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Running Head: Development of Exhibitionism in Females

CORRELATES OF EXHIBITION-LIKE EXPERIENCES AND THE DEVELOPMENT OF
EXHIBITIONISM IN FEMALES

A thesis submitted to
The Graduate College of
Marshall University

In partial fulfillment of
the requirements for the degree of
Educational Specialist

in

School Psychology

By

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ABSTRACT

The purpose of this study was to examine possible events or risk factors that occur during the critical period of learning, before age 18, that influence an individual to engage in exhibitionism or have urges to expose themselves. Anonymous data from 2,201 female participants were obtained using a computer-assisted self-administered questionnaire. Early experiences were examined to determine risk factors for ever having exposed themselves in a public place or ever having had urges to expose themselves in public places using logistic regression analysis. Many of the events that were identified as significant predictors for exhibitionism, such as seeing the mother nude before puberty, demonstrated the mother's approval for engaging in such behaviors through her direct modeling of that behavior. Additional factors, such as looking at genitals and touching breasts, appeared to indicate that conditioning experiences increased the participants' arousal and reinforced the behavior.

**Correlates of Exhibition-like Experiences and the Development of
Exhibitionism in Females**

Chapter 1 – LITERATURE REVIEW

Exhibitionism is described as an individual becoming sexually aroused through the act of exposing her genitals to another person, who perceives the behavior as inappropriate (American Psychiatric Association, 2000). Engaging in the act of exhibition used to be possible only through exposure in public, however, advances in technology individuals can expose themselves to strangers without even leaving their own home through the Internet and the use of cell phones. Individuals who engage in exhibition-like behavior may do so due to previous exposure to the behavior or because of events that occurred during their childhood or adolescence. In order for individuals to qualify as having exhibitionistic disorder, they would have to meet a stricter set of criteria that they would not meet if they were simply engaging in exhibition-like behavior. The reason that individuals expose themselves and become aroused by the act is still unknown. Most research on exhibitionism has been directed toward male exhibitionists, with the majority being sex offenders who have been incarcerated (Dandescu & Wolfe, 2003; Hugh-Jones, Gough, & Littlewood, 2005). This study will examine the early experiences that lead to exhibitionism in adult females.

The clinical diagnosis of exposing one's genitals falls under the category of a Paraphilic Disorder according to the DSM-5; this diagnosis must meet a certain set of criteria to distinguish itself from exhibitionism (American Psychiatric Association, 2013). According to the American Psychiatric Association (2013) paraphilic

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disorders encompass people with atypical sexual interests that have personally upsetting feelings about their sexual interests that are not related to society's disapproval. Paraphilic disorders also encompass people that have a sexual interest that involves another person feeling distress, becoming injured or dying, or an unwillingness or inability to give consent for the sexual behavior (American Psychiatric Association, 2013). The criteria for a clinical diagnosis requires harm to be inflicted in some way, usually through feelings of distress, anguish, injury, or a violation of a person's rights as identified by the legal system, upon the person exposing themselves or the person viewing the act (American Psychiatric Association, 2013). In addition to this requirement, the individual engaging in exhibitionistic behaviors must have engaged in, have urges, or have fantasies to engage in these behaviors for a period of at least six months (American Psychiatric Association, 2013).

According to the American Psychiatric Association (2000), the onset of exhibitionism paraphilia typically occurs before the age of 18, and this conclusion has been supported by a variety of studies (Freund, Watson, & Rienzo, 1988; Gebhard, Gagnon, Pomeroy, & Christenson, 1965; Grant, 2005; Green, 1987; Wickramasekera, 1968; Swindell, Stroebel, O'Keefe, Beard, Robinett, & Kommor, 2011). Many studies have concluded that the urges to engage in exhibitionistic behaviors begin during the period of adolescence; however, not much is known about the events early in life that shape individuals to later develop exhibitionistic tendencies (Gebhard et al., 1965; Grant, 2005; Langevin et al., 1979; Blair & Lanyon, 1981). Some risk factors associated with exhibitionism are weak parental ties,

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family dysfunction, and childhood emotional abuse (Bogaerts, Vanheule, Leeuw, & Desmet, 2006; Lee, Jackson, Pattison, & Ward, 2002). According to Grant (2005), exhibitionism was comorbid with Axis I disorders for 23 of the 25 men studied, as well as 10 of those men having a personality disorder. These results indicated that exhibitionism may have a high rate of comorbidity with other mental health disorders. In a study by Bogaerts et al., (2006), the authors found that individuals that engaged in exhibition-like behaviors were more likely to have a personality disorder, particularly avoidant personality and borderline personality disorders, and personality disorders were found to correlate with problematic attachments to both the mother and the father.

A national sample from Sweden found a correlation between individuals exposing themselves and fantasies about exhibitionism, and 4.1% of men and 2.1% of women reported at least one instance of being sexually aroused by exposing their genitals to a stranger (Langström & Seto, 2006; Langevin et al., 1979). Female perpetrators of exhibitionism are less likely to find that their targets experience the exposing behavior as offensive or threatening because males typically view the act of females exposing their genitals as desirable and not inappropriate (Forsyth & Deshotels, 1997; Murphy, 2003). Strippers and exotic dancers are women who expose their genitals and breasts to male patrons who find this behavior desirable and sexually arousing (Forsyth & Deshotels, 1997; Murphy, 2003). Female bystanders in New Orleans Mardi Gras parades often expose their breasts and genitals to float “krews” to obtain rewards of Mardi Gras trinkets, such as beaded necklaces, thrown from the floats (Forsyth, 1992). The acceptable nature of females

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exposing themselves is not limited to strippers, dancers, and females at Mardi Gras parades (Forsyth, 1992; Hugh-Jones et al., 2005). Female exposure is not viewed to be as vulgar as if their male counterpart had engaged in the same behavior. In society today, seeing a female nude or partially nude is more acceptable than seeing a male nude (Hugh-Jones et al., 2005). There is an acceptability factor of viewing a woman's nude body, when it is sensual and sexual in nature, whereas a male's nude body is often viewed as aggressive and threatening (Hugh-Jones et al., 2005). There are very few scientific studies that involve females exposing themselves to unsuspecting strangers; therefore most of what is known about exhibitionism has been found from studies about males (Fedoroff, Fishell, & Federoff, 1999; Grob, 1985; Hugh-Jones et al., 2005). One reason for the lack of research about women exhibitionists may be due to the fact that female nudity is more acceptable in society than male nudity, and females may not be as likely to be reported to the police or caught engaging in the act (Hugh-Jones et al., 2005). According to Hollender, Brown, & Roback (1977) women who expose themselves are doing so for attention and to prevent feelings of inadequacy, and the exposure is viewed as less serious than when their male counterparts engage in the same behavior.

