

INTIMACY

Empathy

1. The action of understanding and expressing that understanding
2. Empathy is not the same as concern or worry
3. Being sensitive to and vicariously experiencing the feelings, thoughts, and experiences of another without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner
4. Resonating with another person's state ("Man, I can feel for you.")

Duane Buhrmester and Wyndol Furman
Child Development (1987)

MEAN RATINGS AND STANDARD DEVIATIONS OF PERCEIVED FREQUENCY OF INTIMACY WITH EIGHT NETWORK MEMBERS

	GRADE		
	2	5	8
Girls			
Mother	3.48 (1.11) ^{1,a}	3.44 (1.19) ^{1,a}	3.07 (1.31) ^{2,b}
Father	3.55 (1.00) ^{1,a}	3.24 (1.17) ^{1,a}	2.57 (1.30) ^{3,b}
Closest sibling	3.03 (1.25) ^{2,a}	2.67 (1.28) ^{2,a}	3.12 (1.20) ^{2,a}
Teacher	2.39 (.94) ^{3,4,a}	1.84 (.98) ^{3,b}	1.26 (.60) ^{4,c}
Same-sex friend	2.83 (1.20) ^{2,3,b}	3.26 (1.25) ^{1,b}	3.79 (.95) ^{1,a}
Opposite-sex friend	2.14 (1.42) ^{4,b}	1.84 (.97) ^{3,b}	3.01 (1.16) ^{2,a}
Boyfriend		2.75 (1.43) ^b	3.31 (1.15) ^a
Grandparent		2.71 (1.10) ^a	1.92 (1.00) ^b
Boys			
Mother	3.09 (1.15) ^{1,a}	3.43 (1.33) ^{1,a}	2.88 (1.12) ^{1,2,b}
Father	3.02 (1.05) ^{1,a}	3.27 (1.33) ^{1,a}	2.83 (1.13) ^{1,2,a}
Closest sibling	2.72 (1.09) ^{1,a}	2.62 (1.36) ^{2,a}	2.72 (1.10) ^{2,a}
Teacher	2.15 (.92) ^{2,a}	1.66 (.87) ^{4,b}	1.36 (.74) ^{3,c}
Same-sex friend	2.95 (1.08) ^{1,a}	2.76 (1.28) ^{2,a}	3.19 (.93) ^{1,a}
Opposite-sex friend	2.01 (1.02) ^{2,b}	2.06 (1.18) ^{3,b}	2.69 (.97) ^{2,a}
Girlfriend		2.72 (1.41) ^b	3.15 (1.20) ^a
Grandparent		2.60 (1.06) ^a	2.07 (.99) ^b

NOTE — The numbers in superscripts indicate the rank order of the means across relationships within each grade (columns). Relationships means with the same number rank in the same column are not significantly different. The letters in superscripts next to each mean indicate the rank order of means across the three grade levels within each type of relationship (rows). Means with the same letter rank in the same row are not significantly different. The numbers in parentheses are standard deviations.

Social Identification Theory

Loyalty

Gender Difference in Intimacy

“... women’s friendships are ‘face-to-face,’ while men’s friendships are ‘side-by-side’ (Wright 1982)

Laurie McNelles and Jennifer Connolly

York University

Journal of Research on Adolescence 1999

Behavioral dimensions of intimacy was operationalized as observed engagement in: *activity-centered* (Level 1) including (a) sharing an activity (e.g. making a drawing), (b) engaging in fantasy or role play, and (c) joke telling; *discussion of topics* (Level 2) as evidenced when (a) students talked about topics and events, (b) gossiped, and © shared complaints; *personal disclosure* (Level 3) was indicated by (a) talking about one’s own experiences, (b) expressing individually held opinions, and (c) making affective disclosures.

Adolescent Cross Gender Friendships

Which should be no surprise. Boys tends to be attracted to girls who are younger than them and girls to boys who are older.

TABLE 1
Correlations Between Sustained Intimate Affect and Behavioral Levels by Grade

<i>Behavioral Level</i>	<i>Sustained Intimate Affect</i>		
	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>
Level 1 Activity centered	.51 ^a	.33 ^a	.28 ^a
Level 2 Discussion of topics	.30 ^b	.49 ^b	.30 ^a
Level 3 Personal disclosure	.48 ^a	.49 ^b	.49 ^b

Note. Superscripts denote column comparisons that differ significantly from each other.

$p < .001$.

TABLE 3
Intimacy Behaviors of Boys and Girls by Grade

<i>Intimate Behaviors</i>	<i>Grade 9</i>		<i>Grade 10</i>				<i>Grade 11</i>					
	<i>B</i>		<i>G</i>		<i>B</i>		<i>G</i>		<i>B</i>		<i>G</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Level 1 ^{a,b} Activity centered	5.1	2.1	4.6	1.8	5.0	2.0	4.2	1.4	5.2	2.0	4.5	1.6
Level 2 ^{c,d} Discussion of topics	4.2	1.2	4.5	1.4	4.6	1.5	5.2	1.7	4.4	1.3	5.4	1.7
Level 3 ^{c,d} Personal disclosure	4.0	1.5	4.9	1.8	4.2	1.7	5.5	1.9	4.6	1.9	5.6	1.8

Note. B = boys; G = girls.

^aAcross years, boys higher than girls. ^bAcross grade and gender, close friends higher than nonclose friends. ^cAcross years, girls higher than boys. ^dAcross gender, Grade 9 < Grade 10.