Handbook of Sexuality-Related Measures

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Sexual Scripts Overlap Scale—Short Version

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13. This material can enhance the pleasure of masturbation for women. ____
14. This material should be made illegal. ____
15. The material may teach people sexual techniques. ____
16. This material should be protected by the 1st Amendment (freedom of speech and the press). ____
17. People should be made aware of the positive effects of this material. ____
18. This material serves a more positive than negative function in society. ____
19. This material can enhance the pleasure of masturbation for men. ____
20. People should be made aware of the negative effects of this material. ____
21. In this material, the positioning and treatment of women is degrading to women. ____

Sexual Scripts Overlap Scale—Short Version

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Little is known about the possible impact of sexually explicit material (SEM) or pornography use on young people’s sexual socialization. The efforts so far have been characteristically brief (1-item measures assessing self-rated influence of pornography on one’s sex life were often used) and direct—thus vulnerable to normative expectations and socially desirable answers. According to our conceptualization, pornographic imagery competes with other socially available sexual narratives in the process of sexual scripting, particularly in the formation of personal sexual scripts (Simon & Gagnon, 2003). It should be possible, therefore, to retrospectively assess the impact of SEM on sexual socialization by measuring the overlap between a pornographic and personal depiction of sex, which is what the Sexual Scripts Overlap Scale (SSOS) does. Recently, the SSOS has been found to be a useful tool in modeling mediated effects of early SEM use on sexual satisfaction of young adults (Štulhofer, Buško, & Landripet, 2010; Štulhofer et al., 2007). To facilitate wider application of this composite measure, a brief but more robust version of the scale (SSOS-S; k = 20) has been developed and validated using two online surveys.

Description

The original SSOS was developed by asking a group of Croatian college students (N = 41) to make a list of things/activities/sensations that are important for the pornographic depiction of sex. The other group (N = 35) was asked to do the same for what they personally considered to be “great sex.” The two inventories—the pornographic inventory and the great sex inventory—were then merged. Judged for relevance and occurrence, 42 items were selected and combined into the final inventory, which was pretested on 277 students. In 2006 and 2007, two online surveys were carried out to validate this new instrument among sexually active young adults (18–25) with at least some experience with SEM. In 2006 the questionnaire was completed by 1,914 participants and in 2007 by another 600. In the first part of the questionnaire, participants were asked to assess the importance of the listed 42 items for great sex. Near the end of the questionnaire, participants were asked to assess the inventory again, but this time they were asked about each item’s importance for the pornographic presentation of sex. In both cases, answers were anchored on a 5-point Likert scale. The scores were computed on each of the 42 paired items by subtracting the pornographic item value from the great sex item value. After the SSOS scores were reverse recoded, greater overlap between the values—which implied greater influence of pornography on sexual socialization—was represented by higher SSOS scores (for the list of the SSOS items, see Štulhofer et al., 2010). The SSOS items reflected five important dimensions of sexual socialization: (a) personal and partner sexual role expectations, (b) content of “successful” sex, (c) sexiness and body image, (d) relationship between emotions, intimacy, and sexuality, and (e) power dynamics within sexual relationship.

To make the SSOS more efficient, items from both inventories were arranged according to their sample means for relevance and occurrence, 42 items were selected and...
with the SSOS, both in total and by gender ($r = .90–.94, p < .001$). Principal component analysis indicated the presence of four dimensions (eigenvalues > 1) in the 2006 dataset, accounting for 57% of the total item variance. However, a scree test suggested a forced two-factor solution: 10 items loaded high (>.4) on the Sexual Intimacy factor and the remaining 10 on the Sexual Performance factor. Similar structure and factor loadings were found in the 2007 sample.

**Response Mode and Timing**

To minimize self-censorship, the great sex inventory should be placed closer to the beginning of the questionnaire and the pornographic inventory closer to its end (or vice versa). Respondents are asked to assess the importance of the 20 items for what they consider to be great sex (“How important for great sex do you personally find . . .?”) and for pornographic representation of sex (“How important for pornographic depiction of sex do you find . . .?”). Responses are recorded on a 5-point scale ranging from 1 = Not at all Important to 5 = Exceptionally Important. Most participants complete both scales in less than 8 minutes.

**Scoring**

Twenty overlap items are calculated from the paired great sex and pornographic inventory items by subtracting the second from the first (negative signs are ignored). The SSOS-S is additive and represents a linear combination of the overlap-item scores. Absolute range of the scale is 0 (all paired items have identical values) to 80 (all paired items have opposite values). The SSOS-S scores are reverse recoded (80–n), so that higher scores indicate greater overlap between the scripts.

**Reliability**

The SSOS-S had satisfactory internal consistency in both samples (Cronbach’s $\alpha_{2006} = .84$ and $\alpha_{2007} = .83$), with reliability coefficients lower for women (2006: $\alpha_{female} = .80$ and $\alpha_{male} = .86$; 2007: $\alpha_{female} = .79$ and $\alpha_{male} = .85$). In 2007, an English version of the SSOS-S was tested in a sample of 356 U.S. college students. Obtained reliability was satisfactory (Cronbach’s $\alpha = .88$).

