

DEVELOPMENT AND PRELIMINARY VALIDATION OF A
TEASING INVENTORY

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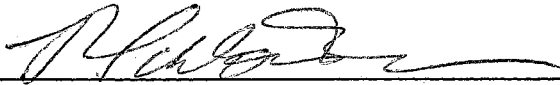
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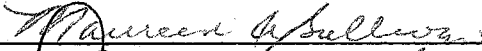
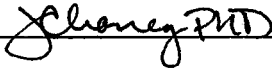


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Development and Preliminary Validation of a Teasing Inventory

"Teasing" is a simple term for a highly complex social behavior. It is a behavior and an event about which all people have feelings, ideas, and experience. Although theoretically possible, it is hard to imagine a person who has made it to adulthood (or even through kindergarten), without experiencing teasing firsthand. Mooney, Creeser, and Blatchford (1991) assert that most adults can probably remember incidents of teasing from childhood, either as a perpetrator, victim or witness. Awareness of teasing begins at an early age, and very young children are able to recognize and apply the most basic elements of teasing to their own interactions. For example, E. P. Todd (September, 1996) described an interaction between a child (age 3 years) and a puppy. The puppy bit the child, but the child interpreted the biting as "teasing." The child supported her interpretation of the interaction based on a lack of "mean-ness" on the part of the puppy. The above example illustrates two primary aspects of teasing: (a) a behavior which is objectively negative (being bitten by a dog), and (b) non-verbal information which mitigates the negative impact of the behavior (a perceived lack of "mean-ness). The object of the current study was to gain a greater understanding of the phenomenon of teasing by the development and validation of a teasing inventory, which would serve to capture the elements of teasing, and give a fuller appreciation of its dimensions. This is an important endeavor because of the ramifications of both teasing and being teased. The experiences one is subjected to during the course of one's life, and particularly early in one's development, guide the course of development. It is hoped that a fuller understanding of this powerful phenomenon will assist in understanding personality development and clinical issues such as social anxiety and juvenile aggression. It is also hoped that this project will result in a short, easy to use clinical tool for the evaluation of a person's history with and attitudes toward teasing. Such a tool could be utilized in schools, group therapies, and other settings in which social adjustment is one of the focuses of treatment.

Despite the common occurrence of teasing, it is an understudied and ill-understood form of social interaction. Shapiro, Baumeister, and Kessler (1991) note that there are very few publications on the topic of teasing. The publications which are available are mostly impressionistic, and that there is in fact very little knowledge to summarize. Alberts (1992) noted that teasing has not been the focus of much research, rather researchers have focused on the functions of humor, a broader category than teasing. Humor is generally defined as a circumstance in which one or more elements are incongruous with the other elements (e.g., an elephant on a bike, a man in an evening gown). Deckers and Buttram (1990) published a theoretical discussion of humor, and the two principle theories regarding humor (incongruity theory and incongruity-resolution theory). Although beyond the scope of the present project, it is interesting to note that humor is a debated topic among humor researchers, even in terms of whether a sheer incongruity is sufficient to provoke a mirth response, or whether the additional cognitive task of incongruity resolution is needed. By whatever process, the audience responds to the incongruity (maybe with a resolution in mind, maybe not) with amusement. The reasons for which humor is typically invoked in a social interaction (as reviewed by Alberts, 1992) have been generally defined as expressing unacceptable emotions, promoting social consensus, attempting to resolve ambivalence in social situations, and indirectly requesting the cessation of hostilities for people engaged in conflict.

Teasing is a specific form of the incongruity which defines humor. It pairs a negative message (e.g., an insult) with a positive nonverbal cue (e.g., smiling, nudging). Although the target of a tease may not perceive the interaction as humorous, from an objective standpoint, all teases fit the definition of humor (the incongruity existing between the negative verbal message and the positive nonverbal message). Not all humor fits the definition of a tease. For example, practical jokes (e.g., a can of nuts from which artificial snakes spring, an electric hand buzzer which buzzes when a person shakes

another's hand) are humor in that they meet the definition of one or more elements of the situation being incongruous (e.g., snakes from a can of nuts, being buzzed when shaking someone's hand), but they do not meet the definition of teasing (a negative verbal message presented with an overriding positive nonverbal message).

Jokes and riddles are also examples of humor which are not teasing. Jokes and riddles meet the humor, incongruity, criterion by deviating from the line of thought established by the joke or riddle, and introducing an incongruity. For example:

Q: "What does a snail, riding on the back of a turtle, say?"

A: "Wheeeee!"

There are several levels of incongruity in this riddle. Snails don't speak, snails do not "ride" on turtles (or anything else), and snails do not have an appreciation of the difference between their rate of travel and the rate at which a turtle moves.

The requirement of incongruity for humor is relatively simple to meet. The criterion required for teasing is much more specific, which places teasing in a subordinate position to humor. As a subordinate category of humor it is not surprising that the functions of teasing, although not identical, are clearly related to those of humor. The areas which have been addressed in the teasing literature include (from the experimenter's review of the literature) the following: (a) childhood experience with being teased and its relationship to eating disorders in adulthood, (b) attribution errors made by teasees (as they relate to negative outcomes such as retaliatory escalation), (c) the use of teasing as a socializing force, (d) development and early use of teasing among children, and (e) studies of adults inability to properly use and/or respond to teasing and humor.

It is apparent, even from casual observation, that teasing is an important element in a person's social repertoire. It is a skill that appears very early in one's life, but which is exceptionally variable in its course of development. Some people engage in teasing at every opportunity presented, while others avoid teasing and/or are easily upset by it. One

reasonable explanation for these differences is that teasing is a complex social behavior with many opportunities to fail at becoming proficient. To fail at incorporating teasing into one's social skills may be evident either as a target or a teaser. The failure may be due to inadequate social training (e.g., poor parental role models, infrequent opportunities to interact with peers, etc.), and/or temperamental differences which interact with social experience.

Buck (1991) discusses differences in temperament (levels of spontaneous emotional expressiveness) and their relationship to social learning/social competence. The highly expressive child creates an enriched social atmosphere for herself or himself by being more engaging, interested in others, reactive to others, and receptive to a variety of emotional/social experiences. The less emotionally expressive child (perhaps more introverted) is less engaging, less responsive, and less receptive. Buck argues that "the sensitivity to, and the manipulation of, the feelings of others via emotionally expressive behavior is at the essence of social skills" (p. 90). Buck's conceptualization of the development and refinement of social skills has direct implications about the way in which people create their socialization experience, respond to social information in the environment, and develop as social beings. Of equal importance are the socializing agents (e.g., parents, teachers, older siblings) in a child's environment. Buck provides an example of two different responses to a child's emotional expression. In the first case the socializing agent, in response to an angry child throwing a block at her, offers, "You're angry. You must be frustrated. Everybody gets frustrated sometimes, but you shouldn't throw blocks at people" (p. 94). This exchange provides the child with a wealth of information. It teaches: it (the emotional experience with which the child is struggling) is called anger, frustration can cause it, everybody gets frustrated, and throwing blocks in response to it is unacceptable. In the second case the socializing agent, in response to the thrown block, says, "You're a bad girl!" and smacks the child. This exchange gives very

different information. It teaches that the subjective experience of anger means one is a bad person. No appropriate information about the emotion of anger, what causes it, or ways of managing it is offered. For an inexperienced person (e.g., a child with a total of two or three years of life experience), the latter experience is a petri dish for misinterpretation, faulty generalizations, and an impaired ability to understand, and use, emotion. Clearly, a child is very much at the mercy of her or his temperament, and the available socializing agent(s).

Buck (1991) also discusses a person's drive to understand what is going on around her or him, and have some control over it (effectance motivation). Teasing presents a challenge to a person's effectance motivation, and a particularly taxing one if that person is only marginally socially competent. This challenge is a result of the fact that much of conversation is ambiguous; consequently, communicators expend considerable effort attempting to disambiguate talk (Alberts, 1992). Teasing is a salient example of ambiguous communication. A typical tease contains a negative message presented with an incongruous facial expression, or other non-verbal, social cue. Pawluk (1989) outlined the rules of teasing. The teasee is presented with a message that is negative (e.g. irritating, insulting), but because of the context in which it is presented (a tease) it is necessary for the teasee to treat the message as inconsequential. This is a difficult thing for some people to do. This project attempts to discover/confirm some of the contributing factors in individual responses to teasing.

The existing literature demonstrates that teasing is a powerful interpersonal and social force. As previously mentioned, one focus of the research on teasing has been the effects of cruel teasing. A particularly striking example of the detrimental effects of cruel teasing is found in the literature dealing with eating disorders. Thompson, Fabian, Moulton, Dunn, and Altabe (1991) developed, and have completed validation of an instrument, the Physical Appearance Related Teasing Scale (PARTS), which was designed to measure

one's history of being teased about one's physical appearance (body size and other physical features) and subsequent dissatisfaction with physical appearance during adulthood. A history of being teased about body appearance was found to be positively correlated with current levels of body image dissatisfaction and also with eating disturbances in college-age women. The authors reported evidence for two scales related to physical appearance. Factor one consisted of 12 items related to body size/weight. They reported good internal consistency (coefficient alpha=.91) and test-retest validity of .86. Factor two consisted of six items testing aspects of physical appearance other than body size/weight (e.g., hair, teeth, style of clothing). This factor also had good internal consistency (alpha coefficient=.71) and test-retest validity of .87. The two scales were found to be correlated ($r=.24$). Subjects did not demonstrate statistically significant deviation from original scores upon retest. Studies done with PARTS indicate that the negative message the teasee receives does not necessarily fade with time. The teasing these women received as children stayed with them and influenced their adult eating behavior. Cash (1995) examined recollections of undergraduate women regarding appearance related teasing (most commonly reported were weight and facial features). Not surprisingly, he reported that the women who had had the most experience with this type of teasing also reported having the greatest level of dissatisfaction with their physical appearance. A confounding factor may be that those children who are likely to be teased are also the ones whose looks are likely to deviate from average. Although not specifically addressed in the literature, any deviation from the average looks of one's peers may cause a child to be tormented by teasing. Mooney, Creaser, and Blatchford (1991) note that there is nothing easier than to deride someone's face. In addition to using teasing to comment on a person's appearance, there is a body of literature specifically addressing teasing as a socializing force in early life.

Dunn and Munn (1985) studied one- to two-year-old children, and how these children learn to be part of their respective families. This included understanding feelings and intentions of family members, understanding of social rules, and emotional changes in the child in relation to enhanced social understanding within the family. They concluded that increases in the frequency and elaboration of teasing indicate that either the children's capacities or their motivation to tease change during the second year. It is apparent that children are being taught an important lesson about the way in which people communicate with one another. It is also clear that teasing plays a part in the socialization process.

Dunn and Munn (1986) found that by age two children show teasing behavior which demonstrates an understanding of what will upset a sibling. These young children have an understanding of the wishes and feelings of their siblings, and also an understanding of family rules prohibiting intentional provocation by teasing. An additional finding was that mothers who intervened in conflict (teasing) between a toddler and her or his older sibling by trying to explain why the teasing behavior should stop actually enhanced the likelihood that the teasing would occur again. These mothers tried to reason with their toddlers by talking about teasing, saying that teasing is not nice, and referring to how teasing affects the feelings of the other sibling rather than simply ordering the teasing to stop. This type of intervention (reasoning with the toddler) was associated with increased teasing in two-year-olds. The authors speculate that the mothers taught the children relatively mature interactional styles, and thus facilitated the ability to tease effectively (that is, to get the most response from the sibling). It may also be that spending time with the toddlers reasoning with them reinforces the behavior simply due to increased time spent in one-on-one interaction as a result of the behavior. These findings demonstrate that teasing is an important and powerful skill for children to develop. It can also be inferred that people, from a very young age, have a desire to impact the affectual state of others. It is curious that we take such delight in arousing, irritating, and harassing one another. It is

also interesting to note that this desire shows itself from a very early time in one's life. This suggests that learning to tease is a developmental milestone that we are propelled toward as naturally as learning to walk. Just as with any other skill, some people will learn it earlier, learn it better, and will learn to use it in more creative ways than the rest of the population. Some children will use teasing in a broader array of contexts, at a higher base rate, or in different ways than other children. If we can get an accurate history from people, we can gain some insight into this process of learning to tease, and learning how best to tease. This information could be useful in family therapy with families experiencing conflict between siblings, and assist in intervening in and altering family dynamics which are driven by teasing.

Mooney, Creeser, and Blatchford (1991) studied children's perceptions of and experience with teasing. They interviewed school age-children, and found that a majority of children (67% of seven-year-olds, and 66% of eleven-year-olds) were teased by their peers. These children reported that teasing related to appearance was the most common, and that the most common perceived reason for the teasing was to provoke (e.g., start a fight with) the target. Shapiro, Baumeister, and Kessler (1987) studied children's awareness of themselves as teasers and their value judgments about teasing. They found that children believe that teasing can be good at times. The most common reasons that teasing is good are that it can be funny, and/or can communicate a useful message to the teasee (target). The authors found that among children who identified themselves primarily as targets, 12% said teasing could be good. Among children who identified themselves as sometimes being teasers, 73% said teasing could be good. The authors point out that this may reflect a self-justifying bias, or may suggest that children who view teasing as potentially positive may tease more often than others. They speculate that by the time children reach the age of middle grade school they may be aware of the humorous and benign intentions sometimes associated with the behavior of teasing, whereas younger

children recognize only the negative aspects of teasing and see it as victimization. These conclusions fit with Dunn and Munn (1985) who demonstrated that two-year-olds use teasing for antagonistic purposes. The combined data further suggest a developmental sequence from (a) learning how to tease, (b) to how to use teasing socially, and (c) how to accept teasing from others. By grade school, children are able to recognize a positive/negative dimension to teasing. It is also interesting to note that by third grade there are already patterns emerging in whether a child is identified as a teaser or a teasee. This finding supports Buck's contention that by this time there are well-established personality factors in place which will determine one's response to teasing, and the ways in which one will be able to use teasing. It appears to be the case that for some people the process of learning to tease, teasing socially, and accepting teasing from others is limited or disrupted. The result may be that a fully developed ability to engage in and use teasing socially is never developed. Because some people do not learn to identify benign teasing correctly, they behave in socially inappropriate ways. Their peers try to correct their behavior through the use of benign teasing. This can be an unfortunate situation for all involved. A person could become very frustrated if she or he were being confronted often with teasing she or he perceived as hostile from her or his peers. And indeed, inappropriate responses to teasing can lead to hostile and even violent outcomes.

Dodge and Coie (1987) studied aggressive play in third through sixth grade boys. They found that misattribution of hostile intent by a peer who teases makes an aggressive reaction on the part of the recipient likely. This finding suggests that for some children (and more broadly, some people) an aggressive response to teasing may be encouraged by a tendency to feel that the intent of the teaser is hostile.

Feldman and Dodge (1987) demonstrated further that children who are unpopular, as compared to average and popular children, were more likely to make hostile attributions to teasers, and were likely to generate fewer competent and more aggressive responses to

the teasing. These findings suggest that some children (and by extension, some adults) are predisposed, for whatever reason (poor social training, dispositional differences, experience with being the target of cruel teasing, etc.) to attribute hostile intent to teasers where there may be none. This leads to exaggerated, and sometimes aggressive, responses to nonhostile interactions. By late grade school, some children are behaving in ways which do not fit into the average pattern for use of teasing in social situations. Their unique, and non-social pattern, may put them at risk for not handling themselves well in other social settings. They have failed to incorporate the rules of teasing, and are already having difficulty generating appropriate social responses with their peers. For a person who interprets teasing (and, by extension the teaser) as hostile, the experience of being teased is a negative one. As noted above, this is also the type of teasee who is likely to experience a physical exchange during the course of a teasing interaction. An adult with a teasing history of this type will certainly have different attitudes (and use patterns) regarding teasing (and people who engage in teasing) than someone with a more benign history. Another possible interpretation of the research findings of Feldman and Dodge (1987) is that aggressive children are more often than other children the targets of teasing and hostile teasing. In either case, teasing which is experienced as hostile, whether it is a correct interpretation or not, is likely to shape personality development in a direction which is different from those children who do not have have this experience. It would be a remarkable feat to achieve a high degree of social competence if the social world was experienced as hostile and punishing. For a child who did not find interactions with peers to be reinforcing it would be hard to gather enough information to make accurate assessments of the intent of people in the environment, or even to have a variety of response options available from which to choose one's response.

