

INTRODUCTION

- Widespread availability of online streaming has led to a new type of binge behaviour: binge-watching television shows (BW).
- Other binge behaviours have been associated with ADHD traits and impulsivity.
- We present 2 studies that examine ADHD and impulsivity as possible contributors to BW and BW-related impairment in an undergraduate sample.

STUDY 1

Participants and Procedure

87 undergraduates ($M_{age} = 21$ years, 78% female) completed the following questionnaires:

- Binge-Watching Behaviour Questionnaire:** 35 questions assessed online television viewing in the past week and the potential impact on work, school, and relationships
- Strengths and Weaknesses of ADHD Symptoms and Normative Behaviours (SWAN):** 18 items measured traits of inattention and hyperactive-impulsive behaviours
- UPPS Impulsive Behaviour Scale:** 45 items asked about different facets of impulsivity, including (lack of) premeditation, urgency, sensation seeking, and (lack of) perseverance
- Demographic Questionnaire**

Results

- BW was conceptualized as a 2-factor construct reflecting the number of days in a 7-day period in which there was continuous viewing of 3 or more episodes coupled with the subjective experience of loss of control. These factors were correlated ($r = .28, p = .01$).
- Correlations between each facet of BW with ADHD traits, impulsivity, and impairment were examined. Potential group differences between undergraduates who demonstrated both facets of BW ($n = 21$) vs. those who did not ($n = 66$) were also explored using t -tests.

	Continuous viewing	Loss of control	Both (BW)
SWAN – Inattention	$r = .12$	$r = .18$	$t = -.19$
SWAN – Hyper-Impulsive	$r = .13$	$r = -.06$	$t = .80$
UPPS – Urgency	$r = -.12$	$r = -.18$	$t = .98$
UPPS – (Lack of) Premeditation	$r = -.06$	$r = -.14$	$t = .84$
UPPS – Sensation Seeking	$r = -.08$	$r = .02$	$t = .20$
UPPS – (Lack of) Perseverance	$r = -.16$	$r = -.28^{**}$	$t = .96$
Impact on School/Work	$r = .26^*$	$r = .59^{**}$	$t = -3.32$
Impact on Relationships	$r = .16$	$r = .45^{**}$	$t = -2.48$

* $p < .05$ ** $p < .01$

STUDY 2

Participants and Procedure

100 undergraduates ($M_{age} = 21$ years, 68% female) completed the same or slightly modified versions of questionnaires used in Study 1 as well as the **Positive and Negative Affective Schedule** which included 20 items about positive and negative mood over the past week.