**Validity**

Construct validity was assessed by zero-order correlations between the SSOS-S and theoretically relevant constructs/indicators: partner intimacy, exposure to SEM at the age of 14 and 17, range of sexual experiences, the acceptance of myths about sexuality, attitudes towards SEM, and the presence of sexually compulsive sexual thoughts and behaviors (Kalichman & Rompa, 1995). All the associations were found significant and in the expected direction in both samples ($r = .21–.50, p < .001$). Convergent validity was investigated by relating the SSOS-S to the real-life desirability of SEM-portrayed sexuality (“To what extent would you like your sex life to resemble a pornographic movie?”), personal importance of SEM, and the perceived realism of pornographic depictions of sex. Again, significant and moderately strong associations were found ($r = .35–.40, p < .001$).

The SSOS-S was shown to differentiate between male and female participants, as well as between users of mainstream vs. nonmainstream SEM. Women reported lesser overlap than men ($p < .001$), whereas users of nonmainstream SEM (S&M and B&D, fetishism, bestiality, and/or sexually violent/coercive material) reported higher overlap than those who preferred mainstream SEM ($p < .05$). Effect size of the observed differences was medium to small.

**References**


**Exhibit**

**Sexual Scripts Overlap Scale—Short Version**

<table>
<thead>
<tr>
<th>The “Great Sex” Script Items</th>
<th>The Pornographic Script Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important for great sex do you personally find?</td>
<td>How important for pornographic depiction of sex do you find:</td>
</tr>
<tr>
<td>1 = Not at all</td>
<td>4 = A Great Deal</td>
</tr>
<tr>
<td>2 = Somewhat</td>
<td>5 = Exceptionally</td>
</tr>
<tr>
<td>3 = Moderately</td>
<td></td>
</tr>
<tr>
<td>1. I am always ready for sex</td>
<td>1. Men are always ready for sex</td>
</tr>
<tr>
<td>2. My partner is always ready to have sex</td>
<td>2. Women are always ready for sex</td>
</tr>
<tr>
<td>3. It is easy to initiate sex</td>
<td>3. (same)</td>
</tr>
</tbody>
</table>
Handbook of Sexuality-Related Measures

4. Sex is possible in any situation
5. Oral sex
6. Anal sex
7. Partner’s sexual pleasure
8. Emotions, love
9. Intimate communication
10. Penetration

11. Being constantly horny<sup>a</sup>
12. Partner is constantly horny<sup>b</sup>
13. Trust in partner
14. Commitment
15. Intense passion
16. Feeling safe and well cared for
17. Spontaneity
18. Imagination
19. Unselfishness
20. “Pumping” (fast and deep penetration)

The questions regarding the “great sex” script should be placed closer to the beginning of the questionnaire, whereas the questions concerning the pornographic script should be closer to the end.

If a respondent is male, the item should be paired with the corresponding item on the pornography inventory; if a respondent is female, the item should be paired with the next item on the pornography inventory.

The item should be paired according to participant’s sexual orientation.

*STI Education Efficacy Survey*

**PATRICIA BARTHALOW KOCH,**<sup>1</sup> **ANDREW W. PORTER,** AND **CLINTON COLACO,**

*The Pennsylvania State University*

As of June 1, 2009, 35 states plus the District of Columbia mandate STI/HIV education in their public schools (Guttmacher Institute, 2009). Yet teachers often do not have the training, including the accurate knowledge, positive attitudes, and appropriate skills, needed to implement effective STI/HIV education (Cozzens, 2006; Rodriguez, Young, Renfro, Ascencio, & Haffner, 1995–1996). Thus, the STI Education Efficacy Survey (SEES) was developed to measure educators’ level of STI knowledge, attitudes toward adolescent sexuality and sexuality education, STI education confidence, and readiness to implement STI education. Improving the educational efficacy of educators will then improve students’ learning and improve STI prevention. (James-Traore, Finger, Ruland, & Savariaud, 2004).

Description

The STI Education Efficacy Survey (SEES) consists of four sections: Knowledge of Sexually Transmitted Infections (STIs; 25 items), Attitudes Toward Adolescent Sexuality and Sexuality Education (10 items), STI Education Confidence (8 items), and STI Education Readiness (5 items). It was designed to ascertain the areas in which educators, particularly those working with young people in schools or community educational settings, need additional training, resources, or other type of support.

Response Mode and Time

For Part One, Knowledge of Sexually Transmitted Infections, respondents are instructed to indicate if they definitely know if each of the 25 statements is True (1) or False (2). If they do not definitely know the answer, they are to respond Don’t Know (3).

For Part Two, Attitudes Toward Adolescent Sexuality and Sexuality Education Scale, respondents are asked to indicate their reactions to each of 10 statements using a 5-point Likert scale: 1 = Strongly Agree, 2 = Agree, 3 = Uncertain, 4 = Disagree, 5 = Strongly Agree.

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<sup>a</sup>The item is paired according to participant’s sexual orientation.

<sup>b</sup>If a respondent is male, the item is paired with the corresponding item on the pornography inventory; if a respondent is female, the item is paired with the next item on the pornography inventory.

<sup>c</sup>The questions regarding the “great sex” script should be placed closer to the beginning of the questionnaire, whereas the questions concerning the pornographic script should be closer to the end.

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