A model of social competence development outlined by Dodge and Coie (1987) consists of: (a) encoding of relevant cues, (b) accurate interpretation of these cues,

(c) assessment of competent behavioral responses to these cues, (d) evaluation of probable outcomes of the responses, and finally, (e) selection and enactment of a competent response. This sequence can be disrupted at any point. One possible scenario includes misinterpretation of friendly ribbing as hostile, where the teasee then sees no option but to retaliate against the perceived attacker. Such an attack by the teasee provides the teaser with new information to encode. The response was clearly hostile, but the intent, which was retaliation may go unidentified. The teaser may interpret the hostile act in turn as justification for retaliation. In a system where both parties are striving for justice, each act may be seen as upsetting the balance and warranting further retaliation. In individuals who are operating with an adequate set of skills for interpreting social interaction, non-hostile teasing should be encoded as such and the interaction should not spiral into an aggressive exchange.

The pattern of hostile responses to peers has also been examined by Sakheim, Vigdor, Gordon, and Helprin (1985) who looked at behavior patterns of juvenile firestarters in residential treatment. They found that adolescents who respond negatively to teasing by peers, who feel insulted by teasing, and who are unable to express their displeasure verbally, were the adolescents who were most likely to engage in destructive acts against others. Although this is a highly unique population, the study does offer provide some evidence that the ability to express one's displeasure verbally (perhaps in the form of teasing) appears to be an important factor in mitigating an emotional response.

The humor literature has additional information to offer in this area. Researchers have studied the cathartic effects of humor when anger and frustration are the primary emotions. Results of such studies have been mixed. Some researchers (Kuhlman, 1985; Prerost, 1976) have found that appreciation of humor with an aggressive content can reduce an experimentally induced state of hostility. Others (e.g., Berkowitz, 1970) have found no significant decrease in the hostile mood of experimentally angered subjects

following the presentation of humorous material. Further research has been done in an attempt to separate the cathartic component of humor from the larger phenomenon. Nonhostile humor (Baron & Ball, 1974), and sexual humor (Baron 1978; Prerost, 1976) were found to be effective in reducing experimentally induced anger. But, Prerost (1976) and Prerost and Brewer (1977) found nonhostile humor to be ineffectual. The contradictory findings (within the work of a few researchers) add further evidence that the nature of catharsis through humor is no simpler than the phenomenon of teasing itself. It appears that humor may or may not be useful in defusing angry or frustrating situations. Other unpleasant affective states have also been studied with humor as a potential emotional mitigator.

The use of humor in embarrassing situations has been studied in some detail. Metts and Cupach (1989) looked at strategies used by the embarrassed person and others to cope with the situation. They reviewed the most common strategies for coping with embarrassing situations as compiled by earlier researchers. These included apologies, accounts (descriptions of a social offense by the offender), avoidance (leaving the situation), and humor. The researchers found that the use of humor was most likely to occur in situations where the embarrassment occurred because of a mistake. They argue that humor allows an actor to make up for perceived social incompetence with an act of social competence (humor). They also point out that some people respond to embarrassment with aggression. This is most likely in situations where the cause of the embarrassment is another actor. The authors speculate that the aggression is an attempt to prevent the perpetrator from committing another potentially face-threatening act in the future. By sanctioning the other, the embarrassed person can feel she or he is restoring the social order and diminishing the embarrassment. But, as demonstrated in the work of Dodge & Coie (1987), Feldman & Dodge (1987), and Sakheim et al. (1985), aggression as a response to being teased or benignly harassed by another person is in violation of

social norms and effects one's social relations. Humor appears to be another social phenomenon which must be learned. It has its own set of strict rules to which one must adhere, or risk being spotted as socially incompetent.

Glenn (1989) studied humorous interactions, specifically laughter, in small groups. He found that laughter is a carefully regulated social phenomenon with its own rules (e.g., who laughs first). He reports in his findings that laughter patterns fall into two primary categories. First, one may give the first laugh at one's self in a two-person exchange. Second, in groups of more than two people one must wait for audience-type laughter. In a dyad the speaker acts both as performer and audience. This requires a rather large measure of social competence. In the second case (groups of more than two) the roles of performer and audience contain less overlap as the role of performer shifts from one person to another. If a person is socially incompetent, it will manifest itself in situations where joking and laughter are likely to occur. This is not to say that the socially incompetent person will not be otherwise distinct from others, but rather that their social deficits will be more readily apparent in situations where humor, joking, and laughing occur. As noted earlier, humor requires an appreciation of the incongruous. People who are socially incompetent (who have not properly learned the rules of teasing and humor) will have a much harder time recognizing the incongruous, and will have an equally hard time (if not harder) trying to utilize incongruity for the sake of humor with others. The rules of teasing seem simple compared to the rather complex system of rules and timing which are required for effective use of humor. For the person who was never able to master the teasing game, which has specific expectations (treat the negative message as inconsequential), humor in social and group settings must be an overwhelming experience.

The theme which recurs in the literature is that teasing will be an area in which social incompetence will be obvious. People are trained to use teasing early in life, and as we mature we are expected to incorporate it into our social repertoire. If we are not able to

learn the rules of social information processing to sort out the intent of those around us, if we are unable to respond appropriately in social settings which may involve embarrassment, and/or if we fail to learn the rules of laughter, then we stand out socially. Tragically, the ways in which others have been taught to correct a social faux pas (i.e., humor) will also be lost on us. When this sequence is considered it seems no surprise that, in the experimenter's opinion, there seem to be so many people who are anxious in groups, stand out as socially awkward, and who never seem to fit in with the social flow. Ideally, gaining an understanding of the dynamics driving a social behavior will be useful in refining counseling technologies for people struggling with related areas (e.g., social anxiety, juvenile aggression). A short clinical tool could be of great assistance to clinicians working in settings such as schools. Such a tool could be used to identify children who appear to be at risk for developing maladaptive social patterns. Additionally, the tool itself may assist by providing an entry into discussion of the issue of teasing with children, and introducing a vocabulary of teasing related concepts to make expression of this sometimes painful experience easier.

From the perspective of the experimenter the literature supports several basic themes regarding teasing. Children develop a sense of teasing in their second year of life. There are inherent differences in emotional expressiveness which shape a child's social experience. Unpopular children are more likely to attribute hostile intent to teasers than other children. Violations in the unspoken rules of teasing can spiral into aggression (and may cause a child/person to "opt out" of social situations). Cruel teasing during childhood can affect adult behavior; and situations in which teasing and humor occur accentuate the social adeptness (or lack thereof) of a person. If the research findings are taken together, one should be able to make some reasonable hypotheses regarding the dimensions and attitudes toward teasing. It would be reasonable to predict that teasing would be a multidimensional phenomenon.

The goal of this project was to explore the possible ways in which teasing is used, and configure this information into a format which would be clinically useful. In order to achieve this goal the experimenter and her advisor began an effort to encompass as much of the phenomenon of teasing as possible. This was accomplished by attempts to define as many of the ways in which teasing is used as could be thought. In discussing the possible social functions which teasing may serve the experimenter and her advisor concluded that there seemed to be about four basic ways in which teasing is used. First, a “spacing/distancing” function seems to be served with teasing. People can use a tease to increase or decrease emotional space. It seems that teasing can be used to decrease emotional space by expressing affection, crossing social barriers (e.g., teasing one’s boss, one’s girl/boyfriend’s parents), disguising a sexual advance as a tease, and providing a well-structured context in which to initiate conversation. A superficial tease may serve the same purpose as a comment on the weather. The social rules governing our behavior with people we have just met preclude our becoming emotionally intimate. Teasing may be a way in which people approach emotional intimacy without violating social mores.

Second, teasing may be a kind of “intellectual sparring” which involves quick exchanges in which each party is making an assessment of the other’s wit and teasing skill. An exchange in which both parties are exchanging teases provides an opportunity for each to size up the other. Information gained from teasing exchanges may assist people in drawing conclusions about whether the other person is an emotional and social match. It may give information about the other person’s interpersonal style, such as whether s/he is a person whose feelings are easily hurt, is likely to hurt one’s feelings, and if the person would make a comfortable companion.

Conversely, social space may be increased using teasing especially if the teasing is perceived to be hostile in nature. A person who is uncomfortable with intimacy could use teasing to keep other people at a distance by not allowing a sincere exchange. It was

thought that some people would find the experience of teasing so unnerving that they would avoid it when possible, and when avoidance failed would have a difficult time accepting a tease. A difficult time might include hurt feelings, anger, or confusion over the intent or meaning of the tease. To experience teasing as disconfirming was thought perhaps to be related to a person's "skill level" regarding teasing. It was speculated that some people would report an awareness of low skill level in themselves, or would report that they are uneasy when confronted with teasing and can't identify why other than it has something to do with the teasing. The level of skill one demonstrates in the area of teasing was considered to be a major factor in determining how one uses and perceives teasing.

Fourth and finally, the use of teasing as a means of "testing or altering the emotional climate" was considered. This application of teasing seemed reasonable from the observation that people sometimes exhibit "nervous laughter." If people giggle because of anxiety or nervousness, then it seems likely that some people will make use of this tendency by offering potentially humorous material (such as teasing) in times of heightened anxiety. To use teasing to decrease tension could also serve as a means of ego enhancement if a person took advantage of others' tendency to laugh easily when nervous. A person might make others in a tense situation laugh, ease tensions, and make others feel more comfortable. This use of teasing also relates to the observation that teasing is likely to be interpreted differently by people depending on their mood. A tease which ordinarily may be considered funny may hurt a person's feelings or make her/him angry if it occurred during a time when s/he was not receptive to teasing (e.g., had just had a fight with her/his spouse, had a stressful commute, etc.). From these basic ideas the experimenter and her major advisor created 58 categories from which the original pool of 253 items were generated. The development of the categories and original items occurred by expansion of each idea in as many directions as seemed reasonable. For example, the idea that some

people may use teasing as a means of ego enhancement was expanded into such categories as flirting, a person trying to be entertaining at a party, a person attempting to be a peacemaker using teasing, and other categories centering around the person attempting to enhance her/his feelings of self worth using teasing. Each of the categories were used to generate items by thinking of statements from as many as possible of the perspectives of the teaser, target, an individual, and a group, in the past and present. Additionally, items were created so that approximately half were phrased in a negative direction (“I don’t like it when...”) and half were phrased in a positive direction (“It’s great fun when...”). After the items were generated, the task was to speculate about how subjects would respond to the items.

Given the apparent level of complexity of teasing at least two broad factors would be expected from a factor analysis. First, a general like/dislike of teasing factor should emerge. People generally do not like what they do not understand, so those who are not successful in this area should report not liking teasing. Conversely, those who are successful at teasing should report liking it. Second, an aggression factor should be found. There is a significant amount of literature regarding cruel teasing. It seems very likely that there are people who use teasing in that fashion intentionally. The first portion of this study was an attempt to “tease” apart the primary components or factors of the phenomenon of teasing.

Experiment 1

Method

Subjects: Eight hundred and fourteen subjects completed the initial teasing inventory (mean age= 22.4, s.d.=3.2 years, female=58%, male=42%). Most subjects were college students from a Midwestern university (n=694, 87%). Of the college students, 92% were from psychology courses (n=662, 92%), and other student subjects were friends of already

recruited subjects (n=32, 8%). Psychology students received course credit for their participation (one point per hour of participation). The remaining subjects were volunteers from the community (n=130, 13%).

Materials. The initial inventory was created with the intent of capturing as much of the phenomenon of teasing as possible. In order to achieve this goal, teasing was considered from the perspectives of the teaser, the teasee, a member of an audience observing teasing, and an abstract/judgmental perspectives. In total, 58 categories were developed. These categories were the result of several discussions between the experimenter and her advisor regarding teasing, its likely uses and effects, and their recollections regarding teasing. In discussing the concept of teasing several immediate divisions were made between teasing target vs. teaser, and friendly tease vs. hostile tease. More discrete categories were developed from the initial larger divisions. Each perspective or category was then subdivided into cognitive and affective states for item generation. For example, a teaser was considered as an angry (retaliatory) agent, a person trying to get to know a stranger better, a clown at a party, a sad person trying to cheer her/himself up, etc. (see Appendix A1 for teasing categories and items in each category). During item generation, there was an attempt to minimize the effect of response bias by phrasing approximately half of the items in a positive direction, and half in a negative direction. This meant using phrases such as "I usually..." or "I enjoy..." approximately half the time, and using "I avoid..." and "I don't like..." half the time. Some of the items were worded so the subject was required to respond from the perspective of the teased party, others required taking the perspective of the teaser or the audience. The initial item pool consisted 253 items (see appendix A2).

Four items were chosen randomly to recur at the end of the inventory as a consistency check of the initial sample of subjects. It was believed that these measures would help keep the subject's attention on the task, and allow the experimenter to test for random

answering. The four repeated items served as a check against inconsistent answering by subjects. It was decided that if the summed deviations of the four repeated answers varied by more than ten points from the initial answer given (using the 1-5 Likert Scale), the data from that subject would be considered unreliable. The amount by which each subject's answers was decided upon by an arbitrary means. As it happened, no subject's data had to be omitted from the study.

Design and Procedure: Subjects were recruited by the experimenter from psychology classes. Each class was told that the area of interest was teasing, that participation would involve completing an inventory, and that the time commitment would be from 40 to 90 minutes. Each subject indicated her/his interest by writing her/his name on a sign-up sheet which was circulated. Each sign-up sheet was for a particular date and time and had "pull-off reminder tabs" at the bottom to remind the subject of the time and place of the study.

Prior to completing the inventory all subjects were briefed regarding the overall purpose of the study. They signed consent forms, and were given the experimenter's phone number in case any questions arose later. Many of the student subjects earned psychology course points for their participation in the study. Subjects eligible for such points were given a slip of paper verifying their participation (e.g., name, date, amount of time spent as a subject), and signed by the experimenter. Subjects were treated in accordance with the "Ethical Principles of Psychologists" (American Psychological Association, 1981). Subjects completed the initial inventory in groups of one to 37. When the inventory was administered in groups, subjects were instructed to sit as far apart as the physical space would allow. Standard computer scoring sheets were used by each subject to record her/his data. Subjects were given usual and customary instructions related to the use of computer scoring forms (e.g., use #2 pencil, fill in circles completely, choose only one response to each item, etc.). Additionally, instructions related to the

teasing inventory itself were developed. Each group was read the instructions included at the beginning of the inventory (see Appendix A2), and offered an explanation of the 1-5 Likert rating scale (1=Strongly Agree to 5=Strongly Disagree) which was printed at the top of each page of the inventory.

Most of the subjects' data were able to be scanned into the mainframe computer at Oklahoma State University (OSU). There were 53 subjects whose data sheets were not readable by the computer (the subjects had used ink, had not erased an error completely, had filled out the wrong side of one of the answer sheets, or had made marks on the sheets which made them unreadable by the computer). Those data sheets which were not able to be machine-scored were entered by hand into the experimenter's personal computer using the same data format, and transferred to the data set on the mainframe to be analyzed with the rest of the data.

The data collected during this phase of the project were used to conduct a factor analysis. The Statistical Analysis System (SAS) program was used to conduct a principle components analysis, followed by varimax rotation of the major factors (minimum eigenvalue=1, and as determined by amount of variance accounted for by each factor). The rotation allowed for further consideration by maximizing independence of factors, and minimizing the item overlap within a factor in the final solution. Items within each of the factors resulting from the varimax rotation were assessed for inclusion in the final teasing inventory. Planned inclusion criteria were: (a) maximal loading on the target factor (.3 or better) and (b) minimal loading on other factors (.2 or less, or a .2 difference between the loading on the target and non-target factors). The exclusion criterion to eliminate items with little variability was 90% or more of responses occurring to consecutive response options (e.g., 1 and 2, 2 and 3, etc.). This criterion would be met if most subjects responded to a particular item in the same way. Items which met this criterion were rejected due to low variability among potentially different types of subjects.

Results

The factor analysis of the 253 items provided evidence for four factors (with a minimum eigenvalue default of 1.0), accounting for 67.21 percent of the variance. The first factor accounted for 31.17 percent of the variance, the second accounted for 20.26 of the variance, the third accounted for 10.99 percent , and the fourth another 4.79 percent of the variance. In order to generate a fifth factor it was necessary to set the minimum eigenvalue at 0.7). However, the fifth factor accounted for only another 3.4 percent of the variance and was not considered further. See Tables 1a-1d for the factors and factor loadings for the 60 items selected for inclusion in the final inventory.