According to a study conducted by Hugh-Jones et al., (2005), women reported that they engaged in exhibitionism for personal fulfillment, for morally responsible reasons, and because society supports female nudity. Women in Hugh-Jones et al., (2005) indicated that personal gain or fulfillment was one of the reasons that they exposed their bodies to strangers because they enjoyed watching people's faces when the exhibitionists were nude .The women revealed that feeling in control

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of who gets to see their nudity and who does not, and the adoration element were positive reinforcers for them to continue exposing themselves (Hugh-Jones et al., 2005). The women described their exposing behaviors as different than from a man's in that the women exposed themselves for entertainment and the men exposed themselves for shock value (Hugh-Jones et al., 2005). Also, the women believed that they exerted more control over the exposure and that they were seen as sensitive during exposure instead of the lewd aggressiveness of a male "flasher". The women in Hugh-Jones et al., (2005) also described themselves as daring and enjoying the power that a female exposing herself in front of an unsuspecting man can give herself (Hugh-Jones et al., 2005). Hugh-Jones et al., (2005) found that women have been conditioned to continue to expose through the acceptance of the behavior by their family and the individuals observing the exposure. Nowadays, women can expose themselves without leaving their home by sending nude photos via their cell phones (Ouytsel, Walrave, & Van Gool, 2014).

According to Ringrose, Gill, Livingstone, & Harvey (2012), sexting involves sending sexually explicit images through the means of the internet, text message, smartphones, or through social media. Sexting is generally associated with sending partially nude or nude photos of either male or female genitals or female breasts (Ouytsel, Gool, Ponnet, & Walrave, 2014; Strassberg, Rullo, & Mackaronis, 2014). Most individuals in the USA are connecting through the virtual world with their cell phones to sites like Facebook, Twitter, Instagram, Skype, Tumblr, etc. Young adults are very likely to connect through cell phones with 95% of individuals 18-34 owning a cell phone (Pew Internet & American Life Project, 2011). Having constant

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access to the Internet and to individuals all over the world allows those connected individuals to engage in all types of exhibitionistic behavior more easily (Strassberg, et al., 2014). According to a national survey conducted in the United States in 2011, 9.6 percent of young people surveyed reported having appeared in nude images or having received nude images (Mitchell, Finkelhor, Jones, & Wolak, 2011). In a longitudinal Belgian study, 11.1% of teenagers had sent a photo of themselves that was sexually explicit and males were more likely to have engaged in this behavior (Ouytsel et al., 2014). The individuals in the study were more likely to send sexually explicit photos if they scored higher on sensation seeking (Ouytsel et al., 2014). Strassberg, McKinnon, Sustaita, & Rullo (2013) surveyed 600 students at a single private high school and found that 18.1% of teens reported having sent a sexually explicit image of themselves to another person. Furthermore, there was a high prevalence of receiving sexually explicit images via cell phone with 49.8% of males having ever received and 30.4% of females having ever received sexting transmissions. Strassberg et al., (2014) sought to replicate the study and surveyed 1,130 college students over a three-year period at the University of Utah. The authors found that 19.1% of individuals surveyed had sent sexually explicit photos of themselves through a cell phone while they were in high school. Additionally, 38.2% stated that they had received a sexually explicit image while they were in high school, with males receiving sexts significantly more often than females (Strassberg et al., 2014). Girls that sent sexually explicit images of themselves received negative comments, were deemed less popular among female peers, and were described by their male counterparts as “desperate,” “insecure,” or “sluts,”

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while the males received positive reinforcement for receiving female images or posting images of their own bodies online (Abeele, Campbell, Eggermont, & Roe, 2014; Lippman & Campbell, 2014; Ringrose et al., 2012; Walker, Sanci & Temple-Smith, 2013). When trying to understand the reasoning or motivation of individuals who expose themselves in person or electronically, it may be helpful to examine conditioning experiences.

Pavlovian and Operant Conditioning

Human beings can be conditioned to like and dislike things throughout their entire lives by events that they encounter. Many times individuals are conditioned to enjoy substances such as coffee or drugs, or conditioned to dislike things such as spiders or snakes. "Pavlovian conditioning, also known as classical conditioning, is a process by which reflexes can come to be controlled by new stimuli" (Swindell et al., 2011, p. 136). Pavlovian conditioning occurs when a neutral stimulus that does not produce a response (exhibiting one's genitals to an unsuspecting stranger) is associated and presented before an unconditioned stimulus that produces a response (masturbation to achieve and maintain sexual arousal) and if the pattern is repeated enough it will become a conditioned response (Swindell et al., 2011). Every time that the event is repeated it is a conditioning trial (Swindell et al., 2011). Operant conditioning differs from Pavlovian conditioning in that operant conditioning influences voluntary behavior, and a reward or punishment occurs after the behavior is spontaneously emitted (Swindell et al., 2011). In operant conditioning, a female exposing her genitals to an unsuspecting stranger might trigger a variety of responses. These include: a) such as the stranger becoming

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aroused and wanting to have sex with the person exposing her genitals, b) the stranger becoming upset, c) the stranger smiling, clapping or giving a thumb's up, or d) the stranger providing money or other material rewards, as long as they were received as reinforcing by the exhibitionist (Swindell et al., 2011). Higher order thinking (beliefs about the antecedents of an outcome "O," an expectancy) is involved in both Pavlovian and operant conditioning of humans and both methods of conditioning should be viewed as leading to behavioral change (Kirsch, Lynn, Vigorito, and Miller 2004; Swindell et al., 2011). Additional studies are needed to determine if exhibitionism is learned through these conditioning processes. There may be additional factors that influence the strength of the effects of exhibitionism, such as the time in an individuals' life that the conditioning occurs, which may influence the strength of the effects.

Critical Period Learning

The critical period learning theory shows how experiences, or the lack of experiences, for individuals through certain periods of life, affect who they are as adults (Fox & Rutter, 2010; Fox, Levitt, & Nelson, 2010; Uylings, 2006). During this critical period of learning, the brain utilizes the high plasticity from the continual development of the brain from birth to puberty (Desmarais, Robert, Smith & Pollak, 2012; Fox & Rutter, 2010; Fox et al., 2010; Griffiee, O'Keefe, Beard, Young, Kommor & Linz, 2014; Uylings, 2006). There is a critical period of learning for first acquiring a language; rapid language acquisition typically occurs during the second year of life (Bouton, Seniclaes, Bertoncini, & Cole, 2012; Redcay, Haist, & Courchesne, 2008; Tomblin, Barker, & Hubbs, 2007). According to Johnson and Newport (1989), there

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is also a critical period of learning for acquiring a second language. The earlier an individual is exposed to the second language, the easier it is for the individual to acquire it, especially during the childhood and adolescent stages. Learning a second language is more difficult if it occurs after the adolescent period (Johnson & Newport, 1989). Research suggests that there are also critical periods of learning within human development that influence sexual behavior later in life (Griffiee, O'Keefe, Beard, Young, Kommor, & Linz, 2014). Critical periods of development occur from the intrauterine period through adolescent stages of life.

The present study seeks to explore whether exhibitionistic behavior was influenced by events in the interval of time from the participant's earliest recollection up until the age of 18. There are several mechanisms that are thought to be involved. Children model many of their behaviors on those of adults perceived by the children to serve as appropriate role models (Bandura, 1986). Pavlovian and operant conditioning work together to reinforce conditioning through the repeated acts of exhibitionistic behaviors (Grant, 2005). Based on conditioning theories and studies, the process of conditioning and repeated acts of exhibitionism would ultimately lead to the development of urges to engage in the behavior (O'Keefe, Beard, Stroebel, Berhie, Bickham, & Robinett, 2009; Stroebel, O'Keefe, Beard, Robinett, Kommor, & Swindell, 2010). The urges to engage in the act of exhibitionism would likely increase the likelihood that the behavior would be repeated, resulting in a vicious cycle that maintained the behavior and progressively intensified the urges to engage in the behavior because of repeated conditioning events (Gebhard et al., 1965, Grant, 2005).

