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An exploratory study of sexting behaviors among heterosexual and sexual-minority early adolescents

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Short title: Sexting among sexual-minority youth

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Abbreviations: LGB: Lesbian, Gay, Bisexual; LGBTQ: Lesbian, Gay, Bisexual, Transgender and Questioning; OR: Odds Ratio; CI: Confidence Interval

Contributors' Statement Page:

Dr. Van Ouytsel conceptualized and designed the study, coordinated and carried out the data collection, analyzed the data, interpreted the results, and drafted the initial manuscript. Dr. Ponnet and Dr. Walrave participated in the design of the study, assisted with the data analysis, and revised the manuscript. All authors read and approved the final manuscript.

Abstract

Purpose

Although research on adolescent sexting—the sending of self-made sexually explicit pictures through digital media—has increased in recent years, prior studies have primarily focused on older youth and on the act of sending of such images. Little is known about the experiences of early adolescent sexual minority youth, who might be particularly vulnerable to abusive forms of sexting. To address this gap in the literature, we aim to investigate differences in the prevalence of a wide range of sexting behaviors among a convenience sample of heterosexual and sexual minority early adolescents.

Methods

A survey was conducted among 3109 adolescents (53.5% girls; $n = 1647$) between 12 and 15 years old ($M = 13.01$ years; $SD = .83$). We examined differences in sexting behavior by sexual orientation, controlling for gender, age, and amount of internet use.

Results

The results show that sexual minority youth were more likely to have sent, received, and asked for sexting images. They were also more likely to have experienced pressure to send sexually explicit pictures. There were no associations between sexual minority status and the perpetration of nonconsensual forms of sexting.

Conclusions

Several types of sexting were not uncommon among heterosexual and sexual minority youth. Clinicians and counselors should be aware that sexual minority youth are more likely to

experience, but not to perpetrate, abusive sexting behaviors. The results underscore the need for educational efforts to focus on resilience training for sexual minority adolescents.

Keywords: Sexting; sexual minority; social media

Implications and Contribution Statement

Sexting can be a normal part of adolescents' sexual exploration. Little is known about more problematic forms of sexting, such as coercive and nonconsensual sexting, especially among sexual minority youth and early adolescents. This study compares a wide range of sexting behaviors between early adolescent sexual minority youth and heterosexual youth, providing important information on sexting risks among this vulnerable group.

Adolescent sexting, usually defined as the sending of self-made sexually explicit photographs, has received substantial public health attention because of its associations with sexually risky behaviors, other health risk behaviors, and the potential negative emotional outcomes associated with it, such as (cyber)bullying or reputational damage (1, 2). A meta-analysis of 39 published studies found that the average worldwide prevalence of the sending of sexting images was 14.8%, and 27.4% for receiving sexts. With regards to non-consensual sexting, it was established that 12.0% of teenagers had forwarded a sexting image without consent of the creator (3). It should be noted that most of the research has focused on the act of sending and receiving sexting images, which is now often regarded as a risky but normative part of adolescence (4). Meanwhile, only a handful of studies have focused on problematic forms of sexting, such as the nonconsensual forwarding of sexting images and pressured sexting (4).

An area in urgent need of further exploration is the experiences of sexual minority youth. Multiple studies have found that lesbian, gay, and bisexual (LGB) youth are at a higher risk for several types of online victimization. For example, there is substantial cumulative evidence that sexual minority youth are more likely to experience offline and online forms of bullying (5, 6). Moreover, sexual minority adolescents are more susceptible to other online risk behaviors, such as online grooming (i.e., the use of digital media by adults to get close to a minor with the aim of sexually abusing them) (7). One potential explanation for this disparity is the fact that sexual minority youth often turn to the Internet for information about their sexuality, sexual health, and to get in touch with peers and romantic partners. As such, they are more likely to be exposed to online risks (8).