Final inclusion criteria varied slightly from the planned criteria due to factors one and two having a high percentage of items which loaded at a .3 or above level. A factor loading of .5 or higher was eventually required for an item to be considered for inclusion in the factors one or two set of items. Similarly, factor three's requirement for inclusion was increased to .4 or above. Only factor four retained the original inclusion criterion level of .3 or above. The differential loading criterion remained unchanged. The original exclusion criterion was retained when considering items for each of the factors. The final items were chosen following a procedure of (a) assigning each item its best factor "fit", (b) rank ordering all items for each factor, (c) rejecting items which met the exclusion

Table 1a

Items and Factor loadings for Factor 1 Items: Enjoyment of Teasing

Item	<u>Factor loadings</u>			
	Factor 1	Factor 2	Factor 3	Factor 4
4	0.526	-0.166	0.042	0.083
7	0.563	-0.048	-0.047	0.122
8	0.587	-0.388	0.017	-0.040
13	0.511	-0.005	-0.052	0.130
15	0.534	-0.136	0.017	0.012
19	0.597	-0.033	0.076	0.050
21	0.525	-0.017	-0.052	0.052
22	0.560	-0.161	0.010	0.023
23	0.554	-0.037	0.035	0.035
25	0.513	-0.151	0.157	-0.003
30	0.513	0.001	0.072	0.077
31	0.657	-0.054	-0.082	-0.012
44	0.621	-0.186	0.024	0.057
54	0.569	0.067	-0.024	-0.012

Total Variance Accounted for: 31.17% Factor 1

Table 1b

Items and Factor loadings for Factor 2 Items: Negative Emotional Reaction to Teasing

Item	<u>Factor loadings</u>			
	Factor 1	Factor 2	Factor 3	Factor 4
2	-0.192	0.612	0.065	0.015
6	-0.044	0.587	0.028	0.040
17	-0.235	0.693	-0.009	0.077
18	-0.016	0.587	0.038	0.027
26	-0.213	0.579	0.037	0.059
35	-0.068	0.622	-0.004	0.112
42	-0.168	0.651	-0.035	0.069
43	-0.060	0.604	0.013	0.050
45	-0.111	0.575	0.047	-0.014
46	0.035	0.634	-0.058	-0.111
47	-0.033	0.572	-0.008	0.107
48	-0.150	0.667	-0.008	0.107
49	-0.177	0.627	-0.041	0.106
51	-0.320	0.597	0.068	0.075
60	-0.251	0.621	-0.037	0.070

Total Variance Accounted for: 20.26 % Factor 2

Table 1c

Items and Factor loadings for Factor 3 Items: Negative Evaluation of Teasing

Item	<u>Factor loadings</u>			
	Factor 1	Factor 2	Factor 3	Factor 4
1	-0.026	0.148	0.404	-0.074
5	-0.153	0.066	0.392	0.003
12	0.083	-0.078	0.315	-0.124
14	0.018	0.092	0.519	-0.010
16	0.019	0.038	0.475	-0.019
20	-0.033	0.019	0.481	-0.026
24	-0.063	-0.031	0.502	0.069
29	0.045	0.106	0.469	0.170
33	-0.157	0.048	0.494	-0.139
37	-0.017	0.016	0.481	-0.040
39	0.042	0.062	0.480	0.114
40	0.162	0.077	0.409	0.032
53	0.023	0.023	0.431	0.170
55	0.119	0.007	0.547	-0.119
58	-0.031	-0.064	0.439	0.024

Total Variance Accounted for: 10.99 % Factor 3

Table 1d

Items and Factor loadings for Factor 4 Items: Aggression/Passive Aggression

Item	<u>Factor loadings</u>			
	Factor 1	Factor 2	Factor 3	Factor 4
3	0.155	0.068	0.168	0.350
9	0.294	-0.023	0.010	0.492
10	0.180	0.068	-0.103	0.392
11	0.197	0.060	0.010	0.393
27	-0.133	0.161	0.003	0.333
28	0.155	0.137	0.120	0.375
32	0.156	0.159	0.127	0.328
34	0.169	-0.042	-0.123	0.316
36	-0.210	0.155	-0.001	-0.361
38	0.390	0.030	-0.104	0.541
41	0.101	0.032	-0.028	0.308
50	0.269	0.155	-0.122	0.427
52	0.228	0.072	0.129	0.438
56	0.128	-0.020	-0.005	0.380
57	-0.127	0.124	0.044	-0.339

Total Variance Accounted for: 4.79 % Factor 4

criterion, and finally (d) accepting the best fifteen items per factor. It was not known how many items would be accepted per factor. Fifteen was used as the final number because each factor had that many items which fit the criteria, and it made the overall size of the inventory manageable and convenient. The sixty items which were retained (15 items per each of the 4 factors) comprise the instrument referred to as “teasing inventory” from this point on. The four factors which were supported by the factor and item analyses are described briefly below.

As predicted, the first factor seemed to be related to “enjoyment of teasing.” An added dimension appeared to be the use of teasing to assist in establishing and evaluating social relationships. Typical items were: “Teasing is a good way to get to know another person” and “I can tell how much people like me by how they respond to my teasing” (see Appendix B).

Factor two seemed to be related to a “negative emotional response” to teasing. These negative responses included anger, hurt feelings, somatic complaints (feeling “sick”), and fear that one is no longer liked by the teaser. Typical items included: “If people really cared about me they wouldn’t tease me” and “Sometimes I get so upset when I’m being teased, that I just feel sick” (see Appendix C).

Factor three seemed to be related to a more judgmental, and “negative evaluation” of teasing. The scale items (e.g., “it’s disgusting how some people never stop teasing” and “when people joke all the time, it’s hard to know how they really feel about things”) suggest a person who may not understand the social complexities of teasing. A person endorsing scale three items is likely responding to the incongruity and the negative message inherent in teasing in a disapproving, reactive, and somewhat distanced or abstract fashion (see Appendix D).

Also, as predicted, factor four items relate to the (“aggressive”) use of teasing as a tool for social control, but also in a self-indulgent “I like teasing, and I don’t care about its emotional impact on other people” sort of a way. Whereas factor one items were consistent with a light-hearted approach to social correction, factor four views teasing as a hammer to use socially. The person who endorses factor four items is likely to be rather indifferent to the feelings of the person being teased, and may take a vicious kind of a glee in the emotional leverage which can be gained using teasing. Typical items include “sometimes I express my anger at someone by teasing them” and “sometimes I kid people

pretty hard just to see what they'll do." This cluster of items is aggressive in content, and might be considered a "bully" factor (see Appendix E).

Discussion

The four factors, taken together, offer a varied picture of teasing. It was predicted that at least two broad factors (1-like/dislike, 2-aggression) would be supported by the factor analysis. It should not be surprising that the teasing phenomenon would not be so easily distilled. Factor one (enjoyment of teasing) has elements of the "like/dislike" factor which was projected, from a general enjoyment of teasing perspective. This factor also suggests a recognition that teasing is a useful means of communication. Teasing can provide a means of accelerating the development of a social relationship, and for checking (indirectly, through teasing) the status of an existing relationship.

Factor two (negative emotional reaction) also has elements of like/dislike, in that it is a strong dislike reaction. However, factor two also has a dimension of visceral involvement. The negative reaction to teasing goes beyond simply preferring to avoid teasing in social relationships. A person endorsing factor two items is, in essence, saying that teasing shakes them up to the point that they have to flee (fight or flight) from the interaction (e.g., "I leave when people start to tease me"). Factors one and two are not simply polar extremes although one is liking and the other is disliking teasing. These factors were found not to be correlated at a significant level (see Table 2 for Pearson product-moment correlation matrix of the four factors). Factors one and two are capturing distinct elements of subjects' experience of teasing.

Table 2

Pearson product-moment correlations of the four Teasing Inventory factors generated from the original subject sample

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	--	-0.24	-0.17	0.64***
Factor 2		--	0.26	-0.19
Factor 3			--	-0.05
Factor 4				--

Factor 1: Enjoyment of Teasing

Factor 2: Negative Emotional Reaction

Factor 3: Negative Evaluation

Factor 4: Aggressive/Passive Aggressive

Factor three (negative evaluation) also touches on the like/dislike dimension, especially with a judgmental disapproval, but adds some evidence of not liking teasing because of a lack of sophistication regarding it (e.g., it's hard to know someone if you can't tell when they're serious"). A person endorsing factor three items may engage in teasing, but probably not often, and certainly not smoothly. Again, this factor is measuring something distinct from what factors one and two are measuring. Even though this factor is a negative reaction to teasing it was found not to be correlated at a significant level with either factor one (enjoyment of teasing) or factor two (negative emotional reaction).

Factor four (aggression) involves an appreciation of teasing, but from a different social perspective. It's not the teasing that is enjoyed so much as the possible end results, such

as shaking up a person, putting someone in her/his place, or using it as a socially acceptable way to be cruel to someone. It is the power of teasing that is enjoyed, in a hedonistic fashion. This factor was found to be correlated significantly with factor one, indicating an area of common ground between these two factors. It was not significantly correlated with either of the other two factors.

Aggression was the second hypothesized factor. Factor one (enjoyment of teasing) seemed to have very little aggressive content. A few of the items even suggest an alternative interpretation to aggression (e.g., “when people tease me about being clumsy, it means they accept me” and “when I can get people to tease me, it shows they’re interested in me”). It may be that although some people see teasing as a form of hostile exchange, others view it as a positive interaction or even as a way of avoiding a hostile/aggressive exchange. Because factors one and four are significantly related, factor four is considered next. Factor four is the closest match to an “aggression” factor that was discovered. This factor has to do with meeting one’s own needs through teasing, whatever those needs might be (e.g., expression of anger, reduction of anxiety, testing of social limits, etc.) in addition to enjoying the act of teasing to the point of being insensitive to the emotional state of the other person. It is in the unique mix of aggression and enjoyment of teasing that one can see the greatest distinction between factors one and four. Factor one combines aggression and enjoyment of teasing to offer an interpretation which mitigates a potentially hostile interpretation of an exchange. Factor four recognizes a hostile exchange, relishes it, and may even use teasing as a catalyst or means of keeping the exchange going.

Factor two may be related to aggression in a “negative experience with” teasing fashion. It is reasonable to hypothesize that people endorsing scale two items have had negative experiences with teasing, have opted out of situations in which teasing occurs. It

is also likely that escalatory interactions would not be surprising if one attempted to engage such a person in teasing, especially if she or he felt cornered in the interaction.

Factor three seems to have very little to do with aggression. This is a factor which attempts an evaluative look at teasing, and finds it (teasing) to be potentially harmful, and not worth the bother of using as a form of interaction. People who endorse factor three items are likely to be rather introverted, fact-oriented, socially uneasy, and unlikely to be perceived as kidders.

The factor analysis yielded four meaningful factors. These factors, taken together represent a broad perspective on the phenomenon of teasing. The factors are:

1. Enjoyment of teasing (“I love teasing!”)
2. Negative emotional response (“Stop it, I hate teasing, I’m leaving!”)
3. Negative evaluation (“That’s not nice, one shouldn’t tease others.”)
4. Aggression (“I was just teasing, cry baby!”)

The items in the initial pool were written to encompass a broad range of experiences with and attitudes toward teasing. The factor analysis provided evidence that people do experience teasing in both positive and negative ways, and that they tend to group their attitudes toward teasing in ways which are consistent with the initial hypothesized factors (a general “like/dislike” factor, and an “aggression” factor). There are elements of the factors which were not predicted, and which add strength to the overall notion (supported by the existing research), that teasing is a highly complex social behavior.

Experiment 2

The first part of the current project involved the development and analysis of the initial pool of items related to teasing. A factor analysis (combined with information from an item analysis) suggested four factors associated with teasing. The second part of the current project was intended to serve two broad purposes. First, to examine the relationships among several of the areas reviewed earlier in this work: (a) history with

cruel teasing, (b) personality styles (including emotional expressiveness or introversion/extroversion), (c) attitudes toward teasing, and (d) interpersonal behavior related to teasing. The second, and related, purpose of the latter phase of the project was to provide some preliminary validation, by comparing the inventory to other measures, and perhaps suggest research directions for further refinement of the teasing inventory.

Method

Subjects: Sixty eight subjects (mean age=26.7, s.d.=4.6, male, n=43, 63%, female, n=25, 37%) completed this portion of the study. Most subjects were recruited from a Midwestern college (n=51, 77%), the remaining were community volunteers (n=17, 23%). Five of the subjects were enrolled in psychology courses at the time of the study, and received course credit for their participation. Subjects who were not enrolled in psychology classes received no compensation for their participation. All subjects were briefed regarding the overall purpose of the study. They signed consent forms, and were given the experimenter's phone number in case any questions arose later. Subjects were offered a brief interpretation of their personality inventory (only six subjects were interested in this feedback: students; 4 females, 2 males). Referrals to local counselors were made available for subjects concerned about their personality factor feedback, or wishing to initiate counseling (no subjects requested this service). Subjects were treated in accordance with the "Ethical Principles of Psychologists" (American Psychological Association, 1981).

Materials: The final (60-item) version of the teasing inventory, the Physical Appearance Related Teasing Scale (PARTS), and the 16 PF were administered to all subjects. The PARTS, as described earlier, is an instrument designed to measure a subject's experience with teasing related to her/his physical appearance. It consists of two scales (body size/weight [W/ST], and non-body size/weight [GAT]). The internal consistency (coefficient alpha) and test-retest reliability for W/ST were reported as .91 and

.86. The internal consistency and test-retest reliability for GAT were reported as .71 and .87.

The 16 PF (Cattell, 1970) is an objective personality inventory with 16 personality dimensions. It measures such aspects of personality as "Affected by Feelings" vs. "Emotionally Stable" and "Trusting" vs. "Suspicious." This inventory was chosen because it has been well researched, has good internal consistency and test-retest reliability, and is a well-accepted objective personality measure. Test Critiques, Volume IV (1985) provided a review of the 16PF. The internal consistency (validity coefficient) was reported as at least .70 magnitude. The test-retest reliability was reported as having only sporadic instances in which a scale fell below a .70 magnitude.

A peer nomination form was used to gather data from some of the subjects. It asked them to nominate peers in categories created by the experimenter. The form was a computer generated sheet with the identified nomination categories and room to write up to three names (see Appendix F).

Design and procedure. Based on the knowledge that social situations involving teasing and humor accentuate social adeptness, or the lack thereof, data were gathered using a peer nomination sheet (Appendix F). The nomination form asked subjects to nominate peers in categories defined by the researcher. It was hoped that gathering peer-based information regarding teasing behavior would provide information regarding our hypothesis that history with, attitudes toward, and comfort with teasing would be evident to people with whom one has a great deal of social contact. It was expected that a person's peers would be able identify certain characteristics related to teasing. Areas of interest were those which would aid in the understanding of the relationships among:

- (a) reaction to teasing, teasing skill level, and frequency of being teased (and teasing), and
- (b) attitudes toward/history with teasing.

Subjects were asked to nominate their peers who:

1. Get teased the most.
2. Get teased the least.
3. Are the best teasers.
4. Are the worst teasers.
5. Have the most negative reaction to teasing.
6. Have the least negative reaction to being teased.
7. Use teasing as a primary form of interaction
8. Never use teasing as their primary form of interaction.

Subjects (n=45) who completed the peer nomination form were all members of Greek Fraternity/Sorority Houses who had lived in the House for at least one year. Subjects were asked to restrict their nominations to members of their respective Houses, but not to the people in the room during data collection.

The aspect of personality style as it relates to teasing use and attitudes was examined using the 16 Personality Factor (16 PF; Cattell, 1970) inventory and the Physical Appearance Related Teasing Scale (PARTS; Thompson et al., 1991). It was hypothesized that the item clusters (factors) suggested by the factor analysis would elicit similar, or predictable, response patterns from subjects as other instruments thought to measure similar aspects of the social experience. If factor scores are predictable based on responses to the other inventories it will provide some evidence for concurrent as well as construct validity of the teasing inventory. Although the teasing inventory was not designed to measure exactly what other instruments measure, it was believed that it would feature in common with them.