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According to Griffee et al., (2014), both men and women reported an increased frequency of both adult masturbation and adult preferred adult partner-sex if the participants' first experience having sex with a partner or masturbating occurred early in life. Both men and women reporting that they had engaged in sexual behaviors before the age of thirteen had a higher interest in sex later in life (Griffee et al., 2014). Engagement in the activity of sexting during the adolescent period suggests an increased likelihood for adolescents to be sexually active and have unprotected sex (Dake, Price, Maziarz, & Ward, 2012; Ouytsel et al., 2014; Rice, Rhoades, Winetrobe, Sanchez, Montoya, Plant, & Kordix, 2012; Temple, Paul, Van Den Berg, McElhany, & Temple, 2012). Females are significantly more likely to have an increased number of sexual partners (Dake, Price, Maziarz, & Ward, 2012; Ouytsel et al., 2014; Rice, Rhoades, Winetrobe, Sanchez, Montoya, Plant, & Kordic, 2012; Temple, Paul, Van Den Berg, McElhany, & Temple, 2012). The possibility of a sexual trauma being the cause of increased sex later in life was ruled out by the fact that incest victims were removed from the results, which indicated that the end result was instead an example of critical-period learning (Griffee et al., 2014).

While the above research suggests that conditioning resulting from sexual behaviors during the critical period of learning will increase the likelihood of an individual engaging in sexual behaviors as an adult, more studies are needed. Furthermore, the above research suggests that reinforcement from engaging in behaviors resembling exhibitionism early in life should increase the likelihood of engaging in exhibitionism as an adult. A study on males that was similar in design to the present study on females found that conditioning experiences, specifically

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sharing a bathtub with a female and allowing a female partner to look at the male participant's genitals, served as conditioning trials increasing the likelihood for a male to expose himself (Swindell et al., 2011). The current study attempts to examine both critical period learning and conditioning trials in female exhibitionism. By examining the home life and the pattern of the exhibitionism, it is believed that the data analysis will provide insights into the development of female exhibitionistic behavior.

Many of the individuals engaging in the exhibitionistic behaviors report having fantasies that the person to which they expose themselves will become sexually aroused by this behavior (Freund et al., 1988; Grant, 2005). This finding that would be an accurate prediction regarding female exhibitionism in many instances. This study seeks to provide a better understanding of early behaviors that increase the likelihood that women will expose themselves.

Hypotheses

- (1) Exposure to nudity in the nuclear family and/or exhibitionistic sexual experimentation before age 18 will increase the probability of an individual exposing herself in public.
- (2) Exposure to nudity in the nuclear family and/or exhibitionistic sexual experimentation before age 18 (critical period of learning) will increase the probability of an individual experiencing urges to expose herself in public.
- (3) Conditioning from exposing herself in public will increase the probability of an individual experiencing urges to expose herself in public.

CHAPTER 2 - METHOD

Participants

There were 2,201 female participants selected from the records of all potential participants available in the database who participated in this study. All gave informed consent using forms that had been approved by the appropriate institutional review board (see Appendix). The female participants were recruited from a population from five mid-Atlantic college campuses and that sample consisted of mainly undergraduate and graduate college students. The recruitment was conducted by classroom announcements and bulletin board postings, and many times the students were given some type of credit for participating from their professors in psychology, social work, and criminal justice courses. In order to obtain a broader sample, the university faculty and staff were also recruited to become participants in this study in order to diversify the age, education, and life-experience categories. Additional recruitment was completed in the same geographic areas through referrals of individuals in treatment or rehabilitation for sex or sexual offenses, or for individuals seeking mental health treatment. All of the participants of the present study were volunteers and all were recruited without knowledge about the specific purpose of the study. This procedure, therefore, minimized the presence of selection samples that could bias between-group comparisons.

Computer-Assisted Self Interview

The anonymous survey was administered using a computer-assisted self-interview (CASI) program S-SAPE1 (S-SAPE, LLC, P.O. Box 11081, Charleston, WV 25339), and many of its items used for the present study have been described and validated in other studies (e.g., Griffie et al., 2014; Griffie, O'Keefe, Stroebel, Beard, Swindell, & Young,

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2012; Stroebel, O’Keefe, Beard, Kuo, Swindell, & Kommor, 2012; Stroebel, O’Keefe, Beard, Kuo, Swindell, & Stroupe, 2013; Stroebel, O’Keefe, Griffiee, Kuo, Beard, & Kommor, 2013, Swindell et al., 2011). Additional validation pertinent to the present research is provided below. Items from S-SAPE1 (in quotes within Methods below) were produced with the permission of S-SAPE, LLC, P.O. Box 11081, Charleston, WV 25339. Permission to reuse must be obtained from the rights holder.

Measures

Variables related to participants exposing themselves in public places.

The following statements were presented as agree/disagree interspersed among many other unrelated statements. The answers were coded “0” for disagree and “1” for agree:

- (1) “I have exposed myself in public places.”
- (2) “I have had urges to expose myself in public.”

The instructions that appeared on the screen for these two items indicated that they applied to the participant’s life history up to the time of study participation.

Variables related to family nudity practices.

The following statements were presented as agree/disagree interspersed among many other unrelated statements. The answers were coded “0” for disagree and “1” for agree:

- (3) “Before I hit puberty in my family of rearing, it was common for me to see my mother nude while she was dressing or in the bathroom etc.”
- (4) “After I hit puberty in my family of rearing, it was common for me to see my mother nude while she was dressing or in the bathroom etc.”

Items (3) and (4) above are representative of 8 total items that can be reconstructed by substituting the word “father” for “mother”, the word “he” for “she”, and the phrase

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“After I hit puberty” for the phrase “Before I hit puberty”.

Items for behaviors during sex with partners before age 18.

- (5) “Your age range: 1-17 years; Behavior: Sexual experimentation involving the male partner looking at your genitals with a male no more than 4 years older or younger than yourself. Give your best guess for numbers – don’t get hung up on being precise!”
- (6) Your age range: 1-17 years; Behavior: Sexual experimentation involving looking at your male partner’s genitals with a male age no more than 4 years older or younger than yourself. Give your best guess for numbers – don’t get hung up on being precise!”

Items (5) and (6) can be reconstructed by changing “male” to “female”, and by substituting the phrase, “no more than 4 years older or younger than yourself” with one of three possible substitutes. The additional responses were: “more than 4 years older than yourself but under 18”, “age more than 4 years younger than yourself”, or “age 18 or older and more than 4 years older than yourself” which results in a four-fold increase of the number of items with a total result of 16 items.

Variables related to sharing tub baths with partners before age 18

- (7) “Your age range: 1-17 years; Behavior: Taking a bath in the same tub with a female age no more than 4 years older than yourself but under 18. Give your best guess for numbers – don’t get hung up on being precise!”

