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Author(s):   Andrew J. Harris, PhD ; Judith Davidson ; Elizabeth Letourneau ; Carl Paternite ; Karin Tusinski Miofsky

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Building a Prevention Framework to Address Teen "Sexting" Behaviors

BUILDING A PREVENTION FRAMEWORK
TO ADDRESS TEEN "SEXTING" BEHAVIORS

Principal Investigator

Andrew J. Harris, PhD
University of Massachusetts Lowell

Co-Investigators

Judith Davidson, PhD
University of Massachusetts Lowell

Elizabeth Letourneau, PhD
Johns Hopkins University

Carl Paternite. PhD
Miami University, Ohio

Karin Tusinski Miofsky, PhD
University of Hartford

ABOUT THIS REPORT

Recent years have produced growing media and policy attention to teenagers' self-production and distribution of sexually explicit visual content via cell phones, social media, and other forms of digital communications – a series of practices commonly referred to as "sexting." Although concerns over such behaviors have been particularly prominent in the United States, the emergence of "sexting" as an issue in many other countries suggests that it has become an increasingly global phenomenon (Agustina & Gomez-Duran, 2012).

As parents, schools, juvenile justice systems, and state legislatures seek to develop appropriate rules and responses to this emerging issue, surveys of youth have begun to shed light on the prevalence, nature, and correlates of sexting behaviors. Although survey research has provided useful context for understanding the scope of policy and practice challenges, it has not fully elicited youth perspectives surrounding the sexting issue, nor has it examined sexting it in the context of the social and developmental experience of digital youth. Further, little is known about how the attitudes and beliefs of parents, educators, and other concerned adults related to sexting issues, and how those attitudes and beliefs align with those of teens. Comparing the attitudes and beliefs of parents, educators, and other concerned adults to those of youth may help to highlight communication barriers, and may inform the development of viable strategies for incident response, prevention, and reducing harm.

This report presents the results from a multi-state, mixed-method study investigating youth and adult perspectives on teen sexting behaviors, their motivations & consequences, and the parameters of effective responses. Over a period of approximately 18 months, our research team collected and analyzed focus group data gathered from youth, parents, and school-based professionals in a diverse array of communities in Massachusetts, Ohio, and South Carolina. The youth focus groups included 123 teens representing nine different high schools; the parent groups included 92 caregivers representing the same nine schools; and the school personnel included a diverse group of 110 educational administrators, teachers, guidance counselors, school resource officers, school health professionals, and others; in total, representing dozens of communities across the three states. Following data analysis, the research team convened a multi-site stakeholder forum, consisting of educational and justice practitioners, policymakers, and youth, to discuss the results and generate policy and practice recommendations.

Our data strongly suggest that teen sexting is neither a monolithic nor an isolated phenomenon. Accordingly, we present and frame our discussion around an "Ecology of Teen Sexting" that is designed to:

1) Highlight the broad range of behaviors, content characteristics, situations, and interpersonal scenarios that may be encompassed by the "sexting" label;
2) Examine and understand teen sexting behaviors in the context of adolescents' psycho-social development; and

3) Evaluate how these behaviors may be mediated by teens' interactions with families, peers, media, popular culture, digital communication technology, and social institutions including schools and systems of law; and

4) Consider how the model and its elements can inform the development of effective, youth-centric responses to teen sexting behaviors within school and community-based settings, as well as laws and policies that effectively promote youth safety and well-being.

ACKNOWLEDGEMENTS

We begin by thanking the over 300 teens, parents, and practitioners who generously gave of their time and furnished us with the vital insights and perspectives that are the heart of this project. We also owe a debt of gratitude to the district and school-based administrators who graciously opened the doors of their institutions and supported our recruitment efforts, and to the nearly 60 participants in our Fall 2012 stakeholder forum, who helped us in translating our work into the domains of policy and practice.

 Throughout this project, we have had the privilege of working with a phenomenal project team – special thanks to Cricket Meehan, Amy Wilms, and Sarah Hale for their skillful facilitation of our focus groups, and for their contributions to the interpretation of our data; Helen Ricci for her stellar work on this report; Phillipe Cunningham for his assistance in managing the South Carolina portion of the project during the latter phases of data collection; and our phenomenal cadre of student researchers -- Maryann Ford, Lindsey Tucker, Rob Tanso, and Deborah Paul – a talented group of young scholars who each put their own unique stamp on the project.

 We also thank the many people and agencies that provided us with support, guidance, encouragement, and perspectives along the way.   This project would not have been possible without the support of the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and the ongoing involvement and assistance we received from our Program Officer Karen Bachar. Further thanks are due to Margie Daniels, David Troughton, Robert Thomas, the Middlesex District Attorney's Office, Middlesex Partnerships for Youth, and the Ohio Office of the Attorney General for their support throughout the project, and to the many experts and scholars who offered their insights as we set off into the relatively uncharted waters of this topic back in 2010 & 2011 – special thanks to danah boyd, David Finkelhor, and Mary Graw Leary for their ideas and perspectives that have proven particularly valuable as we have reflected on the meaning of our data.