The PARTS is an instrument which offers information regarding a person's experience with a particularly powerful (and generally cruel) type of teasing. The 16 Personality Factor (16 PF; Cattell, 1970), was used because it offers an array of polar dimensions

related to personality style (including introversion/extroversion), and is a well-tested and normed instrument. According to the Institute for Personality and Ability Testing (IPAT, 1986) the 16 PF has an average short-interval test-retest reliability of .80 (two-week interval), and an average long-interval reliability of .52 (two month to eight year intervals) for form A, which is the form which was used in the current project.

The final version of the teasing inventory was administered to subjects with a brief review of the scale to be used in responding to items. The Likert Scale was reversed (1=Strongly Disagree to 5=Strongly Agree) to facilitate comparisons among the instruments by having subjects respond in the same direction as they did when completing the PARTS. The PARTS and the 16 PF were administered to subjects according to standard instructions accompanying the instruments. To remind the reader, the peer nomination form was completed in groups of fraternity/sorority house members. House members were instructed to focus on their own house, but were not required to limit their nominations to those present in the room during the time of administration. Subjects were instructed to answer without spending too much time on any one item. Each subject received a stapled packet of instruments, and two consent forms. Subjects were instructed to remove the consent forms (sign and return one, keep one). Inventories were organized with the PARTS on top, teasing inventory second, and 16 PF last. Subjects completing the peer nomination form were given packets with that form as the final form in the set. Data were collected in individual and group settings (groups of one to sixteen). As with other instruments, when groups were used, subjects were instructed to sit as far apart as the physical space would allow.

The 16 PF and PARTS were scored in accordance with their respective standards. The peer nomination sheet was scored by frequency of nomination for each subject in each category. Pearson product-moment correlations and multiple regression analysis were utilized to provide information regarding interrelationships.

Results

1. PARTS.

a. Pearson product-moment correlation. A Pearson product-moment correlation matrix of the teasing inventory and the PARTS was generated to assess the level of intercorrelation between each of the teasing factors and the PARTS inventory. Two of the teasing inventory's factors (enjoyment of teasing and aggression) were found to be significantly correlated (both at $r=.31$, $p<.02$) with the PARTS factor which was designed to measure history with teasing related to aspects of physical appearance other than body size (e.g., teeth, hair, and style of dress). The positive correlations (see Table 3) would suggest that people who have a history with teasing related to non-body size aspects of physical appearance endorse items related to both a general enjoyment of teasing, and aggression. This suggests that a person who has a history with being teased related to aspects of their appearance such as style of dress, hair, and teeth reports an enjoyment of teasing and an appreciation of teasing as a form of aggression. Also of interest is that people with a history of teasing related to body size or weight did not endorse teasing factor items in a way which was correlated with that factor.

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Table 3

Pearson product-moment correlations between teasing factors 1-4 and PARTS scales 1 and 2

	PARTS F1	PARTS F2	TEAS F1	TEAS F2	TEAS F3	TEAS F4
PARTS F1	--	0.52***	0.02	-0.04	-0.07	-0.10
PARTS F2		--	0.31*	-0.20	0.40	0.31*
TEAS F1			--	-0.39***	-0.19	0.74***
TEAS F2				--	0.36**	-0.22
TEAS F3					--	-0.03
TEAS F4						--

* $p < .02$. ** $p < .01$. *** $p < .001$

PARTS F1: Body size/weight teasing

TEAS F2: Negative Emotional Reaction

PARTS F2: General Appearance teasing

TEAS F3: Negative Evaluation

TEAS F1: Enjoyment of teasing

TEAS F4: Aggressive/Passive Aggressive

b. Multiple Regression Analysis. The relationship between the PARTS and the teasing inventory was supported by multiple regression analysis. The reader is referred to Tables 4 (regression statistics) and 5 (regression correlation coefficients).

Table 4

Multiple Regression Statistics: Teasing Factors and PARTS

Factor	Multiple R	R Square	Adjusted R Square	Standard Error
1	.291	.083	.052	.904
2	.213	.042	.023	.910
3	.158	.033	.001	.618
4	.276	.083	.049	.521

PARTS F1: Body size/weight teasing

TEAS F2: Negative Emotional Reaction

PARTS F2: General Appearance teasing

TEAS F3: Negative Evaluation

TEAS F1: Enjoyment of teasing

TEAS F4: Aggressive/Passive

Table 5

Multiple Regression correlation coefficients: Teasing Factors and PARTS

Teasing Factors	PARTS Factors	
	Factor 1	Factor 2
1	.11	.28*
2	.06	.16
3	.16	-.05
4	.10	.16*

* $p < .05$

PARTS F1: Body size/weight teasing

TEAS F2: Negative Emotional Reaction

PARTS F2: General Appearance teasing

TEAS F3: Negative Evaluation

TEAS F1: Enjoyment of teasing

TEAS F4: Aggressive/Passive

Having a history with the above-referenced type of teasing (appearance-related) has an effect on one's liking of teasing. A history of being teased about one's appearance may "toughen up" some people to the point of developing not only an ability to disregard those negative messages, but also to enjoy teasing. However, the process of "toughening up" is not accomplished without other effects. Factors one and four are significantly correlated, so the same people who endorse factor one items also endorse factor four items (aggression). This finding suggests that, at least for some people, an appreciation of teasing includes an appreciation of the aggressive element of teasing which can be drawn upon.

2.16 PF.

a. Pearson product-moment correlation. A number of the 16 PF factors were found to be significantly correlated with one or more of the teasing inventory factors (see Table 5). Because of the large number of correlations being assessed, and the chance of one or more of the correlations appearing to be statistically significant by chance alone, two levels of comparison will be discussed. Correlations which meet the criterion of significance at a $p < .01$ level will be considered. The reader is cautioned that because of the large number of correlations, the risk of a false positive is increased. A correlation may appear significant because of random variance. In order to control for significant correlations occurring by chance alone, each factor was compared to a more stringent significance level by dividing the $p < .05$ error rate by sixteen (for the sixteen factors to which each factor was compared). This procedure serves to hold each factor at an overall error rate of $p < .05$ by testing each correlation against a $p < .003$ significance level. The cost of considering the correlations from a more conservative perspective is that correlations which are statistically meaningful will be omitted from consideration. For factors one, two and three the correlations meeting the $p < .003$ criterion will be considered first, with a discussion of the less stringent $p < .01$ level to follow. Factor four's information will be presented together because all of the correlations support the same pattern so closely. The reader's attention is also directed to Tables 6 and 7 which display the intercorrelations of the teasing inventory from the second sample of subjects, and the correlations between the teasing inventory factors and the 16 PF dimensions.

Table 6

Pearson product-moment correlations between teasing factors-second experiment

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	--	-0.39**	-.019	0.74***
Factor 2		--	0.36**	-0.22
Factor 3			--	-0.03
Factor 4				--

* $p < .02$ ** $p < .01$ *** $p < .001$

Factor 1: Enjoyment of Teasing

Factor 3: Negative Evaluation

Factor 2: Negative Emotional Reaction Factor 4: Aggression/Passive Aggression

Factor one (enjoyment of teasing) correlated at a significant level ($p < .003$) with six of the sixteen factors. Of these significant correlations three were in the positive direction, and three were in the negative direction. The relationships which are suggested seem to fall into two categories, suggesting two distinct groups of people represented within the one factor and numerous significant correlations.

The first group of people might be characterized by their level of social awareness in a “networking, strictly business” fashion. These are people who are socially vigilant, and probably opportunistic, in their approach to others. The use of teasing is toward a specific goal or purpose. Teasing is enjoyed for its value as a tool to move toward a goal. The personality factor characterized by not being easily shaken up emotionally (Affected by Feelings vs. Emotionally Stable) was found to be significantly correlated ($r = .49$) in a

Table 7

Correlation Matrix between Teasing Inventory Factors and 16 PF Scales

	Teasing Factor 1	Teasing Factor 2	Teasing Factor 3	Teasing Factor 4	16 PF Factor A	16PF Factor B	16PF Factor C	16PF Factor E	16PF Factor F	16PF Factor G	16PF Factor H	16PF Factor I	16PF Factor L	16PF Factor M	16PF Factor N	16PF Factor O	16PF Factor Q1	16PF Factor Q2	16PF Factor Q3	16PF Factor Q4	
Teasing Factor 1	1.00																				
Teasing Factor 2	-0.39	1.00																			
Teasing Factor 3	-0.19	0.36	1.00																		
Teasing Factor 4	0.74	-0.22	-0.03	1.00																	
16 PF Factor A	0.18	0.20	-0.05	0.18	1.00																
16 PF Factor B	-0.27	0.30	0.13	-0.28	0.10	1.00															
16 PF Factor C	0.47 ***	-0.12	-0.03	0.33 **	0.14	-0.45	1.00														
16 PF Factor E	-0.64 ***	0.48 ***	0.03	-0.44 ***	0.30	0.20	-0.26	1.00													
16 PF Factor F	-0.36 **	0.44 ***	-0.11	-0.19	0.59	-0.01	0.11	0.68	1.00												
16 PF Factor G	0.49 ***	-0.44 ***	-0.07	0.36 **	0.19	-0.16	0.51	-0.12	0.01	1.00											
16 PF Factor H	-0.06	0.34 **	-0.14	0.14	0.45	-0.15	0.24	0.35	0.46	0.04	1.00										
16 PF Factor I	0.28	-0.17	0.13	0.05	0.32	0.51	-0.11	-0.11	-0.23	0.18	-0.36	1.00									
16 PF Factor L	-0.52 ***	0.18	0.26	-0.32 **	-0.28	0.11	-0.41	0.31	0.07	-0.01	0.12	-0.10	1.00								
16 PF Factor M	-0.12	-0.15	-0.15	-0.46 ***	0.36	0.32	-0.26	0.18	0.17	-0.18	-0.03	0.49	0.05	1.00							
16 PF Factor N	0.30 *	-0.35 **	0.07	0.08	0.32	-0.18	0.24	-0.46	-0.06	0.11	-0.44	0.23	-0.35	0.14	1.00						
16 PF Factor O	-0.19	-0.14	-0.03	-0.19	-0.22	0.16	-0.42	0.00	-0.10	0.22	-0.17	0.08	0.73	0.17	-0.29	1.00					
16 PF Factor Q1	-0.39 **	0.38 **	0.22	-0.17	0.10	0.09	0.13	0.68	0.44	0.04	0.05	0.06	0.06	0.02	0.00	-0.30	1.00				
16 PF Factor Q2	0.04	-0.13	0.54 ***	0.13	-0.25	0.24	-0.17	-0.31	-0.61	0.26	-0.25	0.25	0.10	-0.22	-0.11	0.21	-0.12	1.00			
16 PF Factor Q3	0.63 ***	-0.27	-0.19	0.44 ***	-0.11	-0.02	0.31	-0.46	-0.55	0.33	-0.26	0.33	-0.35	-0.07	0.17	-0.06	-0.12	0.11	1.00		
16 PF Factor Q4	-0.50 ***	0.12	0.18	-0.47 ***	-0.13	0.34	-0.69	0.20	0.02	-0.12	-0.06	0.05	0.69	0.20	-0.25	0.72	-0.32	0.13	-0.35	1.00	

*P<.02

**P<.01

***P<.001

positive direction to an enjoyment of teasing. A person who demonstrates an ability to remain unruffled in the face of potentially emotional experiences (such as being teased) is also likely to endorse items related to an enjoyment of teasing. In addition to the characteristics of being unruffled and shrewd, a person endorsing enjoyment of teasing is likely to fit the characterization of “controlled” in the “Undisciplined Self-Conflict vs. Controlled dichotomy ($r=.63$). The “controlled” aspect adds a social awareness, control over general behavior, and a high regard for social reputation. People endorsing enjoyment of teasing items tend to be very careful and aware of their social surroundings. The final positive correlation ($r=.49$) is with the Expedient vs. Conscientious dimension. This personality factor describes a person in terms of her/his respect for established social rules and norms. The more “conscientious” a person is the more responsible, planful, and dutiful s/he will tend to be. All of the positive relationships of the teasing inventory enjoyment of teasing factor with the 16 PF have indicated a use of teasing as a social tool to be used in a careful, controlled fashion. When the less stringent, $p < .01$, level is considered a positive relationship ($r=.30$) is supported between the enjoyment of teasing and the personality factor described as Forthright vs. Shrewd. A person who is more socially alert, polished, and experienced tends to endorse items related to an enjoyment of teasing. This is a person who is skilled in social interactions and enjoys her/himself when engaged socially. Although this correlation did not meet the more conservative significance level, it fits with the relationship between enjoyment of teasing and having a calculating stance with respect to interpersonal relationships.

There were three 16 PF categories which were found to be significantly negatively correlated with the enjoyment of teasing factor ($p < .003$). These correlations suggest a second group of people who endorse enjoyment of teasing items. These are people for whom group association is very important, in a way which suggests a lack of individual thought. The association with a group means that decisions are pre-made, and that

whatever the group endorses will be endorsed by the individual. The category having to do with level of dominance (“Humble vs. Assertive”) suggests that a person who is conforming, mild, and docile. This is another example of a person who is group-dependent and likely to endorse enjoyment of teasing factor items ($r=-.64$) as long as her/his group engages in teasing. This is a person for whom teasing serves the purpose of providing a means by which to become more firmly associated with the group.

Additionally, a person who is at the “trusting” end of the “Trusting vs. Suspicious” dimension is likely to report an enjoyment of teasing ($r=-.52$). This aspect of personality focuses on a person’s concern with others weighed against her/his own ego needs. A person who scores at the low end tends to be adaptable, cheerful, and concerned about others. The low end of this dimension is another example of a person who is concerned about the group, and on being a cooperative member of the group. This is likely to be a person who is perceived as a good teaser because of her/his ability to tease without disrupting the social relationships involved. Finally, a person at the low end of the “Relaxed vs. Tense” dimension, characterized as sedate, relaxed, and composed, will endorse enjoyment of teasing items ($r=-.50$). This is a person who is comfortable in their social group, and enjoys interacting with the group.

When the correlations which were eliminated by the more conservative significance level are considered more evidence is to support the two groups of people who are likely to endorse items related to an enjoyment of teasing. The first, socially vigilant group gains the correlation was between the enjoyment of teasing and the 16 PF dimension “Sober vs. Happy-go-lucky” ($r=-.36$). A person at the low end of this dimension is likely to be seen as unduly deliberate and primly correct by those around her/him. It completes the picture of a person who is concerned with social reputation, and is watching every social step.

The “Conservative vs. Experimenting” dimension is related to enjoyment of teasing in a negative direction ($r=-.39$). These are people who are driven by a “faith” in what they

have been taught to believe, and what the prevailing culture (group) believes. This type of person will disregard inconsistencies and evidence of a more efficient way to do something in order to hold fast to her or his “traditional” approach. S/he does what s/he does because that is the way s/he has always done it. If teasing is something which is accepted and practiced by her/his group, then teasing must be okay.

From the more conservative standpoint, a negative emotional reaction to teasing (factor two) was found to be related to three of the 16 PF dimensions in a statistically significant fashion. The personality dimension “Humble vs. Assertive” is significantly correlated with a negative emotional response to teasing ($r=.48$). A person who is more assertive expresses a negative emotional reaction to teasing. It may be that this type of person (self-assured, independent, and disregarding of authority) who has no qualms about expressing her/his opinion finds teasing unsettling because it requires an interaction in which the other person has control. In a teasing situation the teaser has the power, and the teasee is left with the social role of behaving in a way which may not fit with one’s emotional experience of the event. An “assertive” person is likely not to appreciate a situation in which one’s response is dictated. The personality dimension “Sober vs. Happy-go-lucky” was found to be significantly correlated to a negative emotional reaction to teasing ($r=.44$). This finding may seem counter-intuitive, but the “happy-go-lucky” person is described as impulsive and mercurial (hot and cold). This is the type of person who is going to react with an emotional state to every situation. The “happy-go-lucky” nature of the person stands out when all is going her/his way, but a situation in which s/he is the recipient of teasing is likely to bring out the negative end of the emotional spectrum.

