These findings suggest that body appreciation remains relatively stable among girls and women, but these data are cross-sectional so this cannot be certain. Seeing as though body appreciation scores may remain somewhat consistent throughout a woman’s life, efforts should be targeted to improve body appreciation in younger girls. The literature provides evidence of efforts being made to improve body image in young participants through the use of positive body image interventions (e.g., Halliwell et al., 2018). Interventions such as the Dove Confident Me intervention (Diedrichs et al., 2015) are aimed at improving positive body image among adolescents so that positive body image improves before adulthood and can buffer youth against harmful consequences of body dissatisfaction (Andrew, Tiggemann, & Clark, 2015). These findings suggest that it may be important to introduce these interventions to pre- and early adolescents.
The results revealed a wide variety of physical features that girls like and dislike when it comes to their appearance. Some specific features girls commonly reported liking included their eyes and hair. Girls liked their hair the most out of any physical feature (22%) and their feet and face the least (both 13%). It is also important to note, that weight (12%) was also one of the top disliked features among girls. To further understand these results, I put these codes into dichotomous categories (e.g., face and body, rather than specific codes such as eyes and legs). The results indicated that the girls, overall, favored features related to their faces rather than their bodies, and disliked features related to their bodies more than their faces. Past research has not qualitatively asked girls what parts of their bodies they like and which parts of their bodies they dislike; most of this research is quantitative. These findings suggest that girls begin disliking their appearance especially their bodies - at a young age.

When girls’ qualitative responses were correlated with their quantitative body appreciation scores, I found that body appreciation scores were correlated with liking more body than face features. The reasoning behind these findings could be contributed to the measure used, given that the Body Appreciation Scale-2 (Tylka & Wood-Barcalow, 2015) uses the term ‘body’ in almost every question, although it is not entirely clear whether or not these items implicitly include both facial and bodily features. The measure also uses more comprehensive language relating to beauty and appearance (“I feel like I am beautiful even if I am different from media images of attractive people [e.g., models, actresses/actors]”, Tylka & Wood-Barcalow, 2015). However, it is somewhat unclear if girls’ feelings about their actual parts of their bodies (below their
head) are more salient in determining their body appreciation or if this finding is an artifact of the measurement approach.

ANOVA analyses were run to compare the body appreciation scores across race/ethnicity, and the results indicated no significant differences across the groups in this study. The present study has a comparable number of Euro-American/White (32.6%) and African American/Black (32.6%) participants, and a large portion of Latinx (22.9%) participants, which is novel for a study of this age group. However, several studies have examined African American/Black body image in older samples. Two previous studies found conflicting body image information among African American/Black women: one stating that African American/Black women are more susceptible to body image concerns imposed by the Euro-American/White appearance standards (Capodilupo et al., 2019), yet another suggesting African American/Black women to have a more positive sense of body image compare to Euro-American/White women (Gillen & Lefkowitz, 2012). In addition, Frederick et al. (2019) found Hispanic women to be a group that has body image concerns when compared to White/Euro-Americans. It is unclear if these ethnic differences in body image emerge later in adolescence and adulthood and are less relevant among younger girls, or if our sample is unique in other ways that led to more group similarities than differences.

Limitations

This study is the first to date to examine preadolescent girls’ body appreciation qualitatively with a sample that is ethnically diverse. However, there are limitations worth noting. This study had a modest sample size of 142 participants. Future researchers should aim to study larger, diverse samples of girls across time. Further, this study
utilized a cross-sectional survey, so causal inferences cannot be made. Additional surveys that capture other facets of body image would further extend this research.

**Conclusions**

The qualitative examination of body appreciation among preadolescent girls provides an opportunity to understand exactly what girls like and dislike about their physical appearance. While previous research has evaluated body appreciation quantitatively (e.g., BAS-2C; Tylka & Wood-Barcalow, 2015), the present study allows for a more thorough examination of girls’ feelings about their appearance. In addition, the current body of literature looking at children, preadolescents, and slightly older participants have almost exclusively examined body dissatisfaction (e.g., Lessard & Puhl, 2021; Suzuki, 2021). Given that at least 25% of adolescent girls experience body dissatisfaction (Stice & Whitenton, 2002), and this number seems to only increase with age (Bucchianeri et al, 2013), positive body image needs to be better understood. These formative years are crucial in developing and holding a strong sense of positive body image and avoiding the potentially negative health consequences of body dissatisfaction (Andrew, Tiggemann & Clark, 2015). Addressing these body image concerns before girls reach adulthood could be a key factor in fostering a healthy sense of positive body image.
References


fit all: Trajectories of body image development and their predictors in early adolescence. *Development and Psychopathology*, 1-10. doi:10.1017/S0954579420000917