Previous studies indicate that sexual minority youth are also more likely to be involved in sexting than their heterosexual counterparts. Ybarra and Mitchell (8) found in a national study of youth between 13 and 18 years old that LGB youth were more likely to have had sexual

conversations online and sexual conversations with someone that was five or more years older. The same study also found that LGB youth were more likely to have shared a sexual picture of themselves with someone than youth who did not identify as LGB (8). Similarly, focusing on the same age range, Rice and Rhoades (9) found that lesbian, gay, bisexual, transgender, and questioning (LGBTQ) adolescents were more likely to send sexting text messages or images. Among adult samples, sexually active young adult men who have sex with men were found to be more likely to engage in the sending of sexting messages than those who did not identify as such (10). Finally, studies found that sexting is relatively common among adults who use gay dating apps (11) and associated with hook-up behaviors among men who have sex with men (12). Among the overarching limitations of these studies is that they focus on the sending and receiving of sexting images and that they do not include information about nonconsensual or coercive forms of sexting, which are considered to be more problematic than the mere “sending” of sexting images because of the potential negative psychological and reputational consequences (3, 13). Moreover, none of these prior studies have focused on early adolescent sexual minority youth, whose experiences might differ from those of older adolescents and young adults that have been the focus of prior research (13).

Overall, little is known about sexting among early adolescents, typically under the age of 15. A mere four studies have focused on the experiences of this younger age group related to sexting, as opposed to the substantial amount of research that is available on older high school or college students (14-17). Early adolescents might constitute a particularly vulnerable age group for the risks associated with digital behaviors (13). Early adolescence is a period through which teenagers experience rapid physical and psychological changes, the transition from elementary school to middle school, and typically start engaging in risk behaviors, including digital risk behaviors (18, 19). Teenagers typically start using smartphones and social media applications during this period (20), and they might not yet have developed the same media

skills as older adolescents (21). Early adolescents might also differ in their emotional competencies compared to older adolescents (17). Indeed, comparative research of younger and older adolescents found that sexting was more strongly associated with substance use among younger adolescents compared to older adolescents (17), and another study found that sexting was associated with online risk-taking among early adolescents (14).

From a public health perspective, early adolescent sexual minority youth might be particularly vulnerable to the risks associated with sexting, such as non-consensual and coercive forms of sexting, given both their young age and their sexual orientation status. In order to address the mentioned gaps in literature on sexting, our main research aim is to investigate differences in the prevalence of a wide range of sexting behaviors in a convenience sample of early adolescents with different sexual orientations, i.e., ranging from those who identify as completely heterosexual to completely same-sex attracted. In contrast to prior literature, we have included a wider range of sexting behaviors, including nonconsensual and coercive behaviors. By recruiting respondents through schools, we also differ from some studies that recruited sexual minority participants through sexual health clinics, LGB organizations, or message boards aimed at sexual minorities (10, 12). Because of this sampling strategy, we were able to reach youth who are not connected with these organizations or present in these spaces. Our study is exploratory in nature, but given the results from prior literature, it could be expected that sexual minority youth are more likely to engage in sexting than those who identify as heterosexual. Additionally, given prior findings on victimization of sexual minority youth with regards to online risks, it can be expected that sexual minority youth are also at a higher risk for problematic forms of sexting.

Methods

Sample and procedures

In October and November 2018, as part of the *Belgian Early Adolescent Risk Study*, a cross-sectional paper-and-pencil survey was conducted across 14 schools in Dutch-speaking Belgium. The researchers selected 56 schools throughout the country and delivered a package to school administration with more information about the study's purpose and procedures. Fourteen schools agreed to participate in the study. Schools that declined to participate in the study often cited their involvement in other research projects and time constraints as reasons for their non-participation. In each participating school, the school administration selected class groups and invited all students in those groups to enroll in the survey. The surveys were held during class time in the first three years of secondary education (i.e., the equivalent of middle school students (7th and 8th grade) and high school freshmen). Passive parental consent and consent from the schools' principals were obtained; 70 students did not receive parental permission to participate in our study.

All students were between 12 and 16 years old. For the purpose of this study, which focuses on early adolescents, all students over 15 or those who chose not disclose their age ($n = 57$) were removed from the analysis. Consequently, the study reports on a subsample of 3109 adolescents between 12 and 15 years old with a mean age of 13.01 years old ($SD = .83$). Classrooms were arranged in a test-like setting and envelopes were used to offer the respondents sufficient privacy. All surveys were anonymous, and the questionnaire was in Dutch. Participants were assured that their answers would remain confidential, that they were allowed to skip questions, and that they could stop participating at any time. All procedures were approved by the ethical committee of the first author's institution.