Four more correlations may be considered at the $p < .01$ probability level. The personality dimension “Less Intelligent vs. More Intelligent” which relates to an appreciation of intellectual pursuits was found to be significantly related to a negative emotional reaction to teasing ($r=.30$). It may be that those people who are involved in

intellectual pursuits have a negative history with teasing related to being “brainy.” The remaining three correlations all add to the picture which is developing. The personality dimension “Shy vs. Venturesome” and the negative emotional reaction to teasing factor being significantly correlated ($r=.34$) suggests a person who enjoys social situations and being the life of the party, but responds in an exaggerated negative fashion when harassed or teased. This type of person is often so involved in her/his own experience of the surroundings that s/he misses subtle social cues. This may move other people into a position of attempting to “correct” the person through the use of teasing. A “venturesome” person may go from blithely engaged and oblivious to being the target of a corrective attempt which will cause her/him to respond in a negatively emotional fashion.

People who score at the low end of the “Forthright vs. Shrewd” dimension are characterized as being genuinely warm, liking other people, and having an uncomplicated and unvarnished approach to other people. This dimension is negatively correlated with the negative emotional response to teasing factor of the teasing inventory ($r=-.35$). This is the type of person who would be unpracticed at teasing, and not appreciate being teased. Teasing involves a level of duplicity which would not fit well with this personality style. A similar relationship exists (although in a positive direction) with the “Conservative vs. Experimenting” dimension ($r=.38$). The “experimenting” type of individual is seeking answers. S/he is interested in finding answers, thinking about things in a well-informed, straightforward fashion. This is a person who has no time for teasing, and may consider it an obstacle in finding the true nature of things.

The final personality dimension “Expedient vs. Conscientious” ($r=-.44$). This is a person who is likely to stand out as someone who disregards the cultural and group norms of her/his peers. As with the “venturesome” person, the “expedient” person may be the target of teasing designed to bring her/him in line with group expectations. S/he is likely to react in a negative fashion to a sanction from a group whose rules are only marginally

accepted or considered applicable to the self by the “expedient” person. S/he may take offense to the group trying to sanction her/his behavior because part of her/his personality is a refusal to be bound by social rules.

There was only one statistically significant correlation ($r=.54$) between a 16 PF personality dimension and the negative evaluation of teasing factor (factor three) of the teasing inventory. This correlation remained statistically significant even at the $p<.003$ level. The significant relationship was with the personality dimension “Group Oriented vs. Self-Sufficient.” As a person’s score on this dimension moves toward “self-sufficient”, her/his level of endorsement of items associated with a negative evaluation of teasing increases. This is the type of person who is accustomed to making her/his own decisions without undue attention to public opinion. S/he functions well without the agreement or support of others. S/he has decided that teasing is not a worthwhile form of interaction, and is not likely to engage in teasing. This is a person with emotional distance from the opinions of others, therefore it is unlikely that s/he will be upset by teasing if it is encountered.

Conversely, a person who does not endorse the negative evaluation of teasing items (factor three) will be the type of person who prefers to work and make decisions within the context of a group. Positive evaluation of teasing, enjoying functioning within a group, and requiring social approval and admiration fit together very naturally. There is the opportunity to engage in group teasing, develop a culture of practical jokes within a group, and enhance social bonds through the give and take of teasing. A person who is the most comfortable as a member rather than an individual cannot afford (from a cognitive dissonance perspective) to devalue whatever actions or beliefs the group may endorse. To devalue the group would be to devalue one’s self.

The aggression factor (factor four) was found to be correlated with four of the 16 PF’s scales at the more conservative significance level ($p<.003$). Of these relationships, most

make sense if one considers the use of teasing as aggression in a passive-aggressive, rather than an overtly aggressive, fashion. There were three more correlations which failed to meet the more conservative level of significance, but fit the pattern which develops when exploring the relationship between the personality dimensions and this factor. For instance, a person who endorses the aggression factor items characterizes her/himself as a person who is at the “emotionally stable” (mature, calm and patient) end of the “Affected by Feelings vs. Emotionally Stable” continuum ($r=.33$). This is a person who could be calculating in her/his use of teasing, and wait for opportunities to attack a person with whom s/he had unresolved conflict. If the passive-aggressive hypothesis is kept in mind, the additional dimension of “Humble vs. Assertive” with the relationship being in the negative direction ($r=-.44$). This means the person identifies her/himself as “humble”, indicating a tendency toward docility, conformity, and anxiety. These characteristics may prevent a person from expressing dissatisfaction in an overt fashion, and perhaps make it easier for her/him to use hostile teasing to express discontent. A similar line of thought assists in explaining the relationships (“Expedient vs. Conscientious,” $r=.36$ and “Practical vs. Imaginative,” $r=-.46$). In the first case, a person who is bound by duty, morals, and responsibility is paired with endorsement of aggression items. If one considers the avenues of anger expression available to a person, it seems likely that someone who is dominated by a rigid adherence to personal standards might feel less uneasy about indirect expression of anger than an overt discussion or hostile exchange. To disguise the emotion by using teasing may be more tolerable. In the latter relationship, a person who is anxious to do the right thing, concerned with details, and responsive to the demands of the “outer” rather than “inner” world endorses aggression factor items. For this type of person, the emotional state associated with anger may be disregarded until an opportunity to express the feeling presents itself which does not compromise a relationship (e.g., an opportunity to tease the person with whom one is

angry or upset). The final relationship which can be explained within the framework of a passive-aggressive rather than aggressive use of teasing is the positive relationship between “Undisciplined Self-conflict vs. Controlled” and the aggression factor items ($r=.44$). In this case a person who is socially aware and careful of social presentation endorses aggression items. A person who is concerned with social reputation is not likely to engage in overt displays of negative emotion.

Two significant relationships which seem counter-intuitive at first glance are the correlations between the aggression factor and the “Trusting vs. Suspicious” ($r=-.32$) and “Relaxed vs. Tense” ($r=-.47$) dimensions. These findings suggest that a person who endorses the aggression factor items describes her/himself as “trusting” (adaptive, cheerful, and a good team worker) and “relaxed” (sedate, composed, and satisfied). This is a person who uses teasing in an aggressive fashion without challenge from her/his group of peers. A lack of challenge may lead to a “relaxed” and “trusting” perspective regarding others. No conflict is introduced into the relationship, therefore the person maintains a non-anxious stance toward aggression with her/his peers. S/he is comfortable teasing, and is likely to use teasing as a means of getting a difficult message across.

Clearly the relationships between and among the teasing factors and personality dimensions are complex. This discussion is meant to provide a fuller picture of the phenomenon of teasing as it relates to personality structure. Although most of the Pearson product-moment correlations were not supported by the regression analysis, and must be considered speculative, it is hoped that the reader finds the information useful in gaining a greater appreciation for the dynamics involved in the social behavior of teasing.

b. Multiple Regression Analysis. A multiple regression analysis was performed to test how much of the variance in each teasing factor was accounted for by the 16 PF factors individually, with intercorrelations statistically removed. Significant findings ($p<.05$) were discovered for factors one and four only (Tables 8 and 9 display regression statistics and

regression correlation coefficients, respectively).

Table 8

Multiple Regression Statistics for Teasing factors 1-4 and the 16 PF

Factor	Multiple R	R Square	Adjusted R Square	Standard Error
1	.532	.283	.057	.729
2	.423	.179	.084	.819
3	.501	.251	.011	.404
4	.436	.190	.070	.687

Factor 1: Enjoyment of Teasing

Factor 3: Negative Evaluation of Teasing

Factor 2: Negative Emotional Response

Factor 4: Aggression/Passive Aggression

Table 9

Multiple Regression Correlation Coefficients: Teasing Factors and 16 PF dimensions

Teasing Factor	16 PF Factors															
	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
1	.323	.099	.103	-.180	-.490	.061	-.172	-.201	-.194	-.163*	.012	.166	.459	-.305*	-.192	.337
2	.348	.185	.282	-.127	-.338	-.110	-.143	-.306	-.076	-.017	-.090	.193	.425	-.106	-.143	.160
3	-.096	-.007	.029	.260	.142	-.057	-.015	.054	.138	-.021	.146	-.092	-.266	.170	.111	-.100
4	-.028	-.051	-.344*	-.542	.089	.190	.106	-.008	-.027	.022	-.339	-.222	.355	-.072	.057	.254

* $p < .05$

Factor 1: Enjoyment of Teasing

Factor 3: Negative Evaluation of Teasing

Factor 2: Negative Emotional Response

Factor 4: Aggression/Passive Aggression

The 16 PF accounted for 28% of the variance in factor one. Significant relationships between a subject's score on factors "M" (Practical vs. Imaginative) and "Q2" (Group-dependent vs. Self-sufficient) and teasing factor one (enjoyment of teasing) were supported by the regression analysis. In the case of factor "M", the more "Practical" (anxious to do the right thing, stays focused on what's obviously possible), the higher the score on teasing factor one. Also, the more "Group Dependent" (likes and depends on social approval) the higher the score on teasing factor one. These relationships suggest a "Pollyanna-ish" stance with respect to teasing. A person who is dependent on what the group as a whole thinks, and is concerned with what appears both "right" and "possible" is invested in interpreting teasing as benign, and perhaps even making several re-interpretations until the teasing can be seen as benign.

No significant relationships were supported between the teasing inventory factors two (negative emotional response) or three (negative evaluation) and the 16 PF factors. A significant relationship between teasing inventory factor four (aggression) and 16 PF factor “C” (Affected by Feelings vs. Emotionally Stable) was demonstrated. The more “affected by feelings” (low in frustration tolerance, easily emotional and annoyed) the higher the score on the teasing factor four scale. This suggests that a person who is emotionally reactive (irritable) is likely to use teasing in an aggressive fashion. This is a person who would recognize the element of teasing which allows a person to attack another person socially, then justify the action with an “I was only kidding” disclaimer.

3. Peer Nominations

a. Pearson product-moment correlation. Significant correlations were supported by the correlational information (see Table 10) between teasing inventory factor one (enjoyment of teasing) and the peer nomination categories, teasing factor two (negative emotional reaction to teasing) and the peer nomination categories, and teasing factor four (aggression) and the nomination categories. Factor three (negative judgment of teasing) was not found to be significantly correlated with any of the peer nomination categories. As with the 16 PF a number of the peer nomination categories were found to be significantly intercorrelated, and therefore, a multiple regression analysis was performed to control for this confound.

b. Multiple Regression Analysis. Peer nominations were found to account for a significant amount of variance in two of the teasing factors (factor one, 76%; factor four, 57%; refer to Tables 11 and 12 for regression statistics and regression correlation coefficients). The way in which a subject’s peers rate their social behavior related to teasing (nominate them in each category) has predictive value regarding the subject’s self-reported attitudes related to teasing (at least in the case of the factors related to an enjoyment of teasing and aggressive teasing).

Table 10

Pearson Product-moment correlations between Teasing Factors and Peer Nomination Categories

	T 1	T 2	T 3	T 4	BT	WT	GTM	GTL	M-RT	L-RT	TPFI	N-TPFI
T 1	--	-0.49	0.20	0.71	0.54*	0.08	0.48*	-0.15	-0.30	-0.29	-0.14	0.09
T 2		--	-0.19	-0.55	-0.15	-0.06	-0.47*	0.77**	-0.25	0.16	-0.15	-0.46*
T 3			--	-0.32	-0.17	0.86**	0.71**	-0.22	0.13	-0.37	0.10	0.09
T 4				--	0.45*	-0.30	0.24	-0.22	-0.03	-0.05	-0.22	0.33
BT					--	-0.17	0.12	-0.05	-0.16	-0.05	0.01	-0.03
WT						--	0.74**	-0.16	0.39	-0.31	0.16	0.15
GTM							--	-0.48*	0.39	-0.47*	0.01	0.48*
GTL								--	-0.33	0.12	-0.25	-0.39
M-RT									--	-0.16	0.08	0.67**
L-RT										--	0.18	-0.54*
TPFI											--	0.10
N-TPFI												--

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

Table 11

Multiple Regression: Regression Statistics (Nomination Categories)

Factor	Multiple R	R square	Adjusted R square	Standard Error
1	.872	.760	.707	.201
2	.548	.300	.145	.697
3	.527	.278	.118	.366
4	.756	.572	.477	.436

Factor 1: Enjoyment of Teasing	Factor 3: Negative Evaluation
Factor 2: Negative Emotional Reaction	Factor 4: Aggression/Passive Aggression

Table 12

Multiple Regression correlation coefficients: Teasing Factors/Nomination Categories

Teasing Factor	Nomination Categories							
	GTM	GTL	BT	WT	MNR-T	LNR-T	T-PFI	NT-PFI
1	-.165***	-.124***	-.110**	-.020	.024	.142**	.159**	.102*
2	-.120	.036	.041	.172	.031	.189	-.364*	-.114
3	.039	-.088	-.086	-.113	.037	.162*	-.054	-.026
4	-.205**	-.148*	-.063	.020	-.010	-.125	.366***	.162

* $p < .05$ ** $p < .01$ *** $p < .001$

BT= Best teaser

Factor 1: Enjoyment of Teasing

WT= Worst teaser

Factor 2: Negative Emotional Reaction

GTM= Gets teased most

Factor 3: Negative Evaluation

GTL= Gets teased least

Factor 4: Aggression/Passive

Aggression

MNR-T= Most negative response to teasing

LNR-T= Least negative response to teasing

TPFI= Uses teasing as a primary form of interaction

N-TPFI= Never uses teasing as a primary form of interaction

The “best” predictive nomination category with respect to the four teasing factors was “uses teasing as a primary form of interaction.” That category was useful in accounting for a significant amount variance in three of the four teasing factors (factors one, two and four). It is reasonable to conclude that if one uses teasing as a “primary” means of

interaction one gives a great deal of information regarding one's attitudes toward, and response to teasing. The peers of a person who uses teasing at such frequency have the opportunity to see the subject and teasing together in a variety of contexts (many of which are created by the subject because her/his style of communication involves teasing).

The categories of "gets teased most" and "gets teased least" were found to have statistically significant relationships, in a negative direction, with the two factors (factors one, enjoyment of teasing; and four, aggression) which had the most variance accounted for by the peer nomination categories overall. With respect to factor one, the subjects who were nominated in either of those two categories (teased most or least) endorsed factor items at the lowest levels. This finding suggests that a distinct group of people is being identified at each extreme of the "frequency of being teased" dimension. The group of people who were nominated in the category of "gets teased most" are likely to be targets of teasing, not enjoy the experience, and not enjoy teasing in general. The group of subjects at the "gets teased least" extreme may exact a high interpersonal cost from those who tease them, and therefore not often are teased. Factor four (aggression) endorsement levels followed the same pattern. The subjects who were nominated the most for either category (teased most or least) were the low scorers on factor four. Similar to factor one (enjoyment of teasing) findings, there seem to be two distinct groups of people represented. One can imagine, in the case of the "gets teased most" a person with a history of teasing (perhaps due to small size), attempting retaliatory aggression in response to teasing and being sanctioned severely (e.g., "beat up" by a group of tormentors or teased all the more as a result) that endorsement of aggressive teasing items is unlikely. The other group of people who do not like aggressive teasing (factor four) are those who are nominated in the "gets teased least" category. These subjects, for whatever reason, are not teased very often. Either as a result of limited exposure, or in an attempt to limit exposure, they do not engage in or enjoy aggressive teasing.

The nomination category “least negative response to teasing” was found to have predictive value for factors one (enjoyment of teasing) and four (aggression) also. In the case of this category, the relationship was in a positive direction. A subject’s score on factors one and four can be predicted by the level of nomination in the “least negative response to teasing” category. A person’s peers will perceive her/him as having a low level of negative response to teasing when that person is the type to endorse enjoyment of (factor one) and aggressive use of (factor four) teasing. It makes sense that a person who enjoys teasing, whether in a light-hearted or aggressive fashion, will not react negatively when teased. One would expect that the expressions of the nominations related to the two factors would vary. A person who enjoys teasing would react in a non-negative fashion because of a benign interpretation of the tease. A person who enjoys aggressive teasing would not react in a negative fashion because of a desire to perpetuate the interaction. A mock fight is quickly terminated (or altered) if one of the participants is injured.

Two nomination categories “best teaser” (in a negative direction), and “never uses teasing as a primary form of interaction” (in a positive direction) were able to account for a significant amount of variance on one of the teasing factors (factor one, enjoyment of teasing). Factor one is the factor which accounts for the most variance, and appears to have many facets. Nominations in the “best teaser” and “never uses teasing as a primary form of interaction” categories may appear contradictory, but if the breadth of meaning of factor one (enjoyment of teasing) is considered they can be reconciled. A person may be skilled (“best teaser”) at teasing (e.g., empathic), yet be too socially uncomfortable or reserved to report a great deal of enjoyment of teasing. In the case of the nomination category “never uses teasing as a primary form of interaction”, a person may be seen as teasing at a low level (or only on a reciprocal level) who enjoys teasing. The two relationships support one another. A person who is shy, but enjoys teasing, is likely to be

seen as a skilled teaser (because this will be a careful teaser) and as a person who does not use teasing as a primary social tool.