Variables related to sexual experimentation behaviors before age 18

- (8) “Your age range: 1-17 years; Behavior: Sexual experimentation involving the female partner looking at your genitals with a female age no more than 4 years

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- older or younger than yourself. Give your best guess for numbers – don't get hung up on being precise!"
- (9) "Your age range: 1-17 years; Behavior: Sexual experimentation involving looking at your female partner's genitals with a female age no more than 4 years older or younger than yourself. Give your best guess for numbers – don't get hung up on being precise!"
- (10) "Your age range: 1-17 years; Behavior: Sexual experimentation involving touching your female partner's genitals with a female age no more than 4 years older or younger than yourself. Give your best guess for numbers – don't get hung up on being precise!"
- (11) "Your age range: 1-17 years; Behavior: Sexual experimentation involving the female partner touching your genitals with a female age no more than 4 years older or younger than yourself. Give your best guess for numbers – don't get hung up on being precise!"
- (12) "Your age range: 1-17 years; Behavior: Sexual experimentation involving touching your female partner's breasts with a female age no more than 4 years older or younger than yourself. Give your best guess for numbers – don't get hung up on being precise!"
- (13) "Your age range: 1-17 years; Behavior: Sexual experimentation involving having the female partner touch your breasts with a female age no more than 4 years older or younger than yourself. Give your best guess for numbers – don't get hung up on being precise!"

Items 7 through 13 are each representative of 8 different items. Each of the items

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were modified by changing the “female” to “male” which increased the number of items by 2 times. The phrase, “no more than 4 years older or younger than yourself” was one of four potential age ranges. The additional age ranges can be substituted for one another and they are as follows: “more than 4 years older than yourself but under 18,” “age more than 4 years younger than yourself,” and “age 18 or older and more than 4 years older than yourself” which increases the number of items by 4 times.

Procedure

The research was conducted through an anonymous computerized survey, S-SAPE1, in computer laboratories on university campuses in which participants were spaced out across the room so that no participant could view another participant’s screen. Participant’s anonymity was protected through a randomized electronic filing of encrypted results within a random access file that contained fake data as well as fake decoy lines. Upon arriving to take the survey, participants were informed of the parameters of the study, that there was total anonymity, and that the study was looking at behaviors and experiences related to sex throughout their lifespan. Exhibitionism was not referenced in the promotion or orientation of this study.

CHAPTER 3 - RESULTS

The median age of the 2,201 female participants was 21 years (M 24.7, SD 9.3, range 18-78 years). Their education level was as follows: 65 high school only, 1,597 some college, 392 bachelor's degree,s 114 master's degrees, and 33 doctoral degrees. The exhibition item "I have had urges to expose myself in public" was identified by 254 (7.2%) of the participants. The exhibition item "I have exposed myself in public" was identified by 482 (13.6%) of the participants.

The participant's family nudity practices are presented in Table 1. The data on the behaviors in which the participant looked at their partner's genitals, had their genitals looked at by someone, touched their partner's genitals or had their genitals touched by someone is depicted in Tables 2 and 3. The tables include data on the incidence, number of times it occurred, and the earliest and latest ages that the behavior occurred during which the participants were engaging in sexual experimentation. Table 3 provides the data on sharing of tub baths with partners before age 18 and the information is categorized by the partner's age and sex. An independent variable's predictive power for a participant to exposing herself was assessed through logistic regression (Hosmer & Lemeshow, 1989). Table 5 provides the step-0 results prior to variables being entered into the logistic regression model. The most statistically powerful variable from Table 5 that was appropriate to test the hypotheses was entered at each step restricted to those that were statistically significant predictors of the dependent variable on step 0 based on the score test (Hosmer & Lemeshow, 1989; Swindell et al., 2011). The current statistical model used in this study was no longer appropriate once the remaining variables no longer met the above criteria (Swindell et al., 2011). Table 6 demonstrates the variables

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entered into the statistical model with the order based on decreased predictive power. As cited in Swindell et al., (2011), “By using a 0/1 dummy variable for the predictor and exponentiating the coefficient from the logistic regression, we obtained the adjusted odds-ratio that provided an estimate of the increased likelihood that individuals will engage in the behavior if they were a member of the group coded with a “1” in the predictor column (p. 142).

H1 Exposure to nudity in the nuclear family and/or exhibitionistic sexual experimentation before age 18 will increase the probability of an individual exposing herself in public.

There were a total of 27 statistically significant predictors at step-0 of the logistic regression analysis (Table 5). Three different approaches were used to construct the logistic regression equations to evaluate statistical models with a growing set of potential predictors: a) family nudity statements and tub bath experiences, b) sexual experimentation *excluding* breasts, family nudity statements, and tub bath experiences, and c) sexual experimentation *including* breasts, family nudity statements, and tub bath experiences. These three different approaches resulted in three different sets of multiple logistic regression equations, which will be summarized in sequential order. Logistic regression (Model 1A) showed two statistically significant predictors. Seeing her mother nude before puberty increased the likelihood of a participant exposing herself publicly by 1.8 times, and having shared a tub bath with a female increased the likelihood of exposing herself publicly by 1.6 times. Seeing the father nude was relatively less powerful as measured by the score statistic (see Table 5). Seeing nudity in the nuclear family before puberty was

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more powerful than seeing nudity in the nuclear family after puberty. Sharing a bathtub with a female is a more powerful predictor than sharing a bathtub with a male before age 18 (see Table 5). Logistic regression analysis (Model 1B) showed three statistically significant predictors. Seeing her mother nude before puberty increased the likelihood of a participant exposing herself in public by 1.7 times, a female or male touching her genitals increased the likelihood of a participant exposing herself in public by 1.7 times, and sharing a tub bath with a female increased the likelihood of a participant exposing herself in public by 1.4 times. Sexual experimentation behaviors as measured by the score statistic (see Table 5) showed that experimentation with looking, touching, being looked at, and being touched by a male were more powerful than those same behaviors with a female. Combined predictors (male and female partners) were as strong as or stronger than the predictors for males only. Logistic regression (Model 1C) showed three statistically significant predictors. Touching a female partner's breasts increased the likelihood of a participant exposing herself in public by 1.9 times; seeing her mother nude before puberty increased the likelihood of a participant exposing herself in public by 1.7 times; and sharing a tub bath with a female increased the likelihood of a participant exposing herself by 1.4 times. Sexual experimentation behaviors involving touching a female partner's breasts were more powerful than a male partner's nipples being touched (Table 5). Variables that included experience with both males and females involving touching female breasts or male nipples, or males and females touching the participant's breasts was more powerful than the male or female partner predictors alone (see Table 5).

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H2 Exposure to nudity in the nuclear family and/or exhibitionistic sexual experimentation before age 18 (critical period of learning) will increase the probability of an individual experiencing urges to expose herself in public.