 Finally, we are immensely grateful to Shanna Thompson, who has been with us from Day One, and contributed to this project in almost every conceivable way. Whether co-facilitating focus groups, spending countless hours knee-deep in data coding and sorting, generating her always-incisive views of the data, or just keeping the trains running, Shanna always got it done with her inimitable wit and style.

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INTRODUCTION

EMERGENCE AND FRAMING OF THE "TEEN SEXTING PROBLEM"

Concern over teen sexting behaviors is a fairly recent phenomenon. While discussions of the legal and policy issues surrounding "self-produced child pornography" appeared in the legal literature as early as 2007 (Leary, 2010), national attention to the issue – and media adoption of the "sexting" label, accelerated following the December 2008 release of survey results by the National Campaign to Prevent Teen and Unplanned Pregnancy ("NCPTUP"). The NCPTUP survey, which received widespread media coverage throughout 2009, indicated that approximately 26% of teens reported having sent a nude/semi-nude picture/video of himself or herself to someone (NCPTUP, 2008). These findings, along with concurrent national news stories such as the July 2008 suicide of an Ohio teen following the dissemination of compromising pictures she had sent to a former boyfriend (Kranz, 2009), and the child pornography prosecution of six teenagers in Pennsylvania (Brunker, 2009), prompted a surge in sexting-related stories and commentary on television, newspaper editorial pages, talk radio, blogs, and internet message boards.

In 2009, amidst growing media attention, some began to question the significance and extent of the "sexting problem". Some commentators asserted that survey data collected via Internet surveys or cell phone interviews may have overestimated the magnitude of the behavior by "self-selecting" technology-focused youth (Bialik, 2009).   Others claimed that the media's response to the NCPTUP survey results was misguided, and that alternative assessments had failed to identify sexting as a widespread practice (Berton, 2009). In evaluating political responses to the issue, still other suggested that concerns over sexting were largely driven by generalized adult alarm over the changing modes and norms of teen sexual expression in the information age (Levine, 2009; Lithwick, 2009).

RESEARCH ON TEEN SEXTING

This initial discourse about teen sexting was based on speculation and limited data. Recent years, however, have produced expanded empirical investigation of the phenomenon, leading to greater understanding of the scope, dynamics, and correlates of teen sexting behavior. In 2009, additional survey-generated data concerning the incidence, prevalence, and correlates of teen sexting behavior was released by several organizations, including the Pew Research Center (2009), Cox Communications (2009) and MTV in conjunction with the Associated Press (2009).

Throughout 2010-2012, several studies began to emerge in peer-reviewed research journals, including an analysis of sexting cases coming to the attention of law enforcement (Wolak, Finkelhor, and Mitchell, 2012) and several surveys assessing the prevalence and/or correlates of sexting behavior among teens and young adults (Lenhart, 2009, Mitchell, et al., 2012, Dake, et al., 2012, and Dowdell et al., 2011).

Appendix 1, "Studies Investigating the Prevalance of "Sexting" Behaviors Among Teens," features a table summarizing much of the survey research to date related to the incidence and prevalence of behaviors commonly subsumed under the "sexting" label. As the table suggests, estimates have varied significantly, based on factors such as operational definitions, sample characteristics, and data collection methods. As a precursor to reconciling these seemingly disparate findings, it is important to first consider some basic definitional and methodological issues.

Lack of a Uniform Definition. The "sexting" label has been applied to a broad range of behaviors and contexts, as evidenced by the variety of definitions across the numerous studies presented in Appendix 1. Behaviors include those related to creation, receipt, sending, and/or sharing; descriptors include a range of qualifiers such as "inappropriate," "sexually suggestive," "nude," and "semi-nude"; and media referenced include various permutations of text messages, photos, and videos.

Based on their analysis of approximately 500 sexting cases that had come to the attention of law enforcement, Wolak and colleagues proposed a typology the distinguished cases as either "aggravated" or "experimental" (Wolak, Finkelhor, & Mitchell, 2012). "Aggravated" cases that either involved adults, had an explicit intent to harm, or were considered to result from substantial recklessness. "Experimental" cases, a majority of the 500 cases in their sample, encompassed a wide range of circumstances consistent with developmentally expectable (although often irresponsible) adolescent behaviors (Wolak, Finkelhor, Mitchell, 2012).