The two final nomination categories “worst teaser” and “most negative reaction to teasing” did not demonstrate an ability to account for a significant amount of variance for any of the four teasing factors.

It is clear that one’s peers do observe, and have opinions regarding the social behavior one displays. In the case of factors one (enjoyment of teasing) and four (aggression) in particular, their observations (nominations) provide predictive power regarding how a subject will respond to the teasing factors. Factor one was found to be the factor for which peer nominations could provide the best predictive information. Six of the eight nomination categories were significantly related to factor one. A person who stands out in the categories of “gets teased most” or “gets teased least” will endorse factor one items at a low level. The idea that this dimension taps different groups of people rather than polar opposites seems the most reasonable. A person’s reputation among her/his peers as “best teaser” was also predictive of a low level of endorsement of factor one items. This may suggest a rather low level of social comfort as previously mentioned, or perhaps a devaluation of one’s self. If information from the 16 PF is also considered we know that those who endorse factor one items also tend to be rather anxious and needing the support of a group. These may be people who have developed the skill of teasing as a means of connecting in a powerful (and appreciated by others) fashion. It appears to be a social tool, rather than a love of teasing for teasing’s sake. As a person’s nominations in the “least negative reaction to teasing” category went up, so did their likelihood of endorsing factor one items. It makes sense that a person who enjoys teasing should stand out to her/his peers as having the “least negative reaction to teasing.”

Both people who were likely to be nominated in the category of “uses teasing as a primary form of interaction” and “never uses teasing as a primary form of interaction”

were likely to endorse factor one items in a predictable (positive) fashion. Since there is clearly an appreciation of teasing which occurs in two seemingly very different groups of subjects, one must imagine that the categories are not polar, or there are at least two routes (or means of social expression) of an enjoyment of teasing.

Multiple regression analysis of factor two (negative emotional reaction) and the nomination categories netted one significant relationship. It appears that having a negative emotional reaction to teasing is less amenable to direct translation into social behavior than either an enjoyment of teasing (factor one) or an aggressive use of teasing (factor four). It does hold that as a person's nominations in the "uses teasing as a primary form of interaction" increased, her/his score on factor two (negative reaction to teasing) decreased. A person who stands out as using teasing as a primary style in connecting with people does not have a gut-level dislike of teasing.

Factor three (negative evaluation of teasing) was found to have a significant linear relationship in the case of the "least negative reaction to teasing" category. This category was also related to factor one (enjoyment of teasing), also in a positive direction. Again, the data suggest that there are a number of significant relationships related to teasing and social behavior which are distinct, and are likely to be describing discrepant groups of subjects. In the case of factor three (negative evaluation of teasing), a person may have adopted a stoic "Spock-like" stance with respect to teasing, and although the disapproval is not apparent to one's peers, fails to react to teasing due to this level of disapproval. An internal reaction such as this may have an "I won't dignify that with a response" associated with it.

In analyzing the fourth factor (aggression), there were two sets of nomination categories which provide useful information regarding a person's attitudes toward teasing. A person is seen as getting teased most and least, who endorses factor four items (aggression) at a low level. This is again the issue of two seemingly polar categories of

social behavior capturing different aspects of a person's attitudes toward teasing. A person who is seen as getting teased most is unlikely to enjoy aggressive teasing and be unable to use teasing in that fashion. A person who is "teased least" is likely to lack the experience with teasing to manipulate it successfully in varied contexts, and one can imagine that using aggressive teasing takes a large measure of social and teasing savvy. Nominations in "uses teasing as a primary form of interaction" are related to increasing scores on factor four (aggression). A person who is seen as using teasing as a primary social tool has had much experience with teasing and its varied uses. It is not surprising that a person who stands out as a teaser would report enjoyment of aggressive teasing.

Discussion

The findings in the second phase of this project are complex, and appear contradictory in places. The complexity of the results supports the overall contention that teasing is a social behavior which defies simple definition.

Factor one (enjoyment of teasing) was found to be the factor to which the most data related. A number of the other instruments were able to provide predictive information regarding a subject's level of enjoyment of teasing. Regression analysis provided a means of controlling for multi-collinearity and allowed for the distillation of distinct relationships. Factor one was found to be related to a personality style which is rather anxious and group dependent. If one considers teasing to be a sort of social glue (a social interaction which bonds people together, or "forces" interaction) from the factor one perspective (enjoyment of teasing) then this finding comes into clearer focus. Keeping the relationship between the enjoyment of teasing and the personality style which is nervously group dependent in mind, it was also discovered that factor one is related to a number of different peer nomination categories. In fact, the reader is reminded that only two of the eight social behavior (peer nomination) categories did not prove significantly related.

Inverse relationships were found for “gets teased most”, “gets teased least”, and “best teaser.” These findings should suggest that these extreme positions (or being perceived by one’s peers as occupying an extreme position) move a person away from an appreciation of teasing as an element of social adhesion. It may be that a person at a polar position uses teasing differently than those who tend not to stand out as extreme examples of particular social behaviors. The other set of categories which hold a linear relationship to factor one (enjoyment of teasing) are the “uses teasing as a primary form of interaction” and “never uses teasing as a primary form of interaction.” People nominated in both these categories endorse factor one items. These nomination categories, although seemingly polar, appear to be capturing two different types of people who endorse items related to the enjoyment of teasing. One possibility is that the person who uses teasing a primary means of communicating stands out as a clownish person, and although not necessarily the “best teaser” has a good deal of ego energy tied up in teasing, and therefore must report enjoyment of teasing. The second type of person, the one who stands out as never using teasing as a primary form of interaction may be a person who is unlikely to be gregarious, but enjoys teasing (or the idea of teasing) none the less. These may be individuals who do not often initiate social contact, and stand out in that respect. This circumstance could translate into a “never uses teasing as a primary form of communication” since teasers are, by definition, initiators. It seems curious that there is a lack of a clear relationship with the categories of “worst teaser” and “most negative reaction.” These two categories would seem a natural avenue for expressing a dislike for teasing. This finding lends further evidence to the notion that the “enjoyment” factor is tapping something more complex than a simple “like” dimension. An interesting direction for future studies would be an attempt to define the elements of this factor more precisely.

Factor two of the teasing inventory (negative reaction to teasing) is predicted (in a negative direction) by the nomination category (social behavior) of “uses teasing as a

primary means of communicating.” This is a finding that holds no mystery. A person who uses teasing in a conspicuously frequent fashion, does not endorse items which suggest a dislike for teasing. It is interesting to note that no particular personality style is associated with this factor (using the multiple regression analysis). People who have a negative reaction to teasing have developed it separate from, or along distinct lines from the course of personality development. It would be interesting to conduct a study in which a variety of personality measures are used as a comparison to the teasing inventory.

Teasing inventory factor three (negative evaluation of teasing) was positively related to the nomination category “least negative reaction to teasing.” A person is seen as not reacting negatively to teasing who evaluates teasing in a negative fashion. Factor three items suggest the relative worth of the behavior of teasing is minimal. It may be that the type of person who is not the target of much teasing does not feel that strongly about it, or has adopted a “better than that” stance with respect to teasing.

Factor four (aggression) is another example of the complexity of teasing. An inverse relationship exists between factor four items and the first set of nominations (“gets teased most” and “gets teased least”). People who are nominated in either category do not tend to endorse aggression items. This appears to be another case in which the factor is tapping into two different types of people. In the first case, “gets teased most”, the individual may invite teasing. The invitation could be overt (e.g., making a silly face or offering the first tease), in which case it would be surprising if the subject reported having the perception of teasing as a hostile event. Another possibility is that the person is a walking target whose social function is to be the recipient of teasing. If one is teased by virtually everyone, one of the strongest defenses would be to refuse to interpret the teasing as hostile. This would allow for some participation in the interaction without sacrificing self-esteem. This interpretation is supported by the parallel finding that a

person with a history of teasing related to physical appearance will endorse aggression items at a low level.

In the case of an individual who stands out as “gets teased least”, it is likely that the person does not provide a reaction which is reinforcing to a peer who has teased her/him, or may even actively discourage teasing. In either case a person who stands out as not getting teased is not likely to have the experience with teasing to develop it as an aggressive social tool.

The final social behavior peer nomination category relevant to factor four (aggression), was “uses teasing as a primary form of interaction.” This nomination category provides predictive information (in a positive direction) to scores on the aggression factor. Those people who stand out as using teasing as a primary form of interaction are also likely to enjoy teasing, have experimented with its different forms, and have discovered its usefulness as an aggressive social tool. These are people who are going to be adept at (or at least practiced at) teasing in its many forms. One of the scales on the 16 PF (“C”, Affected By Feelings vs. Emotionally Stable) also demonstrated some ability to predict score a subject’s score (in a negative direction) on factor four. This finding indicates that the more affected by feelings, irritable, (etc.) one is, the more factor four (aggressive) items s/he will endorse. The information from the instruments used supports an interpretation of the aggression factor which recognizes the complexity of the perception of teasing as an aggressive exchange.

General Discussion

Data collected in the first phase of this project provided evidence for the existence of a four factor conceptualization (and instrument) for the social behavior commonly referred to as teasing. The factors accounted for over sixty-seven percent of subject response variance in the first sample. The second phase of the study attempted to gather further information regarding teasing. Specifically, the relationships between and among (a)

history with cruel teasing, (b) personality styles, (c) attitudes toward teasing, and (d) interpersonal behavior related to teasing were targeted. The second goal of experiment two was to obtain preliminary validation for the teasing inventory.

The results obtained during the course of this project vary from some of the research which has been done in the area of teasing. Whereas Thompson et al. (1991) found that negative effects of teasing related to appearance persisted into adulthood, the current project demonstrated an enjoyment of teasing associated with a history of physical appearance related teasing. In addition to an enjoyment of teasing, subjects with a history of being teased regarding their physical appearance, endorsed teasing items which were aggressive in nature. The findings related to aggressive teasing may suggest an "identification with the aggressor" stance. This type of interpersonal position would enable a person to escape the role of victim by joining with those who are perceived as more powerful. The person may adopt a teaser role in order to move away from the target role. Another explanation for the reported enjoyment of teasing by a person who has had a history with being teased may be in order to conduct a "pre-emptive strike." Similar to the identification with the aggressor, this approach would allow the person to pre-empt the teasing attempts of others by always being the first to tease. This approach follows the adage "the best defense is a good offense." The final explanation for the relationship between a history with teasing and an enjoyment of teasing may be a delayed revenge theme in which the person is teasing contemporary peers in place of her/his peers from the past. A person may be playing out, as an adult, the way s/he wished s/he could have responded when s/he was in a teasing situation as a child. It would be interesting to compare the aggression teasing factor to other measures of hostility or aggression to separate the teasing component of aggression (or passive aggression) from the pure aggressive component.

With respect to personality styles, the information gleaned from the 16 PF using multiple regression analysis was limited. The enjoyment of teasing factor (factor one) was found to be correlated with a general level of wanting to “belong” to a group and the anxiety associated with being unsure of one’s status with respect to one’s chosen group. The personality factors (“Practical vs. Imaginative” and “Group dependent vs. Self-sufficient”) were the only factors of the 16 PF which showed any significant relationship to the enjoyment of teasing factor (factor one) after the shared variance was parceled out using multiple regression. A more speculative, but more complete picture of the relationships among the personality factors and the four teasing factors was offered.

The primary findings of interest for factor one were the nature of the person who reports an enjoyment of teasing (factor one) being either (a) calculating in her/his association with a group, and being very socially conscious or (b) group dependent, and going along with whatever the prevailing group culture dictates.

Factor two (negative emotional reaction) was found to be related to having a sense of self which is infringed upon by the expectations associated with teasing. People who have a negative reaction to teasing are those people who react strongly to any attempts at making them conform. These are likely to be people who are involved in their own experience of the world, and who may miss subtle social cues to alter their behavior. When the correcting agent shifts to a more overt message (perhaps through the use of teasing) the target of the message reacts strongly. Another group of people who seem to have a negative emotional reaction to teasing are those who are unpracticed at exchanges in which the content and the process of the message are discrepant, and are not likely to appreciate the value of teasing. The final group of people who react in a negative fashion to teasing are those who seem not to appreciate the situation in which someone else is perceived to have control. This type of person is accustomed to controlling interactions.

Teasing is a situation in which one's response has to fit into a narrow band of acceptable choices in order for the interaction to go smoothly.

Factor three (negative evaluation of teasing) was found to be related to a personality style in which a person is accustomed to making her/his own decisions without undue regard for the opinion of the crowd. This is likely a person who simply has no use for teasing, so does not use it, and only responds to it when necessary.

The most interesting finding related to the correlation between factor four (aggression/passive aggression) and the 16 personality factors was that teasing may be used to express hostility in a passive, noncommittal fashion. People who endorse items related to this type of teasing are likely to be concerned with their social presentation, and are not prepared to make a spectacle of themselves by engaging in an overt angry exchange. This finding is especially intriguing when one considers the apparent shift from childhood use to adult use of teasing. Mooney, Creeser, and Blatchford (1991) reported finding that children used teasing in order to provoke, or start a fight with, another child. It seems adults use teasing in order to avoid, or at least disguise, a fight with another adult.

Using a broad-based instrument such as the 16 PF was attractive for the purposes of this project, but using several instruments with narrower, more targeted areas of personality would provide a greater degree of convergent data regarding the four factors and their relationships to specific personality characteristics. Instruments which address aggression and personality would be particularly interesting.

One of the most interesting aspects of the current project was the strong relationship between the way in which a subject's peers perceive her/him and that subject's responses to the factors of the teasing inventory. The relationships are particularly strong in the case of the enjoyment of teasing and the aggressive teasing factor. A person's peers are able

to categorize her/his behavior in ways which add to our understanding of each person's attitudes toward teasing. No one escapes teasing completely, and even in adults (as represented, to a large extent, by college students) those who are teased the most are not the people who enjoy teasing the most. And, those who are perceived as being the "best" at teasing do not necessarily enjoy it the most. Attempts were made to reconcile seemingly discrepant findings as the findings were presented. It is recognized that although an argument was made for each of the findings, some of them do not mesh easily. Teasing is a complex social phenomenon with a myriad of paths to the limited number of aspects which were approached during the course of this project.

The current study focused on a population which consisted of a broad range of "normals." No subjects were recruited successfully from groups which may have been considered socially deficient or inept (e.g., support groups, etc.), in fact, the peer nominations were taken from Greek Houses whose reputations are for including only those who are the most socially adept. This very likely had the effect of collapsing the amount of (social skill) variability available for consideration. A great deal of useful information could be gathered from groups containing members with distinctly varied levels of social competence (e.g., a therapy group or support group). Attempts were made to gather information from groups such as the Jay-Cees, Knights of Columbus, and several Midwestern churches in order to add variability to the subject population, but the return rate of information was too low to consider the information in the "peer nomination" condition.

Another, and perhaps the area of greatest weakness of the current study was the relatively limited number of subjects in the second phase. If more subjects had been used more information could have been gleaned, such as gender differences in the perception of social patterns of teasing. Unfortunately, there were too few female subjects available in the peer nomination group to make analysis of their data meaningful. Female and male

data were considered together. Future studies will certainly uncover patterns related to gender both in the use of and perceptions of others' use of teasing. Despite the weak areas of this work, the results have provided evidence for a useful tool in the teasing inventory.

Although the categories and items were the product of the brain-storming efforts of just two people a lot of time was spent discussing the uses of teasing, creating categories, and thinking about first-hand experiences and information solicited from peers and colleagues. The generation of categories and items occurred over the space of several months of discussion and consideration. It is the opinion of the experimenter that the original pool of teasing items represented a large, if not comprehensive, sample of the phenomenon of teasing.

Another strength of the current project was the large subject sample in the first experiment. The number of subjects from whom data was collected made it possible to complete a factor analysis which produced strong evidence for the existence of the four teasing factors as described in this work. The factors were supported by comparison to other instruments. Particularly strong support was gained for teasing attitudes as they relate to the way in which one's peers see her/him socially. It is a finding which is even more remarkable given the very different nature of the two data collection styles (teasing inventory and peer nominations).