Qualitative Responses: Features Liked (Specific Coding)

Figure 1

FEATURES GIRLS' REPORTED LIKING ABOUT THEIR APPEARANCE

- Hair
- Eyes
- Weight
- Stomach
- Skin
- Height
- Body
- Feet
- Legs
- Arms
- Face
- Mouth
- Everything
- Personality
- Other

22% Hair
17% Eyes
2% Weight
1% Stomach
5% Skin
6% Height
12% Body
4% Feet
6% Legs
2% Arms
5% Face
1% Mouth
5% Everything
1% Personality
2% Other
8% Everything
4% Personality
2% Other
Figure 2

FEATURES GIRLS' REPORTED DISLIKING ABOUT THEIR APPEARANCE

- Hair (13%)
- Eyes (6%)
- Weight (2%)
- Stomach (6%)
- Skin (2%)
- Height (7%)
- Body (7%)
- Feet (6%)
- Legs (6%)
- Arms (6%)
- Face (13%)
- Mouth (8%)
- Everything (13%)
- Personality (10%)
- Other (2%)
Qualitative Responses: Features Liked (Broad Coding)

Figure 3

**FEATURES GIRLS' REPORTED LIKING ABOUT THEIR APPEARANCE - CONSOLIDATED CODING**

- **Face**: 65%
- **Body**: 27%
- **Everything**: 4%
- **Nothing**: 4%
- **Other**: 27%
Qualitative Responses: Features Disliked (Broad Coding)

Figure 4

FEATURES GIRLS' REPORTED DISLIKING ABOUT THEIR APPEARANCE- CONSOLIDATED CODING

- Face: 59%
- Body: 29%
- Everything: 8%
- Nothing: 1%
- Other: 3%
Body Appreciation by Race/Ethnicity

Figure 5

![Average Body Appreciation Scores by Ethnicity](chart.png)
## Comparisons of Body Appreciation Scores

### Table 1

<table>
<thead>
<tr>
<th>MBA Score (SD)</th>
<th>Age of Sample/N</th>
<th>T-test results</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.87 (1.22)</td>
<td>Age = 12.06 N = 143</td>
<td></td>
<td>Present Study.</td>
</tr>
<tr>
<td>3.89 (.75)</td>
<td>Age = 11-15 N = 1,152</td>
<td>NS t-value=-.87, p-value=.217, p&lt;.05</td>
<td>Luo, Y., Niu, G., Kong, F., &amp; Chen, H. (2019). Online interpersonal sexual objectification experiences and Chinese adolescent girls’ intuitive eating: The role of broad conceptualization of beauty and body appreciation. <em>Eating Behaviors</em> 33, 55-60. <a href="https://doi.org/10.1016/j.eatbeh.2019.03.004">https://doi.org/10.1016/j.eatbeh.2019.03.004</a></td>
</tr>
</tbody>
</table>
## Appendix A

**Body Appreciation**

For each item, the following response scale should be used: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Always.

Directions for participants: Please indicate whether the question is true about you never, seldom, sometimes, often, or always.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I respect my body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I feel good about my body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I feel that my body has at least some good qualities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I take a positive attitude towards my body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I pay attention to what my body needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I feel love for my body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I appreciate the different and unique things about my body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. You can tell I feel good about my body by the way I behave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I am comfortable in my body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I feel like I am beautiful even if I am different from pictures and videos of attractive people (e.g., models, actresses/actors).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Directions: In the blanks below please describe up to 3 things that you like about your appearance:

I like ____________________________________________.
I like ____________________________________________.
I like ____________________________________________.

Directions: In the blanks below please describe up to 3 things that you do NOT like about your appearance:

I do NOT like ____________________________________________.
I do NOT like ____________________________________________.
I do NOT like ____________________________________________.