Although the Wolak et al. study focused on a narrow sample consisting of cases sufficiently severe to warrant police involvement, the diversity of motivational circumstances associated with sexting behaviors has been further supported by the survey literature. For example:

- In the 2009 Pew study, teens highlighted scenarios that included exchange of sexually suggestive text messages, images sent as part of "joking around," images sent in the context of flirting and courtship, and messages/images involving clear harassment or intent to embarrass or harm. The survey also identified three general scenarios in which sexually suggestive images are shared/forwarded between two romantic partners either as 1) a prelude sexual activity, 2) part of an experimental phase for non-sexually active teens, or 3) part of a sexual relationship (Lenhart, 2009);
- The NCPTUP survey reported that among those that had sent/posted suggestive messages or nude/semi-nude pictures/videos most did so "to be fun/flirtatious," "as a 'sexy' present for a boyfriend/girlfriend," or "in response to one that was sent to" them (NCPTUP, 2008);
- In the Mitchell et al. study, the appearance in/creation of "nude or nearly nude images" was twice as likely to be attributed to a romantic relationship than as a "prank/joke" (Mitchell et al., 2012);

- Englander found the most common motivation for sexting among a majority (66%) of her respondents was "because a date or boyfriend/girlfriend wanted the picture" (Englander, 2012); Although Temple et al. did not specifically ask their surveyed teens as to the senders/recipients of naked pictures, they concurred that sexting appears to occur within the context of dating (Temple, et al., 2012).

These and similar findings suggest that interpretation of any sexting prevalence figures must carefully account for the manner in which the behaviors are framed in the context of media reports, policy discourse, and research studies.

Methodological Variation. Beyond variation in operational definition, comparison of "sexting" prevalence estimates must also account for differences in survey participant samples and procedures. Approximately one third of the studies that we reviewed had nationally representative samples, while the remainder varied from sampling a single high school/college to sampling across three different states.

Many of the surveys we reviewed included non-minor teens and/or young adults within their samples, while others have over-sampled minor youth at the older end of the age spectrum (i.e., 16-17 years old) – a factor that could explain higher overall rates. Of note, the Mitchell et.al. study (which generally provides the lowest observed rates) surveyed those as young as 10 years old, while the NCPTUP study (showing much higher rates) surveyed those up to 26 years old.

Additionally, surveys have been administered through a variety of means, including Internet, phone, and school-based surveys. Approximately half of the studies reviewed utilized school-based surveys, two were telephone-based, and the remaining were online/computer-based surveys. Each of these approaches has unique methodological advantages and limitations. While one approach is not necessarily superior to another, differences in the response biases associated with each approach might help to explain variability in results across survey studies.

PREVALENCE AND INCIDENCE ESTIMATES

Given definitional ambiguities and methodological variations such as those noted above, it is not surprising that estimates of teen engagement in "sexting behaviors" have varied considerably. Here, we briefly summarize the prevalence research to date, and attempt to contextualize the findings. To do so, we include separate assessments of the prevalence statistics for four sets of activities commonly associated with sexting:

- Creating/producing and sending images of oneself,
- Receiving such images,
- Being asked to send such images, and
- Forwarding/sharing these images with others.

Creating/producing and sending images of oneself. As noted earlier, the 2009 NCPTUP survey reported that 20% of teens indicated having sent or posted nude or partially nude images of themselves via Internet or cellphone. Studies from school-based samples confined to specific jurisdictions have produced both higher and lower estimates. One survey of 948 Texas high school students suggested that 28% had engaged in the behavior (Temple et al., 2012) while another school-based study in Utah placed the figure at 18% (Strassberg, McKinnon, Sustaíta, & Rullo, 2012). Neither of these studies found statistically significant differences between boys and girls engaging in the behavior, although within both samples the rates for boys were slightly higher.

Studies using national samples have generally produced significantly lower estimates. The Pew study from 2009, based on a phone sample of 800 youth, indicated that just 4% of teens ages 12 to 17 reported sending nude or partially nude sexually suggestive pictures. Mitchell and colleagues, in a study of 1,560 youth internet users ages 10 to 17, estimated that 2.5% of teens had appeared in and/or created an image, 1.8% had self-produced an image, and 1.3% indicated that they had appeared in or created "images showing breasts, genitals, or someone's bottom (Mitchell, Finkelhor, Jones, & Wolak, 2012). In reconciling these results with those of the school-based studies, it should be noted that the Texas and Utah high school surveys primarily consisted of youth age 15 and older whereas the two national surveys included younger youth.

Receiving images. Youth have reported being two to four times more likely to have received sexual images than to have created, produced and/or sent such images. The Pew study reported 15% receiving such an image (compared to 4% who had reported creating and sending); the Cox Communication survey reported that 17% had received sexts (vs. 9% creating/sending); and the study by Mitchell and colleagues indicated that 7.1% reported receiving a sexual image (5.9% with nudity), compared to the 2.5% who reported creating or appearing in such an image (1.8% with nudity). The high school survey in Utah reported figures that were substantially higher, indicating that nearly 50% of boys and 31% of girls had been receivers (compared to 18% who had reported sending such images). As noted above, these higher figures may be partially associated by variations in the sampling frame, including those associated with the age of the respondents.