Measures

2.4.1. Sexual orientation

In line with other studies assessing sexual orientations among adolescents (22, 23), sexual orientation was measured by asking respondents which statement about their sexual attraction applied most to them: 1) “completely heterosexual (= attracted to people of the opposite sex)” ($n = 2386$), 2) “mostly heterosexual” ($n = 193$), 3) “equally heterosexual as homosexual (= equally attracted to both boys and girls)” ($n = 65$), 4) “mostly homosexual” ($n=9$), 5) “completely homosexual (=attracted to people of the same sex)” ($n= 6$), or 6) “unsure”. Given the young age of the respondents and the fact that the measure had to be understood by respondents of all educational levels and backgrounds, we decided to measure sexual orientation in terms of sexual attraction as opposed to the use of other sexual identity measures (8) which might be harder for young teenagers to understand and to identify with. Additionally, sexual attraction might be a more salient concept for early adolescents, as opposed to inquiring about behavior such as sexual or relationship experiences, especially as young teenagers might not yet be sexually active or seek out romantic relationships (31). Students who indicated that they self-identified as “unsure” ($n = 195$) or that did not indicate their sexual orientation ($n = 255$) were excluded from the analysis. In line with other studies (22), the variable was recoded into 1 = *completely heterosexual* and 2 = *sexual minority youth*.

2.4.2. Sexting behaviors

The participants were asked to report on sexting experiences during the 6 months prior to the study. For the purpose of this study we analyzed eight different sexting behaviors. The exact wording of the individual items is included in Table 1 along with the mean scores and prevalence rates (24). Participants were asked to indicate their engagement in the behavior on

a scale from 1 = *never* to 5 = *very often*. Given that the prevalence of sexting behaviors was on average low (see Table 1), we decided to dichotomize the sexting behaviors in 1 = *did not engage in the behavior* and 2 = *engaged in the behavior*.

[PLACE TABLE 1 ABOUT HERE]

2.4.3. *Socio-demographic variables*

Students were asked to indicate their gender, their age, and their amount of internet use, as these have been found to be important correlates of sexting behavior in prior research. Gender was measured by asking respondents whether they were male ($n = 1432$; 46.5%) or female ($n = 1647$; 53.5%). 30 respondents did not disclose their gender. These were excluded from the analysis. In line with prior research, the amount of internet use was measured by asking adolescents to indicate “how often do you use the Internet, on a computer, tablet as well as a mobile phone”. (25). Response options ranged from 1 = *less than once a week* to 5 = *almost always* ($M = 4.17$; $SD = .95$).

2.5. *Data analysis*

Data were analyzed using SPSS version 25.0. We did a multiple logistic regression analysis for each of the sexting behaviors that were included in our study. Separate models were run for each outcome variable. The sexting behaviors were used as dependent variables. Given that the prevalence of actively pressuring someone to send a sexting image of himself or herself was very low (see Table 1), with only 25 participants indicating that they had engaged in the behavior, we decided to exclude this item from the regression analysis. We entered gender, age,

amount of internet use, and sexual orientation simultaneously as independent variables into the models. Missing values on the variables were excluded from the analyses using list wise deletion.

Results

As shown in Table 1, 12.3% of sexual minority youth had sent a sexting image, and 31.6% had received a sexting image. 28.1% of sexual minority youth had received a question for a sexting image, and 6.7% had asked someone themselves for a sexting image. With regard to pressured or nonconsensual forms of sexting, 14.4% of our sexual minority respondents had received some form of pressure to send a sexually explicit image, 15.9% of sexual minority youth had received a sexting image that someone else had forwarded, 5.2% of the sexual minority respondents had forwarded a sexting image themselves and 0.7% had put pressure on someone to send a sexually explicit image to them. As shown in Tables 2 and 3, being older and a higher amount of internet use were significantly associated with all sexting behaviors. The associations between sexting and gender showed mixed results. Boys were more likely than girls to have asked someone to send a sexting picture. Girls were more likely to report having received sexting images, having been asked by someone for a sexting picture, and having experienced pressure to engage in sexting.