One of the goals of this project was to provide the clinician with a short instrument which would be useful in a variety of contexts. Among the envisioned possible uses are use with groups who identify themselves as socially anxious. A teasing inventory may be of use with a group such as this as a tool to identify possible sources of social anxiety, or history leading up to a condition of being socially anxious. It may allow for a re-exploration of childhood experiences which may accelerate the process of altering cognitions which interfere with social ease.

Another possible use of a short clinical tool could be a means of evaluating children in school settings for behavior and attitudes which make them more likely to put them at risk for aberrant social patterns. A tool such as the teasing inventory may assist children who are developing a history of being a target of teasing to express themselves by offering a vocabulary and a normalized perspective on the phenomenon of teasing. In order to use this instrument with children it may have to be altered, given that it was developed using information from an adult population.

The final goal of the current project was to gain some validity data regarding the teasing inventory. This was accomplished in the area of peer nominations in particular. More information will need to be gathered from a more diverse sample of subjects in order to confirm its validity, and add strength to the experimenter's contention that the teasing inventory is a potentially useful clinical tool.

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Appendix A 1
Teasing Items and Categories

Awareness of distancing effect of teasing

Teasing is a way to avoid being close to other people.
Jokers and kidders are people who are hard to know.
It's hard to know someone if you can't tell when they're serious.
If I'm not sure about someone, I may tease them a lot.

Enjoyment of teasing

I like people who are always joking and kidding.
I like to tease my friends.
I think teasing is an enjoyable battle of the wits.
I wish there were more teasing in the world.
I like teasing that catches me completely off guard.
If I could stop my friends from teasing I would.

Express good humor/enjoyment?

Teasing is just a way of expressing one's good humor.
I tease people when I am feeling full of the joy of life.
Only happy people can tease in a nice way.

Comfort with teasing

It shows good character to laugh along with someone who's teasing you.
I wish I were a better sport about being teased.
Teasing always hurts my feelings, no matter who does it.
Sometimes I get so upset when I'm being teased, that I just feel sick.
There's nothing better than a good session of loud, silly teasing.

Past trauma with teasing

I can remember being teased to the point of humiliation.
I remember having my feelings hurt as a child by other children teasing me.
I still feel angry with some of the kids who teased me when I was little.
It makes me nervous to see someone being teased.

Compassion

Sometimes I tease too hard and hurt someone's feelings.
I don't like people who can't take being kidded.
Only weak people get upset over being kidded.
I get angry when a group of people seems to think it's funny to pick on someone.
Some things just aren't nice to tease someone about.
Some people are just begging to be teased.

Teasing as sexual (overt)

Teasing is a way women and men let each other know they're interested.
If a single woman (man) teased me, I would think that (s)he wanted to become more intimate.
People who flirt a lot are looking for sexual partners.
I like to flirt.
I think it's sexy for someone of the opposite sex to tease me.

Teasing as sexual (covert)

A woman's teasing is frequently misinterpreted by men.
A man's teasing is frequently misinterpreted by women.
I like men who kid around.
I like women who kid around.
If I meet an attractive person I will tease them a lot.

Negative reaction to teasing

It makes me angry when my friends tease me.
It can ruin my day if a friend teases me.
It's disgusting how some people never stop teasing others.
After someone has teased me a lot, I just can't be friends with them.
People who really like each other shouldn't tease each other.

Stable sense of self worth

I know how to handle being teased.
I don't mind being teased about my failures.
It's okay for people to tease me about my work.
I get angry if people tease me about my looks.
I get angry when people tease me about my clumsiness.
I don't mind being teased as long as it doesn't get mean.
If I let people kid around with me I feel less in control.

Teasing as a way to show affection

If someone teases me a lot, I know they like me.
If I feel friendly toward a person, I am likely to find something to tease them about.
There's something about kidding around with people that really makes me feel close to them.
Sometimes the closest I can come to telling someone I like them is to make a point of teasing them every day.

Express affection covertly

Teasing can express affection without putting oneself at risk.
People tease sometimes when they are afraid to admit they like each other.

Teasing as social correction

Teasing is a kind way to draw someone's attention to an annoying habit.

Kidding someone about a bad habit can help them stop.

Teasing is a way to reinforce social values.

Some people need to be teased to keep them from being thoughtless.

Express criticism covertly

Humor can help make criticism more acceptable.

People can take correction better if it's done jokingly.

I dislike people who hide their criticisms by joking.

I kid around sometimes rather than directly express my disapproval.

Express hostility covertly

Teasing sometimes disguises hostility.

Teasing is a socially acceptable way to be mean to people

Sometimes I express my anger at someone by teasing them.

My friends know that when I start to tease, I am angry about something.

Discomfort with self-focus

It makes me uneasy to have people tease me about a success I've had.

I wish people wouldn't tease me about my appearance.

I don't mind being teased in public.

I get embarrassed when people tease me.

Discomfort with sexual nature of teasing

It embarrasses me to have people of the opposite sex tease me.

I love it when someone of the opposite sex teases me.

It makes me angry when women tease me.

I like it when men tease me.

Authoritarian response

People should not tease about religion

Parents should tease their kids to toughen them up.

It shows a lack of respect when younger people tease older people.

When co-workers kid around it means little work will get done.

Adults who tease are immature.

People who get teased all the time deserve it.

People who don't like to be teased are the ones who need it the most.

Discomfort with intimacy

I'd rather someone tease me about a recent success than compliment me on it.

Teasing is best kept in the family.

If I could choose who would tease me, it would be my immediate family.

There are only a few people I like to tease me.

There are only a few people I like to tease.

Practical jokes

- I think tying someone's shoelaces together would be very funny.
- I enjoy watching someone drink out of a dribble glass.
- I think up how I'm going to tease my friends long before I do it.
- It bothers me to see people playing jokes like putting a 'kick me' sign on someone's back.
- Practical jokes are cruel.

Voyeurism

- I like to watch women teasing men.
- I enjoy watching people teasing one another.
- I like T. V. shows with lots of teasing
- I like watching somebody getting teased.

Teasing as an indicator of intimacy.

- I let some people tease me, but not others.
- I feel closest to the people I josh around with.
- Long standing gags between people are often the funniest.
- Real friends are people who know what not to tease you about.
- Real friends can tease you about anything.
- Teasing strengthens a marriage.

Enhanced self-worth through teasing

- I feel special when my family teases me.
- It makes me feel liked when several of my friends tease me.
- When I can get people to tease me, it shows they're interested in me.
- When people tease me about my looks, at least they are looking at me.
- Sometimes a good tease by a friend will make my day.

Teasing as a tension reducer

- I have more fun with teasing at work than elsewhere.
- If I'm nervous, I'm likely to tease the people around me.
- Work is no fun unless people can joke around with their co-workers.
- When co-workers kid one another, it means their morale high.
- Teasing around is a tension reducer in anxious situations.

Ease climate

- When things get tense, it's time for a little humor.
- A good joke can ease an uncomfortable situation.
- Joking around to avoid a conflict stops things from ever being resolved.
- It's best not to joke about real problems.

Teasing as mood dependent

Teasing affects me differently depending on my mood.
When I'm in a good mood I enjoy teasing.
There are times when my friends are not in the mood to be teased.
If I'm in the wrong mood, my teasing may hurt someone's feelings.

Testing the emotional climate.

Sometimes I kid people pretty hard just to see what they'll do.
I like to tease people I've just met to see how they'll react.
If I think I might want to date someone, I tease them to see how much they like me.
I know people really feel comfortable with me when they let me tease them.

Low teasing knowledge

If people really cared about me they wouldn't tease me.
Sometimes I think people are serious when they are actually teasing.
I never know what to say when people tease me.

Low teasing performance

I wish I were a better teaser.
Sometimes it's hard to keep up when a group of my friends start teasing one another.
If people tease you the best thing to do is just smile.
I don't understand why people get so upset when I tease them.
I enjoy the act of teasing so much that I sometimes forget the other person's feelings.

Teasing to cross social barriers

I like it when my boss teases me.
I get nervous when my boss teases me.
Teasing is a way of establishing and maintaining social groups.
Once you join in the teasing, you're part of the group.
It makes me uncomfortable when people outside my group tease me.

Teasing Paranoia

Once you let a group see you're hurt by their teasing, you're in trouble.
Flirting can get you in a lot of trouble.
I wish I could get people to stop teasing me.
When my friends tease me I'm afraid they don't like me anymore.
Teasing wouldn't be so bad if I could be sure it wasn't meant seriously.
It seems like some people tease me just to hurt my feelings.

Fear of Rejection

I don't mind my family teasing me, but my friends shouldn't do it.
I leave when people start to tease me.
I don't like my father to tease me.
I like teasing with my mother.

When my boss teases me I really feel put down.

Teasing as a moral issue

Teasing can be very offensive

Teasing bothers me no matter who does it.

There's something about teasing that just seems wrong.

Frequency of teasing

I kid around a lot.

I seldom kid around.

Sometimes I just can't stop teasing.

When people tease too much it loses its appeal.

Means to enhance self

People respect a person who can take being teased.

People who know how to tease are fun to be around.

People tease others just so they can feel superior.

When people tease, there are winners and losers.

Test climate covertly (Precommunication)

I can tell how people like me by observing how they respond to my teasing.

When people joke all the time, it's hard to know how they really feel about things.

Teasing as communication/conversation

I enjoy the give and take of teasing.

I'm uncomfortable when people are kidding back and forth.

Teasing is something that people do when they're too nervous to make real conversation.

Teasing is an important part of conversation.

Teasing is a good way to get to know another person.

It is impolite to tease people you don't know very well.

If it weren't for teasing, I'd have a hard time getting to know people.

Teasing as covert communication

Teasing is about the best way to tell someone you like them.

If I'm angry at someone I'm more likely to tease them.

If it weren't for teasing I'd have a hard time letting people know how I feel.

Teasing is a way for people to insult each other without having to admit it.

I like teasing because I can say things I would never be able to say otherwise.

If people listened to teasing they receive they'd hear what people really think of them.

Kidding someone is just a socially acceptable way of insulting them.

Generalized covert expression

You can say a thing jokingly that can't be said otherwise.

Deflate pomposity

People who are stuck up need a little teasing.

If someone is too proud, it's fun to see them being teased.

I like to tease a person who thinks they know it all.

It's cruel to deflate someone's self image by teasing them.

Test poise

I respect people who can take teasing

People who can't take teasing aren't worth my interest.

Sometimes I tease someone just to see how much it takes to shake them up.

I feel like some people tease me just to test my poise.

Decrease other's credibility

Sometimes people use teasing to make themselves look better than the other guy.

When you tease somebody, others may take them less seriously.

If you can tease someone into confusion it makes you look more intelligent.

The person who is better at teasing and word play will be seen as the more competent person.

Creativity

Teasing is an art form.

Creative people seem to tease more than others.

To watch some people teasing is like watching a well-rehearsed play.

It seems like some people can always think up new and different ways of teasing.

Diminish other's argument

It's hard to make a good argument when the other person keeps joking.

It's hard to be serious with a joker.

Some people joke to keep you from paying attention to what they're really doing.

If you can make fun of someone's point of view they will sometimes give it up.

Pre-emption

Sometimes people tease just to avoid being teased.

If it looks like someone is going to get me, I will try to tease them first.

People can't tease you if you keep them busy with your teasing.

If I don't want to hear something someone has to say, I'll tease them.

Disclose vulnerability

If you let teasing get to you, you let people know where you're vulnerable
I try to keep a stiff upper lip when people tease me.
I can learn where a person's weak spots are by observing their reactions to being teased.
People frequently tease in the areas of their own weaknesses.

Body image

Most people don't like being teased about their body.
I think it's cruel to tease people about their appearance.
I would never tease about someone's weight.
People should only tease about things a person can change.
It's fun to see how far you can go when teasing someone.

Tone

I don't mind being teased, if the tone of voice is friendly.
Teasing is more interesting when it's not clear whether it's meant seriously or not.
I like sarcasm when it's subtle.
I like to tease when no one can tell whether I'm serious or not.

Enhancing self presentation through teasing

I like to be part of a group that is teasing someone.
I like to tease other people, more than being teased.
People who can't take a joke irritate me.
You should never let someone who's teasing you get the last word.
Most fraternity hazing has positive effects.

Enhance self esteem

Teasing is a way of bolstering one's own self esteem.
People sometimes tease others to feel better about themselves.

Self Conscious

I become terribly self conscious when teased.
I have a hard time thinking on my feet when I am teased.

Empathic reading

You can discover someone's true feelings by observing how they tease you.
You can tell how good someone feels about them self by observing their reaction to being teased.

Empathic

It's important to be sensitive to another's feelings when teasing them
Teasing becomes cruel when feelings are ignored.

Personality

Teasing is a way to bring shy people out of their shell.
People who tease a lot are apt to be aggressive in other ways too.

Content

As long as teasing is just about made-up things, its okay.
It's cruel to tease people about personal characteristics they can't help.
I remember as a child hating to be teased over some social awkwardness.

Children

Teenagers are cruel when it comes to teasing.
Some children bear life-long scars from teasing.
It's the mark of a strong child who can handle teasing well.

Group

When a group starts teasing one person, the result can be overwhelming.
It's more fun teasing someone when you've got a good audience.
When a group starts teasing one person, they are really looking for a scapegoat.

Teasing as rejection

Teasing almost always involves rejection.
Being the object of a group's teasing is the ultimate rejection.
The person who is different is the most likely to be teased.
Teasing is the coward's way of expressing rejection.

Teasing as insecurity

People who tease a lot are just covering up their insecurity.
If you're sure of yourself, you don't need indirect forms of expression, like kidding around.

Miscellaneous

I guess I'll just have to get used to people teasing me.
Sometimes people say things jokingly that shock me.
People shouldn't say things in jest that they wouldn't say seriously.
Kids should be taught the give and take of teasing.
I wish I didn't have to deal with teasing.
When people tease me about being clumsy it means they accept me.