Being asked to send images. Among the surveys that have evaluated teen sexting behavior, few have queried youth about their experiences of being asked to send an image of themselves. These experiences, however, may represent salient dimensions of the dynamics of sexting, particularly related to subtly coercive gender dynamics. This experience seems to be far more common among girls than boys. The study by Temple and colleagues, evaluating the experiences of Texas high school students, suggested that 68% of girls and 42% of boys had been asked to send a sexting image – a statistically significant difference. Further, 27% of girls reported being bothered by receiving such a request, compared to only 3% of boys. Beyond gender effects, the study also found that Hispanic and African American youth were more likely than white youth to send an image upon receiving a request (Temple et al., 2012).

Forwarding and sharing images. Although initial image creation/production may be thought of as the most troubling within the spectrum of sexting behaviors, the activity of forwarding or sharing images with youth other than those to whom the sender intended may be viewed as the least socially condoned and potentially the most harmful. Whereas sending and receiving activity may often occur within the confines of one-on-one relationships, forwarding and sharing implicitly involves one or more third parties, and may occur without the consent or knowledge of the image's original sender. The Utah high school study indicated that 27% of boys and 21% of girls have forwarded pictures to others (Strassberg et al., 2012). While such sharing of images might be done for benign reasons (e.g., when youth are bored or want to appear "cool"), sharing images also suggests a nexus between sexting and bullying behavior, and also raises potential legal issues related to distribution of illegal pornographic material. In terms of reported prevalence, forwarding behavior seems to occupy a middle ground between creation, production, sending and receiving.

CORRELATES AND RISK FACTORS

While much media and policy discourse tends to focus on the overall incidence and prevalence of sexting behaviors, focusing on such aggregate data may obscure important sources of variation in these behaviors across the teen population. Notably, data have shown that the probability and nature of sexting involvement varies considerably among teens, and is associated with a range of demographic and psychosocial characteristics. Understanding sexting in relation to these characteristics is vital to generating effective prevention and intervention strategies.

Age. Not surprisingly, studies have established a positive correlation between age and various forms of sexting experience, with older teens more likely to have engaged in these behaviors than younger teens (Mitchell et al., 2012; Strassberg et al., 2012; Temple et al., 2012). While it is likely that sexting activity increases with age, these results should be cautiously interpreted for two main reasons. First, surveys have generally framed questions in terms of lifetime prevalence (e.g. "Have you ever…?"), rather than specific time periods (e.g. "During the past month/year, have you…?"). Accordingly, it is also not surprising that the cumulative experiences of older teens yield higher numbers than those for younger teens. Although differences of sexting rates by age are significant enough to warrant attention, more research is needed to establish the rates of sexting behaviors by youth age. Second, the motivational and behavioral dynamics for sexting behaviors among younger teens seem to differ significantly from those observed within older teen samples. This issue is addressed in relation to our interview data that is presented in the next section.

Gender differences. Comparisons of sexting behaviors by youth gender have yielded inconsistent results. Examining rates of creating/producing and sending images, some studies have shown significantly higher proportions of girls engaging in the behavior (Cox Communications, 2009, Englander, 2012) while others have shown no significant gender differences (Strassberg et al., 2012; Temple et al., 2012). There is more consistent research

indicating that gender differences exist regarding underlying motivations, social conditions, and attitudes toward the behavior. For example, the study by Temple and colleagues found that girls were significantly more likely than boys to have been asked to send an image of themselves, and moreover, that they were nine times more likely to be solicited by such a request. According to the NCPTUP survey, teen girls are almost three times more likely than teen boys to cite pressure from the opposite sex as the reason for sending or posting sexy messages or sexually suggestive content. In a 2012 study conducted by Englander, girls were found to be about twice as likely as boys to be "pressured" into sexting. Hence, while the overall rates of engaging in certain types of sexting behavior may ultimately be similar for boys and girls, it is reasonable to assume that the dynamics of these behaviors are substantially different across genders. This theme is explored in the presentation of our interview data in the results section.

Risky behaviors. Prior to the emergence of sexting as a distinct issue of concern, a substantial body of literature examining technology-facilitated risky teen behaviors suggested a strong association between "online" risks & behaviors and "offline" risks & behaviors (Palfrey, 2008).   Consistent with these findings, research conducted to date has indicated that youth who engage in sexting behaviors are more likely to be sexually active (Englander, 2012). Findings also suggest that youth engaged in sexting behaviors are more likely to endorse symptoms of depression, suicidality, substance abuse, and general mental health problems (Dake, et al., 2012).