As shown in Tables 2 and 3, sexual minority youth were more likely to have sent a sexting image (Odds ratio (OR): 2.01; 95% CI: 1.33–3.05), having asked someone to send a sexting picture (OR: 2.15; 95% CI: 1.26–3.68), having received a sexting picture (OR: 1.40; 95% CI: 1.04–1.87), having been asked by someone else for a sexting picture (OR: 1.49; 95% CI: 1.02–2.03), and having experienced pressure to send a sexting image (OR: 1.55; 95% CI: 1.05–2.28). There were no associations between sexual orientation and forwarding a sexting image (OR: 1.35; 95% CI: .75–2.42), or receiving a forwarded sexting picture (OR: 1.02; 95% CI: .71–1.47), when controlling for gender, age and amount of internet use.

[PLACE TABLES 2 AND 3 ABOUT HERE]

Discussion

Our exploratory study is one of the first to investigate sexting behaviors among sexual minority early adolescents. The prevalence rates of our study show that sexting is relatively prevalent in this sample of early adolescents. More than 7% of the 12 to 15-year-olds in our study had sent a self-made sexually explicit picture of themselves to someone in the six months prior to our study, which is in line with prevalence rates found among a sample of early adolescents in Sweden in which 4 to 16% of the respondents had sent sexts (14). Among sexual minority youth specifically, the prevalence of sexting was 12.3%. In this sample, we found that non-coercive and non-abusive sexting behaviors, including sending, receiving and asking for sexually explicit images, were more prevalent among sexual minority youth compared to those who identified as heterosexual. This extends prior research that focused on the sending of sexting images among sexual minority adolescent samples and highlights the need for tailored prevention strategies for this group (8, 9). As mentioned in the introduction, a potential explanation for this finding could be that sexual minority adolescents often have to turn to the Internet to establish platonic and romantic relationships (8). Clinicians and counselors should be especially sensitive to the role that sexting can play in the relationships of sexual minority youth and the potential risks that come with these forms of communication, especially at a young age.

It is concerning that sexual minority adolescents in our sample were twice as likely as their heterosexual counterparts to have received a request for a sexting picture. Moreover, they were also more likely to be victimized by being pressured to send a self-made sexually explicit image of themselves. It should be noted that sexual minority youth are not more likely to be

involved in the perpetration of nonconsensual forms of sexting compared to youth who identify as heterosexual. These findings contribute to growing evidence that sexual minority youth are significantly more at risk for digital forms of abuse and harassment (5-7). The results underscore the urgent need for educational efforts that specifically target sexual minority youth to predominantly focus on resilience training, which could teach sexual minority adolescents how to cope with requests and pressure to engage in sexting and provide practical skills to negotiate safer sexting. Sexting prevention efforts in schools should make sure that they have representations of sexual minority youth in their educational materials; LGBTQ+ organizations could make sure that they have information about sexting, and more specifically, they should focus on the prevention of problematic forms of sexting within their educational materials for sexual minority youth. The fact that sexual minority youth might not be “out” to their friends and family could potentially make them more vulnerable to sexting coercion and pressure. Schools and other youth organizations could provide sexual minority adolescents with a safe space for sexting-related questions and emergencies, especially when related to sexting under pressure and other forms of sexting-related coercion. Furthermore, clinicians and counselors who talk to sexual minority youth should be aware that sexual minority youth are more likely to experience, (but not to perpetrate) abusive sexting behaviors. They should be prepared to provide sexual minority youth advice on how to deal with sexting coercion and information on how young people can reduce sexting-related risks.

While our study mainly focused on sexual minority youth, we also obtained important descriptive data on sexting behaviors among early adolescents. Extending prior research by investigating multiple forms of sexting behavior, our exploratory study also found that one out of five early adolescents had been asked to send a sexually explicit picture of themselves to someone. One in ten adolescents in our sample had even already experienced pressure from others to engage in sexting. The current findings underscore the need for sexting education to

be included in the curriculum of the first years of secondary school (i.e., middle school). For this vulnerable young age group, special attention could be paid to teaching adolescents how to cope with requests for sexting messages and types of pressure when dealing with sexting images. The fact that 4.5% of all respondents had forwarded a sext and 16% had received a forwarded sext further highlights the need for prevention efforts to focus on how adolescents should respond when they become a bystander to nonconsensual forms of sexting, deal with forwarded images and abstain from forwarding sexting images without consent.

In our models, sexting was generally associated with older age and a higher amount of internet use. While there were no gender differences in the sending of sexting images, girls were more likely to experience pressure to engage in sexting behaviors. This is in line with qualitative research on sexting among adolescents, which has found that girls often experience pressure to engage in sexting (26-28). Surprisingly, there were no gender differences in the nonconsensual forwarding of sexting images in our sample.