Appendix A 2
Teasing Inventory

This questionnaire is a set of statements related to teasing. Please use the following scale and the IBM computer scoring sheet to indicate your level of agreement with each statement.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

1. Some people need to be teased to keep them from being thoughtless.
2. People who don't like to be teased are the ones who need it the most.
3. I like to flirt.
4. I can remember being teased to the point of humiliation.
5. Teasing is just a way of expressing one's good humor.
6. People who flirt a lot are looking for sexual partners.
7. There are only a few people I like to tease.
8. If a single woman (man) teased me, I would think that (s)he wanted to become more intimate.
9. It makes me nervous to see someone being teased.
10. Parents should tease their kids to toughen them up.
11. It's disgusting how some people never stop teasing others.
12. It's okay for people to tease me about my work.
13. If I feel friendly toward a person, I am likely to find something to tease them about.
14. Teasing is a kind way to draw someone's attention to an annoying habit.
15. I remember having my feelings hurt as a child by other children teasing me.
16. I wish I were a better sport about being teased.
17. It bothers me to see people playing jokes like putting a "kick me" sign on someone's back.
18. People should not tease about religion.
19. If I meet an attractive person I will tease them a lot.
20. I wish I didn't have to deal with teasing.
21. Teasing sometimes disguises hostility.
22. I like men who kid around.
23. I kid around sometimes rather than directly express my disapproval.
24. If I'm not sure about someone, I may tease them a lot.
25. People who get teased all the time deserve it.
26. Teasing wouldn't be so bad if I could be sure it wasn't meant seriously.
27. If someone teases me a lot, I know they like me.
28. I get embarrassed when people tease me.
29. I like people who are always joking and kidding.
30. It makes me angry when my friends tease me.
31. Adults who tease are immature.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

32. I think teasing is an enjoyable battle of the wits.
33. I enjoy watching someone drink out of a dribble glass.
34. It can ruin my day if a friend teases me.
35. A woman's teasing is frequently misinterpreted by men.
36. I dislike people who hide their criticisms by joking.
37. Sometimes I express my anger at someone by teasing them.
38. It shows a lack of respect when younger people tease older people.
39. I think up how I'm going to tease my friends long before I do it.
40. I like T. V. shows with lots of teasing.
41. It embarrasses me to have people of the opposite sex tease me.
42. When people tease too much it loses its appeal.
43. I don't mind being teased, if the tone of voice is friendly.
44. The person who is better at teasing and word play will be seen as the more competent person.
45. I can learn where a person's weak spots are by observing their reaction to being teased.
46. Flirting can get you in a lot of trouble.
47. When my friends tease me I'm afraid they don't like me anymore.
48. Humor can help make criticism more acceptable.
49. I feel closest to the people I josh around with.
50. I don't mind being teased as long as it doesn't get mean.
51. I kid around a lot.
52. People who are stuck up need a little teasing
53. Teasing is a way to reinforce social values.
54. People who know how to tease are fun to be around.
55. Sometimes I tease someone just to see how much it takes to shake them up.
56. I like to tease people I've just met to see how they'll react.
57. I get angry if people tease me about my looks.
58. Teasing is a way women and men let each other know they're interested.
59. I wish I were a better teaser.
60. Sometimes I think people are serious when they are actually teasing.
61. I still feel angry with some of the kids who teased me when I was little.
62. I like teasing that catches me completely off guard.
63. Only weak people get upset over being kidded.
64. People who really like each other shouldn't tease each other.
65. Teasing is best kept in the family.
66. It's more fun teasing someone when you've got a good audience.
67. I like to be a part of a group that is teasing someone.
68. I feel like some people tease me just to test my poise.
69. I wish people wouldn't tease me about my appearance.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

70. It shows good character to laugh along with someone who's teasing you.
71. Sometimes I tease too hard and hurt someone's feelings.
72. I wish there were more teasing in the world.
73. I tease people when I am feeling full of the joy of life.
74. My friends know that when I start to tease, I am angry about something.
75. Some things just aren't nice to tease someone about.
76. There are only a few people I like to tease me.
77. I know how to handle being teased.
78. I don't like people who can't take being kidded.
79. I guess I'll just have to get used to people teasing me.
80. When a group starts teasing one person, they are really looking for a scapegoat.
81. I like to watch women teasing men.
82. I'd rather someone tease me about a recent success than compliment me on it.
83. When co-workers kid one another, it means their morale is high.
84. When you tease somebody, others may take them less seriously.
85. I like watching somebody getting teased.
86. It's hard to know someone if you can't tell when they're serious.
87. Teasing becomes cruel when feelings are ignored.
88. I like to tease my friends.
89. When people tease, there are winners and losers.
90. You should never let someone who's teasing you get the last word.
91. When people tease me about being clumsy it means they accept me.
92. It's hard to make a good argument when the other person keeps joking.
93. I enjoy the give and take of teasing.
94. If I could stop my friends from teasing me I would.
95. Sometimes I get so upset when I'm being teased, that I just feel sick.
96. Sometimes it's hard to keep up when a group of my friends start teasing one another.
97. Teasing is a way to bring shy people out of their shell.
98. Some people joke to keep you from paying attention to what they're really doing.
99. Teasing is an important part of communication.
100. I can tell how much people like me by observing how they respond to my teasing.
101. Teasing can be very offensive.
102. I like teasing because I can say things I would never be able to say otherwise.
103. I love it when someone of the opposite sex teases me.
104. I think it's sexy for someone of the opposite sex to tease me.
105. Jokers and kidders are people who are hard to know.
106. Only happy people can tease in a nice way.
107. Teasing is something that people do when they're too nervous to make real conversation.
108. To watch some people teasing is like watching a well rehearsed play.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

109. If I let people kid around with me I feel less in control.
110. I don't mind being teased about my failures.
111. Teasing is a way to avoid being close to other people.
112. I don't mind being teased in public.
113. People can't tease you if you keep them busy with your teasing.
114. If it weren't for teasing, I'd have a hard time getting to know new people.
115. I know people really feel comfortable with me when they let me tease them.
116. Teasing is an art form.
117. Real friends are people who know what not to tease you about.
118. It seems like some people can always think up new and different ways of teasing.
119. It is impolite to tease people you don't know very well.
120. People sometimes tease others to feel better about themselves.
121. People can take correction better, if it's done jokingly.
122. I'm uncomfortable when people are kidding back and forth.
123. It makes me feel liked when several of my friends tease me.
124. I seldom kid around.
125. It's best not to joke about real problems.
126. There's nothing better than a good session of loud, silly teasing.
127. Work is no fun unless people can joke around with their co-workers.
128. Long standing gags between people are often the funniest.
129. You can tell how good someone feels about them self by observing their reaction to being teased.
130. I feel special when my family teases me.
131. Some people are just begging to be teased.
132. Teasing is the coward's way of expressing rejection.
133. When co-workers kid around it means little work will get done.
134. Most fraternity hazing has positive effects.
135. Teasing always hurts my feelings, no matter who does it.
136. If you can make fun of someone's point of view they will sometimes give it up.
137. If I'm nervous, I'm likely to tease the people around me.
138. Teasing is a socially acceptable way to be mean to people.
139. I like sarcasm when it's subtle.
140. Teasing around is a tension reducer in anxious situations.
141. People who tease a lot are apt to be aggressive in other ways too.
142. Sometimes people tease just to avoid being teased.
143. Sometimes I just can't stop teasing.
144. It's fun teasing gullible folks.
145. I have a hard time thinking on my feet when I am teased.
146. Teasing is a way of establishing and maintaining social groups.
147. I like it when my boss teases me.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

148. Teasing is about the best way to tell someone you like them.
149. If people listened to teasing they receive, they'd hear what people really think of them.
150. It's the mark of a strong child who can handle teasing well.
151. I like to tease other people, more than being teased.
152. Some children bear life-long scars from teasing.
153. If it weren't for teasing I'd have a hard time letting people know how I feel.
154. I think tying someone's shoelaces together would be very funny.
155. Teasing almost always involves rejection.
156. When my boss teases me I really feel put down.
157. Practical jokes are cruel.
158. When people joke all the time, it's hard to know how they really feel about things.
159. I like women who kid around.
160. People should only tease about things a person can change.
161. Real friends can tease you about anything.
162. It's fun to see how far you can go when teasing someone.
163. Kidding someone about a bad habit can help them stop.
164. Sometimes I kid people pretty hard just to see what they'll do.
165. I like it when men tease me
166. Sometimes people use teasing to make themselves look better than the other guy.
167. Sometimes the closest I can come to telling someone I like them is to make a point of teasing them every day.
168. If I don't want to hear something someone has to say, I'll tease them.
169. When people tease me about my looks, at least they are looking at me.
170. A good joke can ease an uncomfortable situation.
171. If you're sure of yourself, you don't need indirect forms of expression, like kidding around.
172. If you let teasing get to you, you let people know where you're vulnerable.
173. As long as teasing is just about made-up things, it's okay.
174. Sometimes people say things jokingly that shock me.
175. I don't understand why people get so upset when I tease them.
176. People who can't take teasing aren't worth my interest.
177. If I'm angry at someone I'm more likely to tease them.
178. Teasing bothers me no matter who does it.
179. I like to tease people who think they know it all.
180. Once you join in the teasing, you're part of the group.
181. I leave when people start to tease me.
182. I don't think teasing is ever funny.
183. I would never tease about someone's weight.
184. It's cruel to tease people about personal characteristics they can't help.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

185. Teasing is a way for people to insult each other without having to admit it.
186. Teasing is a good way to get to know another person.
187. When things get tense, it's time for a little humor.
188. People tease others just so they can feel superior.
189. People tease sometimes when they are afraid to admit they like each other.
190. Joking around to avoid a conflict stops things from ever being resolved.
191. It makes me uneasy to have people tease me about a success I've had.
192. A man's teasing is frequently misinterpreted by women.
193. I get nervous when the boss teases me.
194. I let some people tease me, but not others.
195. I never know what to say when people tease me.
196. It makes me angry when women tease me.
197. You can discover someone's true feelings by observing how they tease you.
198. There's something about kidding around with people that really makes me feel close to them.
199. I wish I could get people to stop teasing me.
200. If I could choose who would tease me, it would be my immediate family.
201. If people really cared about me they wouldn't tease me.
202. It's important to be sensitive to another's feelings when teasing them.
203. Kids should be taught the give and take of teasing.
204. I like teasing with my mother.
205. You can say a thing jokingly that can't be said otherwise.
206. I don't like my father to tease me.
207. I try to keep a stiff upper lip when people tease me.
208. I have more fun with teasing at work than elsewhere.
209. I enjoy the act of teasing so much that I sometimes forget the other person's feeling.
210. Kidding someone is just a socially acceptable way of insulting them.
211. I don't mind my family teasing me, but my friends shouldn't do it.
212. Sometimes a good tease by a friend will make my day.
213. There's something about teasing that just seems wrong.
214. If someone is too proud, it's fun to see them being teased.
215. The person who is different is the most likely to be teased.
216. People frequently tease in the areas of their own weaknesses.
217. I enjoy watching people teasing one another.
218. It's cruel to deflate someone's self image by teasing them.
219. Teasing strengthens a marriage.
220. If I'm in the wrong mood, my teasing may hurt someone's feelings.
221. When I can get people to tease me, it show they're interested in me.
222. Most people don't like being teased about their body.
223. I get angry when people tease me about my clumsiness.

1	2	3	4	5
Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree

224. People who can't take a joke irritate me.
225. It makes me uncomfortable when people outside my group tease me.
226. I like to tease when no one can tell whether I'm serious or not.
227. Teasing can express affection without putting oneself at risk.
228. Teasing is a way of bolstering one's own self esteem.
229. If you can tease someone into confusion it makes you look more intelligent.
230. Creative people seem to tease more than others.
231. If it looks like someone is going to get me, I will try to tease them first.
232. I remember as a child, hating to be teased over some social awkwardness.
233. I think it's cruel to tease people about their appearance.
234. People shouldn't say things in jest that they wouldn't say s seriously.
235. Being the object of a group's teasing is the ultimate rejection.
236. Teasing is more interesting when it's not clear whether it's meant seriously or not.
237. I respect people who can take teasing.
238. People respect a person who can take being teased.
239. People who tease a lot are just covering up their insecurity.
240. It's hard to be serious with a joker.
241. Teasing affects me differently depending on my mood.
242. I become terribly self conscious when teased.
243. When I'm in a good mood I enjoy teasing.
244. After someone has teased me a lot, I just can't be friends with them.
245. When a group starts teasing one person, the result can be overwhelming.
246. If I think I might want to date someone, I tease them to see how much they like me.
247. Teenagers are cruel when it comes to teasing.
248. I get angry when a group of people seems to think its funny to pick on someone.
249. Once you let a group see you're hurt by their teasing, you're in trouble.
250. It seems like some people tease me just to hurt my feelings.
251. If people tease you the best thing to do is just smile.
252. I don't want people to tease me, ever.
253. There are times when my friends are not in the mood to be teased.
254. I wish I were a better teaser.
255. I love it when someone of the opposite sex teases me.
256. Teasing is a way to bring shy people out of their shell.
257. Teasing affects me differently depending on my mood.

Appendix B
Teasing Inventory

Factor 1 items

4. I like T. V. shows with lots of teasing.
7. Teasing is a way to reinforce social values.
8. People who know how to tease are fun to be around.
13. I like to watch women teasing men.
15. When people tease me about being clumsy it means they accept me.
19. I can tell how much people like me by observing how they respond to my teasing.
21. I think it's sexy for someone of the opposite sex to tease me.
22. I know people really feel comfortable with me when they let me tease them.
23. Teasing is an art form.
25. Work is no fun unless people can joke around with their co-workers.
30. Teasing is a way of establishing and maintaining social groups.
31. Teasing is about the best way to tell someone you like them.
44. Teasing is a good way to get to know another person.
54. When I can get people to tease me, it shows they're interested in me.
59. If I think I might want to date someone, I tease them to see how much they like me.

Appendix C
Teasing Inventory

Factor 2 items

2. It makes me angry when my friends tease me.
6. When my friends tease me I'm afraid they don't like me anymore.
17. If I could stop my friends from teasing me I would.
18. Sometimes I get so upset when I'm being teased, that I just feel sick.
26. Teasing always hurts my feelings, no matter who does it.
35. Teasing almost always involves rejection.
42. Teasing bothers me no matter who does it.
43. I leave when people start to tease me.
45. I get nervous when the boss teases me.
46. I never know what to say when people tease me.
47. It makes me angry when women tease me.
48. I wish I could get people to stop teasing me.
49. If people really cared about me they wouldn't tease me.
51. There's something about teasing that just seems wrong.
60. I don't want people to tease me, ever.

Appendix D
Teasing Inventory

Factor 3 items

1. It's disgusting how some people never stop teasing others.
5. When people tease too much it loses its appeal.
12. Some things just aren't nice to tease someone about.
14. It's hard to know someone if you can't tell when they're serious.
16. It's hard to make a good argument when the other person keeps joking.
20. Teasing can be very offensive.
24. People sometimes tease others to feel better about themselves.
29. Sometimes people tease just to avoid being teased.
33. Some children bear life-long scars from teasing.
37. When people joke all the time, it's hard to know how they really feel about things.
39. Sometimes people use teasing to make themselves look better than the other guy.
40. Sometimes people say things jokingly that shock me.
53. People frequently tease in the areas of their own weaknesses.
55. Most people don't like being teased about their body.
58. Teasing affects me differently depending on my mood.

Appendix E
Teasing Inventory

Factor 4 items

3. Sometimes I express my anger at someone by teasing them.
9. Sometimes I tease someone just to see how much it takes to shake them up.
10. I like to tease people I've just met to see how they'll react.
11. Sometimes I tease too hard and hurt someone's feelings.
27. If I'm nervous, I'm likely to tease the people around me.
28. Teasing is a socially acceptable way to be mean to people.
32. I like to tease other people, more than being teased.
34. I think tying someone's shoelaces together would be very funny.
36. Practical jokes are cruel.
38. Sometimes I kid people pretty hard just to see what they'll do.
41. I don't understand why people get so upset when I tease them.
50. I enjoy the act of teasing so much that I sometimes forget the other person's feelings.
52. If someone is too proud, it's fun to see them being teased.
56. I like to tease when no can tell whether I'm serious or not.
57. I think it's cruel to tease people about their appearance.

Appendix F

Please complete the following, and detach this sheet from the rest of your data.

List up to three members of your house who:

Get teased the most _____, _____, _____

Get teased the least _____, _____, _____

Are the best teasers _____, _____, _____

Are the worst teasers _____, _____, _____

Have the most negative reaction to being teased

_____, _____, _____

Have the least negative reaction to being teased

_____, _____, _____

Use teasing as their primary form of interaction

_____, _____, _____

Never use teasing as their primary form of interaction

_____, _____, _____

Thank you for your time and participation!

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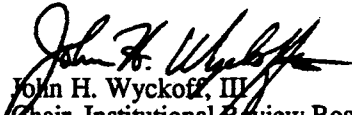
Dr. Donald K. Fromme
Ms. Diane Todd
Psychology Department
CAMPUS

SUBJECT: "Exempt" IRB application - #AS-91-007, "Development of a Teasing Inventory".

Dear Dr. Fromme & Ms. Todd:

The above referenced IRB application was approved November 26, 1990, as "Exempt" from Title 45 Code of Federal Regulations Part 46 (45 CFR Part 46).

Sincerely,


John H. Wyckoff, III
Chair, Institutional Review Board

JHW:gcc

cc: Dr. Toni Shaklee



2
VITA

Diane L. Todd

Candidate for the Degree of

Doctor of Philosophy

**Thesis: DEVELOPMENT AND PRELIMINARY VALIDATION OF A
TEASING INVENTORY**

Major Field: Psychology

Biographical:

Personal Data: Born in Omaha, Nebraska, on November, 12, 1963, the daughter of Charles and LaVonne Richardson.

Education: Graduated from South East High School, Lincoln, Nebraska in May 1982; received Bachelor's of Science degree in Psychology from the University of Nebraska-Lincoln, Lincoln, Nebraska in August of 1988; received Master's of Science degree from Oklahoma State University, Stillwater, Oklahoma in December of 1989. Completed the requirements for the Doctor of Philosophy degree in Psychology at Oklahoma State University in May, 1997.

Experience: Worked two summers at the Lancaster County Crisis Center in Lincoln, Nebraska while in graduate school; completed a pre-doctoral internship at the Norfolk Regional Center in Norfolk, Nebraska; have been employed as a psychologist resident at the Hastings Regional Center in Hastings, Nebraska September, 1993 to present.

Professional Memberships: Psi Chi