A survey of teens in several school districts in a Midwestern state found positive associations between reported sexting and sexually risky behaviors (i.e. unprotected sex, anal intercourse), mental health symptoms, such as depression and suicidality, substance use and abuse, and academic difficulties (Dake, et al., 2012). These findings are consistent with other survey research with teens and young adults that has identified correlations between sexting and mental health symptoms (MTV/AP, 2009) and between sexting and general sexual activity (Rice et al., 2012; Temple et al., 2012). Several studies have shown a relationship between sexting and rates of sexual activity and sexually risky behaviors, particularly among girls (Baumgartner, Sumter, Peter, & Valkenburg, 2012; Temple et al., 2012). Additionally, a study of California teens found that knowing someone who had engaged in sexting behaviors was strongly associated with the individual's own behavior, consistent with broader public health research demonstrating that behavior among adolescents is strongly tied to perceptions of peer norms (Rice et al., 2012).

CONTEXTUALIZING SEXTING-RELATED RISK

Teen sexting behaviors have been framed almost exclusively as bad or problematic, probably because teen sexting behaviors have been discussed from the vantage point of adults keenly aware of the risks posed by "permanent" compromising images (and perhaps only dimly aware of the behaviors they themselves engaged in as youth). Yet it is also possible that sexting behaviors occur in the context of normative and healthy sexual development and relationships.   There is growing recognition of the need to better understand sexual health, what that entails, and how promotion of sexual health might

provide a more effective public health framework within which to address adolescent behavior (Douglas & Fenton, 2013; Nystrom, Duke, & Victor, 2013).

Notably, the survey literature suggests that sexting may often occur within the bounds of normative adolescent social relationships and, for some youth, may reflect developmental immaturity in which immediate gratification is prioritized over concerns about long-term consequences. From a social vantage point, it is also important to view these behaviors as embedded within a broader framework of youth norms and culture, including differing generational views of privacy and the manner in which teens view communication technology as an integral part of their social lives (Lenhart, Ling, Campbell, & Purcell, 2010; Marwick, Murgia-Diaz, & Palfrey, 2010).

Yet while much of the "sexting problem" may be attributable to social and developmental factors, such as those noted above, certain aspects of the issue command the attention of practitioners and policymakers. Notably, those who work directly with youth in educational and juvenile justice settings should recognize the behaviors' potential linkages to various forms of peer-based aggression such as cyber-bullying, dating violence, coercion, and sexual exploitation. In addition, the potential for risky online behaviors is not equally distributed among teens, and as suggested by Palfrey (2008) it may be the case that the "psychosocial makeup of and family dynamics surrounding particular minors are better predictors of risk that the use of specific media or technologies". (pg. 5)

FOCUS OF CURRENT STUDY

In summary, a growing number of youth surveys since the original NCPTP report have provided an emerging picture of the general prevalence of certain behaviors, the variability of these behaviors across age and gender, common sexting scenarios, and general motivations. The survey research has also yielded useful data concerning teen knowledge, attitudes, and beliefs related to sexting and its consequences, and has begun to shed light on the nexus between generalized risk and engagement in certain forms of "sexting" behaviors.

However, studies to date, which have relied predominantly on structured surveys, have been limited in their ability to fully capture and reflect the **youth voice** that is fundamental to understanding sexting behaviors and to framing attempts to effectively address sexting within appropriate social, behavioral, attitudinal, and sub-cultural contexts. Additionally, few published research studies have gathered the views of parents, educators, and other concerned adults and directly compared those views to those of youth. Such comparisons are vital for purposes of developing effective prevention and intervention strategies.

To address this gap in the research, a multi-disciplinary team from the fields of criminal justice, psychology, public policy, and educational research collected questionnaire data and conducted focus groups with 123 youth (55 male and 68 female), 92 parents, and 110 educators and other school-based professionals across three states and a range of communities between March 2011 and March 2012. The project was designed to

understand and compare youth and adult perspectives on sexting and its related issues, and to inform the development of effective, proportional, and properly targeted responses.

The project's primary goal was the development of recommendations that can inform law & policy, system responses to sexting incidents, and prevention initiatives involving youth, schools, communities, and families. As part of this process, the research team convened a policy and practice integration forum in Fall 2012 to enlist a select group of youth, parents, policymakers, and practitioners to help translate the study findings into actionable guidelines and recommendations.

METHODS

This mixed-method study utilized three consecutive phases of focus group data collection – the first eliciting the perspectives of youth, the second eliciting the views of parents, and the third eliciting the views of school-based practitioners, including those engaged in administration, classroom instruction, guidance, health and mental health, and law enforcement.

For each phase, data were collected across multiple communities in three states – Massachusetts, Ohio, and South Carolina. Analyses of the data were conducted on a rolling basis throughout the study period, allowing the initial findings from the youth phase to inform the development of data collection protocols for subsequent phases.

All procedures for recruitment, consent, data collection, and analysis were reviewed and approved by Institutional Review Boards at the researchers' affiliated institutions. Additional protocol reviews were conducted, and approvals were obtained, from some of the participating school districts.