Limitations and suggestions for future research

Although our study is among the first on sexting behaviors among sexual minority early adolescents using a wide range of sexting behaviors, certain limitations should be kept in mind when interpreting the results.

First, the fact that this study focuses exclusively on the experiences of early adolescents does not allow us to directly compare with experiences of older adolescents and young adults. It would be a critical next step for future research to compare the differences between age groups and to investigate sexting trajectories of heterosexual and sexual minority youth across adolescence into young adulthood. Given our limited understanding of sexting experiences

among LGBTQ+ youth, research investigating sexting behaviors across the entire developmental period is warranted.

Second, we were unable to capture data on self-reported gender identity. Ybarra and Mitchell stressed the need for future studies to measure sexual identity and gender identity separately (29). Moreover, we did not assess whether adolescents who experienced same-sex attraction actually engaged in same-sex relationships and we also did not obtain any information about the respondents' dating history. Future studies could use more fine-grained measures to capture sexual orientation and relationship experiences, using multiple measures to investigate attraction, sexual orientation, and identification.

Third, the relatively low prevalence rate of certain behaviors (e.g., having asked someone for a sexting picture or having forwarded a sexting picture) should be kept in mind when interpreting the results of this study. Future research would benefit from an even larger sample size, which would allow investigation of small-scale differences. An even larger school-based sample would also yield enough responses to allow us to compare categories of sexual orientation within our analysis, as we had to dichotomize the sexual orientation variable.

Fourth, our study uses a convenience sample, which might limit the generalizability of our results. Future studies could employ different sampling strategies to minimize bias. Finally, we surveyed students within classes from 14 schools. Given that in Belgium, middle schools for children aged 12-14 years are general schools with almost no separation between educational levels and that the schools were selected randomly, we believe that there is no ground for the data to have a hierarchical or clustered structure. Still, in future studies with older children, it might be interesting to also take into account information at class or school levels, such as whether the children had already engaged in prevention programs related to sexting.

Despite these limitations, our exploratory study provides an important snapshot of potential challenges for sexual minority early adolescent youth regarding sexting and raises important questions for future research. Future studies could explore potential differences in the context and correlates of sexting among heterosexual and sexual minority adolescent dating partners. They could also employ longitudinal designs to investigate associations between sexting, sexual (risk) behaviors, and psychosocial outcomes among sexual minority youth.

Our study established that sexual minority youth are more likely to experience pressure to engage in sexting than their heterosexual peers. Qualitative research could investigate the sources of these types of pressure (e.g., strangers versus peers; same age versus older peers) and which types of pressure sexual minority youth face. Future research could also investigate to what extent the susceptibility of sexual minority youth to sexting pressure is related to their sexual orientation status (e.g., perpetrators might threaten to “out” the victim if he or she does not comply with a request to send images).

Future research could also investigate how sexual minority adolescents get in touch with their sexting partners (offline versus online contexts). While health correlates of sexting among the general population are well-documented (e.g., associations between sexting, substance use, and sexual (risk) behaviors) (1, 30), evidence among sexual minority youth is lacking. Future studies could focus on the health correlates of sexting among sexual minority youth, especially with regards to associations to sexual risk behaviors and experiences of offline sexual coercion. Finally, future studies could also investigate the meaning of sexting for sexual minority youth, their definitions of sexting, and how it relates to relationship development and sexual exploration.

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Type of sexting behavior	M	SD	<i>n</i> (%) respondents who had engaged in the behavior	<i>n</i> (%) heterosexual respondents who had engaged in the behavior	<i>n</i> (%) sexual minority respondents who had engaged in the behavior
I have send a sexually explicit picture (naked or half-naked) of myself to someone through the Internet or mobile phone.	.11	.43	194 (7.4%)	161 (6.8%)	33 (12.3%)
I have asked someone to send a sexually explicit picture (naked or half-naked) of himself or herself to me.	.07	.35	112 (4.3%)	94 (4.0%)	18 (6.7%)
Someone sent a sexually explicit picture of himself/herself to me.	.52	1.01	700 (26.7%)	615 (26.1%)	85 (31.6%)
Someone asked me to send a sexually explicit picture of myself to him/her.	.43	.94	556 (21.2%)	480 (20.4%)	76 (28.1%)
<i>Pressured or nonconsensual forms of sexting</i>					
Someone persisted or pressured me to send a sexually explicit picture of myself to that person.	.19	.64	263 (10%)	224 (9.5%)	39 (14.4%)
Someone has forwarded a sexually explicit picture of someone that I know to me, that he or she had received.	.29	.74	434 (16.6%)	391 (16.7%)	43 (15.9%)
I have forwarded a sexually explicit picture of someone or showed it to other people, or posted it online without having permission to do so.	.07	.35	117 (4.5%)	103 (4.4%)	14 (5.2%)
I have persisted or pressured someone to send me a sexually explicit picture of himself or herself to me.	.01	.15	25 (1.0%)	23 (1.0%)	2 (0.7%)