There were a total of 23 statistically significant predictors at step-0 of the logistic regression analysis (see Table 5). The same three different approaches described for H1 were used to construct the logistic regression equations to develop statistical models with a growing set of potential predictors: a) family nudity statements and tub bath experiences, b) sexual experimentation excluding breasts, family nudity statements, and tub bath experiences, and c) sexual experimentation including breasts, family nudity statements, and tub bath experiences. These three different approaches resulted in three different sets of multiple logistic regression equations, which will be summarized in sequential order. Logistic regression analysis (Model 2A) showed two statistically significant predictors. Sharing a tub bath increased the likelihood of a participant having experienced urges to expose herself by 1.8 times and seeing her mother nude after puberty increased the likelihood of a participant having experienced the urges to expose herself by 1.6 times. Seeing the mother nude as measured by the score statistic (see Table 5) was more powerful than seeing the father nude, and it was more powerful when it occurred before puberty. Sharing a tub bath with a female before age 18 was more influential than sharing a tub bath with a male (see Table 5). Logistic regression (Model 2B) showed two statistically significant predictors. Looking at a female partner's genitals increased the likelihood of a participant having experienced urges to expose herself by 1.9 times and seeing her mother nude after puberty increased

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the likelihood of a participant having experienced urges to expose herself by 1.7 times. Variables that combined experiences with both males and females were more powerful than the male or female predictors alone. Logistic regression (Model 2C) showed two statistically significant predictors. Touching a female partner's breasts increased the likelihood of a participant having experienced urges to expose herself by 2.2 times and seeing her mother nude after puberty increased the likelihood of a participant having experienced urges to expose herself by 1.7 times. Touching a female partner's breasts or having a female partner touch the participant's breasts were more influential than touching a male partner's nipples or having a male partner touch the participant's breasts. The variables combining experience with both males and females were just as powerful as the female predictors alone (Table 5).

H3 Conditioning from exposing herself in public will increase the probability of an individual experiencing urges to expose herself in public.

Exposing herself in public was estimated to increase the likelihood that the participant would report having experienced the urge to expose herself. Logistic regression showed that if she had exposed herself in public, a participant was 17 times more likely to have urges to expose herself in public.

CHAPTER 4 – DISCUSSION

The present study sought to identify risk factors and events from childhood and adolescence that may play a role in the development of exhibitionistic behaviors in females. Logistic regression was utilized to analyze data from a convenience sample. The results found in this study were similar to those of previous studies of the same nature conducted on males (Swindell et al., 2011), as well as information identified from previous research. The findings of this study supported the hypothesis that exposure to nudity in the nuclear family and/or exhibitionistic sexual experimentation before age 18 would increase the likelihood of an individual exposing herself in public. Overall, touching a female partner's breasts, seeing her mother nude before puberty, and sharing a bathtub with a female increased the likelihood of a participant exposing herself in public. Seeing her mother nude before and after puberty provided experiences during which the mother modeled exhibitionism as well as demonstrating approval of nudity in other's presence (Bandura, 1986). Additionally, the experiences of seeing her mother nude may have provided events where she may have experienced sexual arousal from seeing a nude female body. Similar to results found in males, (Swindell et al., 2011) the experience of sexual arousal from viewing a nude body could lead the female to believe that exposing herself to others would result in the viewer's sexual arousal. Conditioning may have occurred when the participant engaged in the exhibitionistic behavior and she was then reinforced by the fact that she was sexually aroused by exposing herself to another (Bandura, 1982; Kinsey, Pomeroy, Martin, & Gebhard, 1953; Kinsey, Reichert, Cauldwell, & Mozes, 1955; Swindell et al., 2011).

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The current findings support the hypothesis that exposure to nudity in the nuclear family and/or exhibitionistic sexual experimentation during the critical period of learning (before age 18) will increase the likelihood of an individual experiencing urges to expose herself. Overall, touching a female partner's breasts and seeing her mother nude were the most statistically significant factors that increased the likelihood of having experienced urges to expose herself. With continued repetition of exposure, the individuals start experiencing urges to engage in the behaviors as a conditioned response (O'Keefe et al., 2009; Stroebel et al., 2010). Similar to findings among the male population (Swindell et al., 2011), individuals have an increased likelihood of having urges to expose themselves in public if they commonly see their mother nude. Seeing the mother nude was modeling of exhibitionism and through modeling the mother gave approval for engaging in the behavior (Swindell et al., 2011).

The current findings support the hypothesis that conditioning from exposing herself in public would increase the likelihood of experiencing urges to expose herself. Our results showed that if a female participant had exposed herself in public, she was 17 times more likely to have urges to expose herself in public. The participant received positive reinforcement (i.e. pleasure) from exposing herself and therefore continued to repeat the behavior. If you have exposed yourself, then you are much more likely to have urges to continue the behavior, a result similar to the urges to insert objects that appeared with the use of dildos for sexual pleasure (O'Keefe et al., Stroebel et al., 2010). After continued conditioning, engaging in the behavior produces urges to engage in the behavior, and triggers for the urges could

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be anything from the way a person feels, their environment, or an attractive individual being near them (Grant, 2005; Grob, 1985; O'Keefe et al., 2009; Stroebel et al., 2010; Swindell et al., 2011). According to Grant (2005), triggers to engage in the behavior are often associated with the way a person feels at the time and exhibitionists may find it difficult to resist the urges to expose themselves. The individual is typically not aware of the origin of the urges; however, they are aware of the fact that they are engaging in the exhibitionistic behaviors (Grant, 2005; Grob, 1985, Swindell et al., 2011). They can typically identify when the behaviors started and how they have progressed through time (Grant, 2005; Grob, 1985; Swindell et al., 2011). Researchers believe that urges occur after engagement in the behavior and that urges are the only cognitively detectable evidence of conditioning (O'Keefe et al., 2009; Stroebel et al., 2010; Swindell et al., 2011). According to Grant (2005), people who engage in exhibitionistic behaviors have difficulty resisting the urges to expose themselves; when the exhibitionism has progressed to this level it has become a type of sexual addiction (Goodman, 1997, 2001).

Implications: My findings suggest that sexual interests are shaped through conditioning trials within the critical periods of learning, childhood through adolescence. This knowledge may be beneficial to clinicians, parents, school psychologists, and other school personnel since the critical periods of learning occur during the school-age years. Due to the high prevalence of cell phone and Internet usage, it is increasingly easy to engage in exhibitionistic behaviors. With apps that delete pictures after being viewed, such as SnapChat, children and adolescents may send and receive these types of pictures to one another, which will increase the

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conditioning trials. School psychologists may benefit from knowing this information to assist parents with issues that may arise while raising their children or to assist schools in dealing with exhibitionistic behaviors in the schools. Adolescents may engage in sexting with other individuals to form relationships, get the other person to like them, to flirt, or to show trust within a current relationship (Albury & Crawford, 2012; Delevi & Weisskirch, 2013; Lenhart, 2009; Döring, 2012; Ouytsel et al., 2014; Ringrose et al., 2012; Weisskirch & Delevi, 2011). Due to the high prevalence of access to cellular phones both at school and at home, it would be beneficial for schools to create and implement policies to address the issue of exhibitionism through the use of the digital world as well as in-person. Some policies that may be beneficial for schools to implement would be to utilize sexting prevention methods as well as intervention strategies if they find that individuals in their school are engaging in exhibitionism through sexting (Ouytsel et al., 2014). Being proactive is more effective than trying to combat the problem after it has already occurred. Implementing prevention plans that discuss the consequences of sending sexually explicit images of themselves, such as possible widespread sharing of the photo, bullying from individuals viewing the photo, or legal ramifications, may be beneficial to assist in the prevention of individuals engaging in the exhibition-like behaviors (Ouytsel et al., 2014, Swindell et al., 2011). These behaviors could later lead to atypical sexual interests as adults (Ouytsel et al., 2014; Swindell et al., 2011).