INSTRUMENT DEVELOPMENT

For each data collection phase, the project team developed a series of IRB-approved data collection instruments for uniform implementation across the study sites. These instruments (included in the appendices to this report) included structured focus group protocols and pre-group questionnaires for all three phases, and a post-group questionnaire for the youth phase only.

Focus group protocols. Consistent with the stated research goals, focus group protocols for all three groups were designed to explore participants' perspectives around the following six themes:

1. The role of technology in teens' lives;
2. Defining "sexting" and its issues;
3. Motivations, characteristics, and contexts;
4. Communication about sexting;
5. Perceived consequences of sexting; and
6. Strategies and practice responses.

Under each theme, the protocols included between one and three open-ended general question prompts, along with a series of "sub-prompts" designed for use by facilitators leading the discussions. The sub-prompts related to general topics that were expected to be raised by participants in response to the main prompts. Hence, the main questions were considered required focus group elements, while the sub-prompts were used on a discretionary basis consistent with the direction of the group discussion.

Pre-group questionnaires. Pre-group questionnaires were developed for administration to each of the three participant categories. Youth questionnaires included 19 items (some multi-part) covering demographics, family background, school activities, and technology use. Parent and educator questionnaires were somewhat briefer, focusing primarily on demographics and technology use.

Post-group questionnaire. A post-group questionnaire was developed for administration solely to the youth participating in the first phase of data collection (i.e. parents and school-based personnel did not complete post-group questionnaires). This instrument asked youth to report their exposure to and/or experience with behaviors commonly linked to sexting. It included 6 multi-part sets of categorical variables in which respondents indicated their frequency of exposure or involvement, and two open-ended items in which they were provided an opportunity to describe specific incidents and to share any thoughts or perspectives that were not addressed in the focus groups.

SAMPLING AND RECRUITMENT

The samples for this study were drawn from three geographically diverse states: Massachusetts, Ohio, and South Carolina. In Massachusetts and Ohio, researchers identified high schools in three separate local school districts, including an urban district, a suburban district, and a predominantly rural district. The South Carolina sample utilized three different high schools within a large county-based school district. In total, nine different communities were represented for the student and parent focus groups. The school personnel focus groups, which were recruited in part through statewide and regional organizations, represented a more diverse array of communities.

Four separate consent forms were developed for use in the study — one for minor youth (including caregiver consent and youth assent), one for youth 18 and older, one for parents, and one for school personnel. Based on an IRB-approved human subjects protection protocol, the forms included a detailed description of the study and its procedures, as well as a delineation of study risks and confidentiality provisions.

Youth recruitment and consent process. Recruitment methods for enlisting students into the study varied based on the needs and preferences of participating school districts. Methods employed included classroom and assembly-based presentations on the study, informational tables staffed in hallways or lunchrooms, informational fliers, and e-mail outreach.

Students interested in participating in the study were given a form in which they provided basic contact information, as well as their age and gender. Additionally, students under the age of 18 were asked to provide contact information for their parents or caregivers. Signed consent forms were collected prior to the scheduled date of the focus group. For students under the age of 18, members of the research team scheduled and conducted joint meetings with the student and his or her caregiver. During this meeting, the informed consent document was reviewed, and both the student and the caregiver were provided

with opportunities to ask questions prior to providing consent (caregiver) and assent (youth). Students 18 years of age or older were able to review and sign the informed consent document without caregiver involvement.

Students appearing for the focus groups received gift cards of between $25-$30 (based on jurisdiction) in exchange for their participation in the study.

Parent/caregiver recruitment and consent process. Recruitment of caregivers into the study was coordinated through the nine schools participating in the student portion of the study. While the caregivers of students who had participated in the study were provided with an opportunity to participate, the recruitment process was not restricted to this group. As with the student groups, the methods employed to recruit caregivers varied, based on the needs of the districts. Methods included e-mail from school administrators and parent-teacher organizations, presentation to parent meetings held at the school, and a "snowball" process through which participants were recruited based on referrals from other parents.

IRB-approved informed consent documents were distributed and reviewed with caregivers immediately prior to the focus groups. Prospective participants were given the opportunity to ask questions about the study, and provided with the option of leaving. Caregivers received $30 in cash or gift cards in exchange for their participation in the study.

School personnel recruitment and consent process. In Massachusetts and Ohio, school personnel were recruited through partnerships with governmental and non-profit agencies, and were invited to a day-long conference featuring morning focus groups and presentations from the researchers and others around the issues of youth sexting. Prior to the event, participants were provided with study details and consent forms, and were notified that focus groups would be included as part of the program. They were also informed that participation in the focus groups was optional, and was not a requirement for participation in the remainder of the conference.

Prior to the commencement of the groups, the focus group protocol and consent form were reviewed with all participants, and opportunities for questions and clarifications were provided. Participants that did not provide consent to participate in the research were permitted to sit in on the focus groups, but had their comments deleted from the transcripts prior to data analysis. Participants were not provided with direct incentives to participate, but were provided with food during the course of the conference.