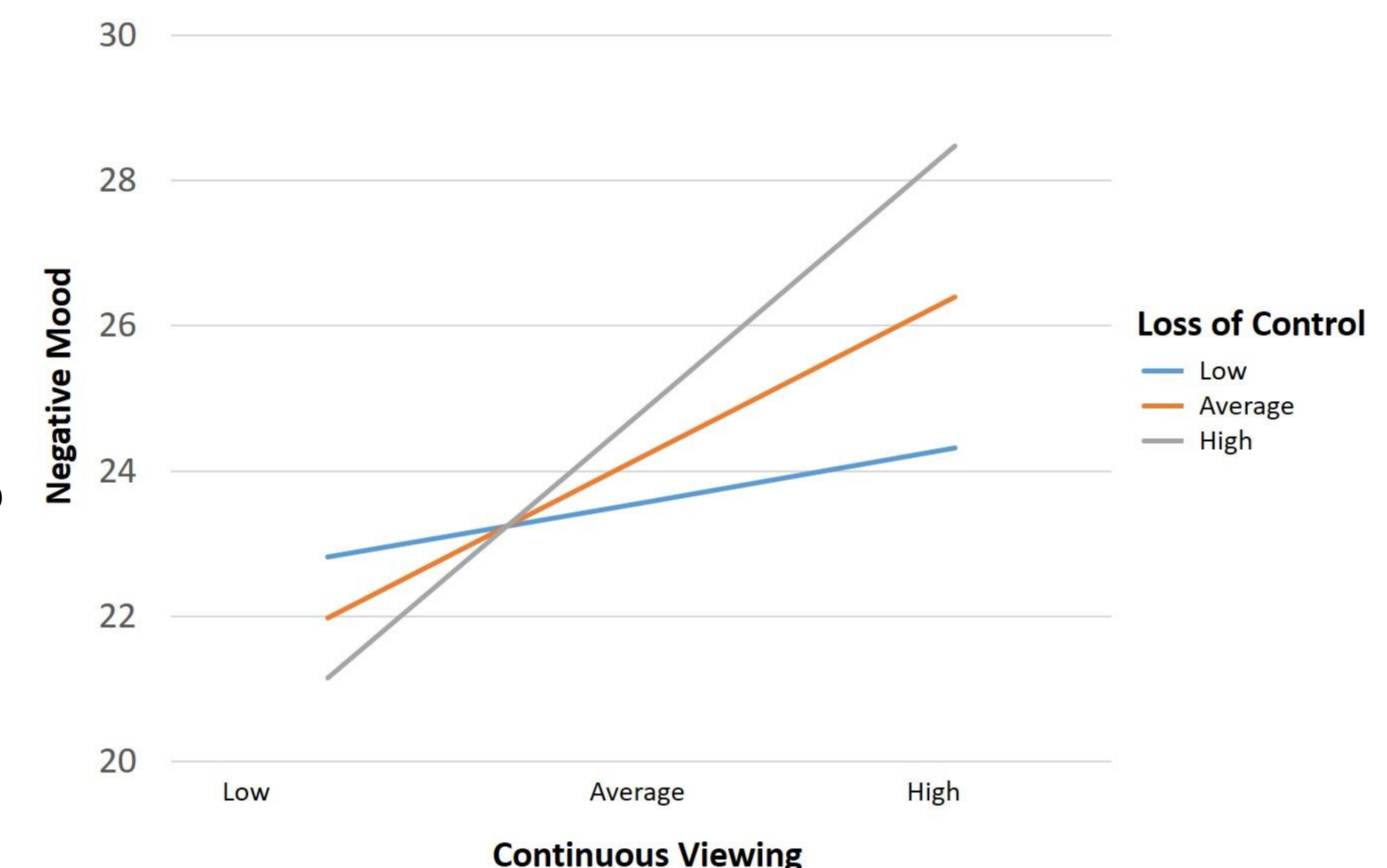
Results

- In contrast to Study 1, the two facets of BW were not significantly correlated ($r = .03, p = .78$).
- Multiple regression examined whether each facet of BW or their interaction predicted outcomes.

	Model R^2	Continuous viewing	Loss of control	Interaction
Impact on School/Work	.23**	$B = .08, SE = .10$	$B = .43, SE = .11^{**}$	$B = -.02, SE = .03$
Impact on Relationships	.22**	$B = .00, SE = .12$	$B = .39, SE = .13^{**}$	$B = .01, SE = .04$
Positive Affect	.01	$B = .24, SE = 1.12$	$B = .73, SE = 1.15$	$B = -.02, SE = .32$
Negative Affect	.10*	$B = -1.42, SE = 1.04$	$B = .38, SE = 1.12$	$B = .52, SE = .30$

* $p < .05$ ** $p < .01$

Simple slopes analysis showed that increasing loss of control predicted greater negative mood amongst students who engaged in average ($B = 1.92, SE = .72, t = 2.67, p = .009$) to high ($B = 3.18, SE = 1.08, t = 2.95, p = .004$) amounts of continuous online television viewing in the past week.



DISCUSSION

- Students who experience a loss of control when viewing television online may find that their streaming habits are associated with academic, occupational, and social impairment.
- Amongst these students, higher levels of online television viewing may also lead to mood disruption – although it remains unclear if negative mood is a cause, consequence, or correlate of online streaming given the cross-sectional nature of the study.