Since sexual experiences that occur during childhood and adolescence shape the participants sexual interests as an adult, it is important to educate the young minds through sexual awareness and education. Previous research found that males

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were much more likely to receive sexually explicit images than females were (Strassberg et al., 2013; Strassberg et al., 2014). The reason that males may have received more of these images could be that they were the ones asking for them. The female and male populations were similar in how many had sent a sexually explicit image (Strassberg et al., 2013). For example, half of the male population had also received these images, while a smaller percentage of females received the images (Strassberg et al., 2013). This information is important for school psychologists so that they can educate students and families on the dangers of sexting. Sending a sexually explicit image, even while in a relationship, does not mean that the image would only be viewed by the intended receiver. Both males and females need to be aware of the dangers that sexting can bring. The image could be spread through entire communities and bring negative feelings to the individual in the photo. With the new age of social media and people “liking” or commenting on photos or things that you say, the instant gratification can be satisfying, but it can also be dangerous. Sending a sext could result in instant gratification due to positive words that the respondent says about the photo or how they treat the sender afterwards, but that gratification is filling another void within the individual of which they may not be aware. It is important to educate students about healthy relationships and that sending nude images for instant gratification or as a sign of trust to the receiver can be harmful. It is also notable that education should be given to males about sending and receiving these images. Males are more likely than females to face legal ramifications for their actions and therefore should be educated that sending or receiving images can be dangerous and could lead to issues with the law.

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School Psychologists provide services to parents through consultation and trainings. School Psychologists need to be knowledgeable about the results of this study so they can inform parents concerning nudity practices in the home and sexting. Information about modeling and critical period learning may help guide parents to engage in practices, which will result in increased emotional and social health in youth.

Limitations

Participants of the study were adults reporting on events that happened throughout their life from birth to age 18; therefore, this was not an experimental study. This study can only be viewed as correlational in nature because the participants were not identified during childhood and then placed into random groups that would have been subjected to conditioning trials, both Pavlovian and operant (Swindell et al., 2011). The study sought to find the correlation between events found in childhood and adolescence, during the critical periods of learning, and explore those events in relation to later adult sexual interests (Swindell et al., 2011). Due to the fact that the participants were reporting on the events after they had occurred, it must be taken into account that they could have been caused by selective memory or false memory (Swindell et al., 2011). Furthermore, since the information was collected on college campuses, mainly students, it would be difficult to generalize the study to apply to a population that has little to no education, or to apply the results to an extremely wealthy population. This study cannot be generalized to the general population because a random sample of the general population was not obtained.

Future Research

Further research needs to be conducted to be able to generalize the results to a

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typical population. It may be beneficial to attempt to spread the study to more campuses across the United States to obtain a broader sample of individuals. Conducting further research at community colleges as well as wealthy private universities may be beneficial in obtaining a more generalizable sample of the population.

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APPENDIX Marshall University IRB Exempt Approval



July 23, 2014

Stephen O'Keefe, Ph.D.
Psychology Department

RE: IRBNet ID# 127810-7
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. O'Keefe:

Protocol Title: [127810-7] Effects of Recalled Family Attitudes and Childhood Sexual Experiences on Adult Sexual Attitudes and Adjustment

Expiration Date: July 20, 2015

Site Location: MUGC - 1083

Submission Type: Continuing Review/Progress Report APPROVED

Review Type: Expedited Review

The above study and informed consent were approved for an additional 12 months by the Marshall University Institutional Review Board #2 (Social/Behavioral) Chair. The approval will expire July 20, 2015. Continuing review materials should be submitted no later than 30 days prior to the expiration date.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

LIST OF TABLES

TABLE 1	Nudity Practices Accepted in Family	
	Agree (%)	Agree (n)
	Before Puberty	
Mother		
Saw me nude	49.8%	150
Saw her nude	48.75	1071
Father		
Saw me nude	10.7%	235
Saw him nude	6.8%	1095
	After Puberty	
Mother		
Saw me nude	28.2%	621
Saw her nude	34.3%	756
Father		
Saw me nude	2.0%	44
Saw him nude	2.0%	43

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Table 2 Showing and Looking Sexual Experimentation Experiences of 2201 Female Participants Before Age 18

Sexual Experimentation Behaviors	Incidence		Number of Times		Earliest Age		Latest Age	
	%	<i>n</i>	Median	Range	Median	Range	Median	Range
Female partner looked at genitals								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	9.8	215	6	1-999	10	2-17	13	4-17
More than 4 years older but under 18	1.1	25	10	1-999	8	4-17	12	4-17
More than 4 years older and over 18	.1	2	26.5	1-999	17	7-17	17	17-17
More than 4 years younger	.0	1	2	2-2	17	17-17	17	17-17
Male partner looked at genitals								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	31.8	699	30	1-999	15	3-17	17	4-17
More than 4 years older but under 18	5.7	125	50	1-999	15	5-17	17	5-17
More than 4 years older and over 18	8.3	183	25	1-999	16	1-17	17	4-17
More than 4 years younger	.6	14	62.5	1-200	16	7-17	17	7-17
Looked at genitals of female partner								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	8.6	190	10	0-999	10	2-17	13	4-17
More than 4 years older but under 18	1.1	24	10	1-999	8.5	4-17	12.5	4-17
More than 4 years older and over 18	.1	3	3	2-30	17	5-17	17	17-17
More than 4 years younger	.2	4	15.5	1-50	13	9-17	15	11-17
Looked at genitals of male partner								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	33.8	744	30	1-999	15	2-17	17	5-17
More than 4 years older but under 18	6.6	145	50	1-999	15	5-17	17	5-17
More than 4 years older and over 18	8.3	183	25	1-999	16	1-17	17	4-17
More than 4 years younger	.9	19	20	1-200	16	7-17	17	7-17

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Table 3 Touching and Being Touched Sexual Experimentation Experiences of 2201 Female Participants Before Age 18