In South Carolina, researchers held focus groups for line staff (teachers, guidance, school mental health) at each of the three high schools that participated in the youth and parent portions of the study, and one separate district-wide focus group for administrators. Recruitment was coordinated through the participating schools and district via direct email contact with prospective participants. Prior to the commencement of the groups, the focus group protocol and consent form were reviewed with all participants, and opportunities for questions and clarifications were provided.

DATA COLLECTION AND PREPARATION

Data collection. Two members of the research team were assigned to each focus group. The lead facilitator was charged with managing the overall data collection process for that group, ensuring adherence to research protocol, and conducting the focus group. A co-facilitator was responsible for operating the recording equipment, maintaining a log indicating the number of each speaker during the focus group, and managing distribution and collection of forms and questionnaires.

Upon arrival to the focus groups, all participants were provided with a tent card or badge with an assigned number, and were informed that this number would serve as their sole identifier for purposes of the focus group and for the pre-group (and, for the youth, post-group) questionnaires. This common numerical identifier not only helped to ensure that the data was stripped of identifying information, but also permitted linking of participant characteristics gathered through the questionnaires with statements made during focus groups.

Prior to the initiation of the focus groups, participants completed their pre-group questionnaires and submitted these to the co-facilitator. The lead facilitator then provided participants with a written list of "ground rules" for the focus groups, including those related to confidentiality, decorum, and the scope of discussion. Following this review, audio recording of the focus group commenced, and participants were so notified. The focus groups followed the established protocol as described in the previous section, covering each of the designated topic areas. For purposes of transcription, participants were told to identify themselves by their number prior to speaking. As a check on this, the co-facilitator maintained a sequential log indicating the first few words of each statement and the number of the speaker. Groups ranged in duration from approximately 60 to 90 minutes.

Data preparation. Following the completion of each focus group, audio recordings and logs were sent to a service for transcription. Once received, transcripts were reviewed by the focus group facilitators and distributed to members of the research team for preliminary reading and analysis (a process described below in the "data analysis" section). Transcripts were then imported into the study's master NVivo database for initial coding and assignment of focus group statements to individual cases (identified by their unique study ID).

Concurrent with the transcription process, questionnaire data were centrally coded and entered into SPSS for generation of descriptive statistics. The case-level SPSS data were then merged into NVivo, permitting a matching of case characteristics with the statements made by each participant using the common study ID.

ANALYTIC PROCESS

The analytic process included multiple checks and balances to support the validity or trustworthiness of study findings, including a multi-layered and extensively documented

interpretive process, and organization and coding of textual materials using qualitative research software (NVivo).

Across all three data sets, the research team followed a common 4-step protocol to identify and encapsulate the themes and issues emerging from the focus groups. The protocol was designed to draw upon the diversity of expertise and perspectives within the research team, and to combine both independent and group-based interpretation of focus group proceedings. These four steps were:

1. Generation of focus group memos
2. Site-based and cross-site readings
3. Fine-grained coding of transcript content
4. Team-based interpretive meetings

Focus group memos. Immediately following each focus group session, and prior to generation of the transcripts, the two group facilitators provided a brief memo describing the process of the interview (any changes, special issues, questions or suggestions) and providing their immediate impressions from the experience. These were shared with the research team, providing an opportunity for all members to learn about how the focus group process was working under different conditions, flagging certain issues or challenges that arose, and offering the first interpretations of the data.

Site-based and cross-site readings. Upon receipt of the transcripts, research team pairs within each project site conducted an initial review of the transcripts generated within their state. Each pair consisted of one investigator who had participated in the focus groups (either as lead or co-facilitator), and one who had not, providing both "insider" and "outsider" perspectives.

Based on these transcript reviews, each reviewer independently produced a memo using a standard template that asked for commentary surrounding the major themes emerging from the transcripts, issues and areas that seemed counter-intuitive or surprising, and differences within and across groups (e.g. gender differences, cross-site differences). Beyond the site-based readings, two senior investigators reviewed the transcripts from the full data set from each of the three sites and prepared memos describing their reactions to the full set. These memos - both those produced at the state level and those produced at the project-wide level - were distributed to the project team for interpretive meetings described below.

Fine-grained coding of transcript data. As the full research team review of the transcripts were taking place, the same material was also being organized and coded within an NVivo database. The hierarchical coding process, which was built around the identified themes and sub-themes, encompassed all focus group transcripts, open-ended responses provided by youth in response to the post-group questionnaires, facilitator memos, and memos generated from the site-based and cross-site readings.

Transcript coding was organized in a linear fashion by thematic area and question, and by cross-cutting themes. Some coding was accomplished through automated text searches for specific terms and phrases, followed up by manual review as a quality check. Other coding - such as that involving more subtle contextual facets of the data — required a more meticulous manual process based on line-by-line readings of the transcripts. A restricted set of variables culled from the questionnaire data were attached to each individual participant so that textual data could be searched by these attributes.