Table 1: Means, standard deviations and percentages of all respondents who had at least engaged once in the respective types of sexting in the six months prior to the study. The two columns on the right display the prevalence rates of sexting according to sexual orientation status. The questions were preceded by the following introduction: “The following questions are about sexting. Sexting means that you create a sexually explicit picture of yourself with your mobile phone. You can be naked or in underwear/swimwear while you are striking a sexy pose. Please indicate to which extent you have participated in the following activities during the past six months. You can have done this with anyone, such as a friend, an acquaintance, someone that you know from the Internet or your boyfriend/girlfriend” (24).

Table 2: Logistic regression models for different forms of sexting behaviors, while controlling for gender, age, and amount of internet use.

Predictor	Sent a sexting picture		Asked someone to send a sexting picture		Received a sexting picture		Someone asked me for a picture	
	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]
Constant	-11.98 (1.26)	.00***	-14.05 (1.62)	.00***	-11.06 (.80)	.00***	-12.29 (.89)	.00***
Gender (<i>ref</i> = <i>male</i>)	.30 (.16)	1.35 [.99 – 1.84]	-.59 (.20)	.55 [.37 – .82]**	.39 (.09)	1.47 [1.22 – 1.77]***	1.31 (.11)	3.70 [2.96 – 4.63]***
Age	.55 (.09)	1.73 [1.44 – 2.07]***	.72 (.12)	2.05 [1.63 – 2.58]**	.58 (.06)	1.79 [1.60 – 2.01]***	.62 (.06)	1.86 [1.64 – 2.11]***
Amount of internet use	.45 (.11)	1.57 [1.26 – 1.95]***	.36 (.14)	1.44 [1.10 – 1.87]**	.49 (.06)	1.64 [1.45 – 1.85]***	.44 (.07)	1.55 [1.36 – 1.77]***
Sexual orientation (<i>ref</i> = <i>heterosexual</i>)	.70 (.21)	2.01 [1.33 – 3.05]**	.77 (.27)	2.15 [1.26 – 3.68]**	.33 (.15)	1.40 [1.04 – 1.87]*	.40 (.16)	1.49 [1.02 – 2.03]*

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; CI = Confidence Interval

Table 3: Logistic regression models for pressured and nonconsensual forms of sexting behaviors, while controlling for gender, age, and amount of internet use.

Predictor	Someone pressured me to send sexting picture		Received a forwarded sexting picture		I have forwarded a sexting picture	
	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]	<i>B</i> (S.E.)	Exp (<i>B</i>) [95% CI]
Constant	-13.14 (1.16)	.00***	-12.35 (.93)	.00***	-13.46 (1.58)	.00***
Gender (<i>ref</i> = <i>male</i>)	1.62 (.17)	5.04 [3.58 – 7.09]***	-.19 (.11)	.82 [.66 – 1.02]	-.13 (.19)	.88 [.60 – 1.28]
Age	.59 (.08)	1.81 [1.54 – 2.13]***	.69 (.07)	1.99 [1.75 – 2.28]***	.64 (.11)	1.89 [1.51 – 2.36]***
Amount of internet use	.44 (.10)	1.56 [1.29 – 1.88]***	.39 (.07)	1.48 [1.28 – 1.71]***	.46 (.14)	1.58 [1.20 – 2.08]**
Sexual orientation (<i>ref</i> = <i>heterosexual</i>)	.44 (.20)	1.55 [1.05 – 2.28]*	.02 (.19)	1.02 [.71 – 1.47]	.30 (.30)	1.35 [.75 – 2.42]

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; CI = Confidence Interval