Sexual Experimentation Behaviors	Incidence		Number of Times		Earliest Age		Latest Age	
	%	<i>n</i>	Median	Range	Median	Range	Median	Range
Touching female partner's genitals								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	9.5	208	9	1-999	11	2-17	14	4-17
More than 4 years older but under 18	1.4	30	10	1-999	9	5-17	12.5	6-17
More than 4 years older and over 18	.2	5	50	9-500	17	15-17	17	17-17
More than 4 years younger	.3	7	5	1-50	10	6-17	11	8-17
Touching male partner's genitals								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	40.4	889	40	1-999	15	3-17	17	5-17
More than 4 years older but under 18	7.6	167	50	1-999	15	5-17	17	6-17
More than 4 years older and over 18	10.3	226	25	1-999	16	1-17	17	4-17
More than 4 years younger	.9	19	20	1-200	16	7-17	17	7-17
Female partner touching participant's genitals								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	9.0	198	8.5	1-999	10.5	2-17	13	4-17
More than 4 years older but under 18	1.3	28	7.5	1-999	8	6-17	11.5	7-17
More than 4 years older and over 18	.2	4	32.5	1-999	13	5-17	17	5-17
More than 4 years younger	.1	2	3.5	2-5	8	6-10	8	6-10
Male partner touching participant's genitals								
Age of Partner Compared to Participant's Age								
Within 4 years of participant's	37.8	831	50	1-999	15	3-17	17	5-17
More than 4 years older but under 18	6.9	151	50	1-999	15	5-17	17	7-17
More than 4 years older and over 18	10.4	229	25	1-999	16	1-17	17	2-17
More than 4 years younger	.7	16	35	1-200	16	7-17	17	7-17

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Table 4
Tub Bath Behaviors of 2201 Female Participants with Partners Before Age 18

	Incidence		Number of times		Earliest age		Latest age	
	%	<i>n</i> 1	Median	Range	Median	Range	Median	Range
Sharing a tub bath before age 18 with:								
Females within 4 years of participant's age	31.8%	700	20	1-999	3	1-17	8	2-17
Females more than 4 years older but under age 18	8.3%	183	20	1-999	3	1-16	8	2-17
Females more than 4 years older and over age 18	4.3%	94	50	1-999	1	1-16	7	1-17
Females more than 4 years younger	4.1%	91	25	1-999	6	1-17	10	4-17
Sharing a tub bath before age 18 with:								
Males within 4 years of participant's age	23.7%	522	10	1-999	4	1-17	9	1-17
Males more than 4 years older but under age 18	3.8%	136	15	1-999	14	1-17	17	1-17
Males more than 4 years older and over age 18	5.4%	119	10	1-999	16	1-17	17	1-17
Males more than 4 years younger	2.2%	48	20	1-999	9	1-17	12	2-17

1The *n* indicates the subset of the 2201 female participants who engaged in the behavior. The data on number of times, earliest age and latest age is from the subset who participated in the behavior.

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Table 5

Step 0 Score Test Value and <i>p</i> -value for Predictors of Exposing Self and Urges to Expose Self as an Adult in 2201 Females					
Independent variables: Behaviors that occurred before age 18		I have Exposed myself in public		I have had urges to expose myself in public	
		<i>Score</i>	<i>p</i>	<i>Score</i>	<i>p</i>
Family nudity practices before puberty					
Mother					
	Saw me nude	19.3	<.001	8.3	.004
	Saw her nude	22.6	<.001	8.5	.003
Father					
	Saw me nude	10.3	.001	6.6	.010
	Saw him nude	5.6	.018	1.8	<i>ns</i>
Family nudity practices after puberty					
Mother					
	Saw me nude	11.8	.001	6.4	.011
	Saw her nude	10.9	.001	9.3	.002
Father					
	Saw me nude	1.2	<i>ns</i>	3.7	.053
	Saw him nude	2.7	<i>ns</i>	0.3	<i>ns</i>
Female partner looked at genitals (voluntary or coerced) before age 18		4.8	0.28	1.4	<i>ns</i>
Looked at female partner's genitals (voluntary or coerced) before age 18		6.9	.009	1.4	<i>ns</i>
Touched female partner's genitals (voluntary or coerced) before age 18		6.4	.011	2.5	<i>Ns</i>

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Female partner touched your genitals (voluntary or coerced) before age 18	8.5	.004	3.4	<i>ns</i>
Male partner looked at genitals (voluntary or coerced) before age 18	17.6	<.001	8.6	.003
Looked at male partner's genitals (voluntary or coerced) before age 18	16.3	<.001	12.0	.001
Male partner touched your genitals (voluntary or coerced) before age 18	16.9	<.001	4.8	.033
Touched male partner's genitals (voluntary or coerced) before age 18	17.9	<.001	6.7	.009
Female or male partner looked at genitals (voluntary or coerced) before age 18	15.8	<.001	7.1	.008
Looked at female or male partner's genitals (voluntary or coerced) before age 18	19.1	<.001	12.7	<.001
Touched female or male partner's genitals (voluntary or coerced) before age 18	20.5	<.001	5.3	.021
Female or male partner touched your genitals (voluntary or coerced) before age 18	20.8	<.001	8.9	.003
Touching female partner's breasts (voluntary and coerced) before age 18	17.6	<.001	15.2	<.001
Had female partner touch your breasts (voluntary and coerced) before age 18	15.8	<.001	15.3	<.001
Touched male partner's nipples (voluntary or coerced) before age 18	18.2	<.001	7.5	.006
Had male partner touch your breasts (voluntary or coerced) before age 18	12.8	<.001	4.4	.036
Touched female partner's breasts or male partner's nipples (voluntary or coerced) before age 18	31.9	<.001	18.6	<.001
Had a female or male partner touch your breasts (voluntary or coerced) before age 18	20.9	<.001	8.7	.003
Shared a tub bath before age 18	15.4	<.001	11.6	.001
Shared a tub bath with a female before age 18	16.8	<.001	9.0	.003
Shared a tub bath with a male before age 18	5.4	.021	3.4	<i>ns</i>

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Table 6

Logistic Regression Models for Predicting Participants Having Exposed Themselves or Having had Urges to Expose Themselves

Statistical model number and dependent variable	B	SE	Wald	<i>p</i>	Exp(B)
Independent variables ¹ (predictors) occurring before					
Model 1A "I have exposed myself in public" by <i>female</i>					
<i>participants (Nagelkerke R Square = .030)</i>					
Before puberty I commonly saw my mother nude	0.582	0.144	16.289	.000	1.789
Shared a tub bath with a female	0.453	0.141	10.291	.001	1.573
Constant	-2.605	0.121	464.76	<.001	
Model 1B "I have exposed myself in public" by <i>female</i>					
<i>participants (Nagelkerke R Square = .041)</i>					
Before puberty I commonly saw my mother nude	0.549	0.145	14.376	.000	1.731
Female or male touching genitals	0.502	0.146	11.820	.001	1.653
Shared a tub bath with a female	0.344	0.145	5.646	.017	1.410
Constant	-2.823	0.141	403.51	<.001	

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Model 1C: "I have exposed myself in public" by female participant's (Nagelkerke R Square = .048)

Touching female partner's breasts	0.651	0.145	20.233	<.000	1.917
Before puberty I commonly saw my mother nude	0.545	0.145	14.115	<.000	1.725
Shared a tub bath with a female	0.325	0.145	5.018	0.25	1.384
Constant	-2.758	0.128	463.05	<.001	

Model 2A: "I have had urges to expose myself in public" by female participant's (Nagelkerke R Square = .25)

Shared a tub bath	0.607	0.206	8.671	.003	1.835
After puberty I commonly saw my mother nude	0.496	0.198	6.266	.012	1.642
Constant	-3.481	0.179	378.43	<.001	

Model 2B: "I have had urges to expose myself in public" by female participants (Nagelkerke R Square = .027)

Looking at female partner's genitals	0.650	0.201	10.472	.001	1.916
After puberty I commonly saw my mother nude	0.528	0.197	7.182	.007	1.695

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Constant	-3.492	0.176	395.81	<.001
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Model 2C: "I have had urges to expose myself in public" by female participants (Nagelkerke R Square = .033)

Touching female partner's breasts	.789	0.198	15.955	.000	2.202
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After puberty I commonly saw my mother nude	0.535	0.197	7.386	.007	1.708
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Constant	-3.438	0.157	476.6	<.001
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¹Variables are listed from top to bottom within models in order of their addition to the model by forward LR stepwise logistic regression (in order of decreasing predictive power).

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Curriculum Vitae

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EDUCATION:

Marshall University Graduate College, South Charleston, WV
Education Specialist Degree in School Psychology, Expected

May 2015

Master's Degree in Psychology, December 2014

Thesis: Correlates of Exhibition-like Experiences and the
Development of Exhibitionism in Females
NASP-approved, NCATE-accredited program

Marshall University, Huntington, WV

Bachelor's Degree in Psychology, May 2010

CERTIFICATION:

Nationally Certified School Psychologist – Expected May 2015
West Virginia School Psychology License – Expected May 2015
Ohio School Psychology License – Expected May 2015

PROFESSIONAL EXPERIENCE:

Gallia County Local Schools, Gallia County, Patriot, OH
School Psychologist Intern (August 2014 – May 2015)

- Independently completed and assisted in completing many comprehensive psycho-educational evaluations that addressed varying needs, including Attention Deficit Hyperactive Disorder, Emotional Disturbances, Autism Spectrum Disorders, Specific Learning Disabilities, Intellectual Disabilities, and Multiple Disabilities.
- Administered a variety of assessments to assess the unique strengths and weaknesses of learners such as the Universal Nonverbal Intelligence Test (UNIT), Woodcock Johnson Cognitive Abilities –IV (WJ-IV), Wechsler Intelligence Scale for Children-IV (WISC-IV), Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV), and the Wechsler Adult Scale of Intelligence (WAIS-IV).
- Participated at a Tier 2 (Targeted) level through attending all Individual Assistance Team (IAT)

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meetings, and assisted teachers with how to use reading and math diagnostics to further identify the problem area.

- Followed up on all students' progress monthly at Tier 2 and assisted with further recommendations for interventions or referral to Special Education.
- Consulted with the Intervention Specialist teachers on implementation and progress monitoring interventions at Tier 3 level.
- Assisted teachers at both Tier 1 and Tier 2 levels on how to assess and track growth in their student population through the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and curriculum based Math measures.
- Consulted with parents, regular education, intervention specialist, and Title I teachers in explaining psycho-educational evaluation results.
- Analyzed quantitative data for progress monitoring purposes with academic and behavioral interventions.
- Utilized Goal Attainment Scaling (GAS) to assess qualitative data, and calculated percentage of non-overlapping data points before and after implementation of interventions.
- Assisted with planning the Individual Assistance Team (IAT) training and references for all school personnel.
- Led school group counseling and managed an individual counseling caseload.
- Completed Functional Behavioral Analyses (FBA) and corresponding Behavior Intervention Plans (BIP) to target and manage specific behaviors.
- Worked closely with the School Psychologist Supervisor, Parent Mentor, and Student Services Coordinator to implement intervention and progress monitoring in the schools.
- Assisted school personnel in crisis situations such as a violent student and a student needing psychiatric assistance.

Marshall University Graduate College (MUGC) Summer Enrichment Program, Charleston, WV *Practicum Student* (June 2014 to July 2014)

- Worked with a team in caring for the education and social-emotional well-being of 1st, 2nd, and 3rd grade students taking summer school classes.

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- Completed psycho-educational evaluations including cross-battery assessments for students enrolled in the program.
- Scheduled conferences with parents to review results of assessments.
- Led group counseling with a co-leader with a mixture of boys and girls, including one English as a Second Language (ESL) student.
- Managed an individual counseling case using a play therapy model.
- Assisted in differentiating instruction based on academic and behavioral goals monitored through DIBELS and Saxon Math scores.
- Evaluated all students' reading fluency and retell through DIBELS weekly to monitor progress.
- Collaborated with the teacher and other members of the team on interventions to use to assist the student's individual needs.
- Collaborated with the teacher and other members of the team through weekly meetings.
- Completed cultural and social skills trainings for the students within the classroom.

Wayne County Schools, Wayne, WV

Practicum Student (September 2012 – May 2014)

- Completed school assignments mostly at Kenova Elementary School, adoptive school.
- Administered curriculum-based measures in reading, math, and writing.
- Assisted in progress-monitoring student's Oral Reading Fluency (ORF) through DIBELS
- Tutored students in various subjects after-school
- Conducted classroom observations, informal and formal.
- Managed an individual counseling caseload using techniques such as play therapy and solution-focused therapy with elementary school students.
- Led group counseling for high school students of all ages for both boys and girls.
- Gathered data from a variety of sources to design multiple Functional Behavior Assessments (FBA).
- Assessed students with various needs and using a variety of assessment instruments including the Autism Diagnostic Observation Scale II (ADOS II), Universal Nonverbal Intelligence Test (UNIT), Wechsler

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Intelligence Scale for Children IV (WISC IV), Woodcock Johnson Tests of Cognitive Abilities III (WJ COG III), Wechsler Preschool and Primary Scale of Intelligence IV (WPPSI IV), Wechsler Adult Intelligence Scale IV (WAIS IV), Woodcock Johnson Tests of Achievement III (WJ ACH III), Wechsler Individual Achievement Test III (WIAT III), Kaufman Test of Educational Achievement II (KTEA II), Stanford-Binet (SB5), and the California Verbal Learning Test.

RELATED EXPERIENCE:

2014)

Marshall University, Huntington, WV

Graduate Assistant at the MU Testing Center (June 2013 – April

Certified Test Administrator

- Checked test applicant's identification
- Registered individuals to take ETS exams
- Set up testing stations
- Facilitated the computer based ETS tests (GRE, Praxis, MCAT)
- Handled office/clerical work for the center
- Trained new graduate assistants

Playmates Childcare and Development Center, Kenova, WV

Lead Teacher (August 2009 – August 2011)

- Lead teacher over the school-age program (50+students)
- Led a staff of 3 individuals
- Developed behavior intervention plans and goals for students
- Ran the tutoring program and provided direct instruction in all content areas
- Provided academic and behavioral intervention and assistance to all students
- Consulted and collaborated with staff and parents on student progress
- Facilitated math and science education through the use of Legos
- Lead the summer program for our center, which included ongoing education and field trips.

PROFESSIONAL DEVELOPMENT:

Conferences and Trainings

- West Virginia School Psychology Conference (Fall 2014)
- Ohio School Psychology Conference (Fall 2014)

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- West Virginia School Psychology Conference (Spring 2014)
- West Virginia School Psychology Conference (Fall 2013)

PROFESSIONAL AFFILIATIONS:

- National Association of School Psychologists (NASP) – Present
- West Virginia School Psychologist Association (WVSPA) – Present
- Ohio School Psychologist Association (OSPA) – Present

REFERENCES:

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