Full team interpretive meetings. Following the initial reviews and memos and the first round of coding, the members of the research team convened to collectively process the focus group data and the memos that had been generated. For youth and parent data, these reviews were conducted in face-to-face meetings of the research team.

For the educator data set, the discussion was held through web-based conferences. At these meetings, which generally lasted between two and four hours, the team reviewed the independently-generated memos, as well as NVivo-generated reports related to the identified thematic areas.

The primary goals of these meetings were to identify themes that were unique to the data set and/or cross-cutting with other data sets, to identify patterns that might inform additional fine-grained coding, to explore the subtleties of data, and to develop language and typologies through which results may be described. The team also sought to make connections between the emerging and extant research literature on the topic and the findings that were emerging from the data.

Synthesis and later stage interpretive review. Following analysis of the individual data sets, the research team returned to the original theme areas and questions that had guided the interview protocol, creating a table by which to compare the findings from the three data sets. Using the fully-coded NVivo dataset, the team developed a detailed comparative grid to facilitate an analysis across groups. In an extended web conference across the three project sites, the research team reviewed and discussed the table, testing the findings and evidence

Stakeholder forum. The project's primary goal was to develop recommendations that can inform law and policy, system responses to sexting incidents, and prevention initiatives involving youth, schools, communities, and families. In support of this, the research team convened a stakeholder forum in the Fall of 2012 to enlist a select group of youth, parents, policymakers, and practitioners to help interpret the study results and aid in developing specific guidelines and recommendations.

The forum took place across four locations linked via videoconferencing technology. Within each of the three project states (Massachusetts, Ohio, and South Carolina), members of the research team convened groups of 18-20 participants. Participants included youth representatives, district-level and school-based administrators, guidance counselors, school mental health staff, classroom teachers,

parents, school resource officers, Internet Crimes Against Children (ICAC) Task Force members, prosecutors, juvenile defense attorneys, juvenile court judges, and legislative staff. Representatives of the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention also joined the conference via video link.

One week prior to the event, all participants received a written summary of the study findings and preliminary recommendations, and were asked to review these findings ahead of time. The event began with a common presentation of study results via videoconference, followed by a facilitated discussion at each of the three program sites.

This discussion was based on the following prompts:

- What do you think of these findings?
    - What jumps out at you?
    - What do the findings mean to you?

- Based on what we have heard, what principles and strategies should guide our responses?
    - How should our systems respond to sexting incidents in a balanced way?
    - What should we be doing to promote youth safety and well-being?

Following the 90-minute facilitated discussions, the three groups reconvened to share the outcomes of their conversations. In the days following the event, the research team completed a debriefing session in which notes and proceedings were compared in greater depth to identify prominent themes and recommendations.

SAMPLE DESCRIPTIONS

Full details regarding the study sample, along with tabulated response data generated from the pre-group and post-group questionnaires, are included in the appendices to this report. These tables include separate tabulations for male and female teens, and both study-wide and state-level data for all groups. Beyond demographic information, the tables also include participant responses related to technology usage from all three groups, and for the youth participants, information on their reported experience with sexting and related behaviors. The tables below provide general highlights of the sample characteristics – readers are referred to the appendices for further detail.

Table 1: Characteristics of Youth Sample

	Total	Massachusetts	Ohio	South Carolina
N	123	42	52	29
Gender				
Male	44.7%	45.2%	44.2%	44.8%
Female	55.3%	54.8%	55.8%	55.2%
Median Age	17	17	17	18
Grade Level				
9th	13.0%	9.5%	15.4%	13.8%
10th	19.5%	23.8%	17.3%	17.2%
11th	34.1%	31.0%	42.3%	24.1%
12th	32.5%	35.7%	25.0%	41.4%
Race/Ethnicity				
White	46.3%	50.0%	63.5%	10.3%
Black/African American	30.1%	9.5%	19.2%	79.3%
Hispanic/Latino	4.9%	11.9%	1.9%	0.0%
Asian/Pacific Islander	9.8%	14.3%	11.5%	0.0%
Other	8.1%	14.3%	3.8%	6.9%

Table 2: Characteristics of Parent Sample

	Total	Massachusetts	Ohio	South Carolina
N	92	20	46	26
Gender				
Male	17.4%	25.0%	19.6%	7.7%
Female	82.6%	75.0%	80.4%	92.3%
Median Income	$80K-$90K	$90K-$100K	$100K-$150K	Less than $10K
Race/Ethnicity				
White	62.0%	80.0%	71.7%	30.8%
Black/African American	31.5%	15.0%	21.7%	61.5%
Hispanic/Latino	3.3%	0.0%	4.3%	3.8%
Asian/Pacific Islander	1.1%	0.0%	2.2%	0.0%
Other	2.2%	5.0%	0.0%	3.8%

Table 3: Characteristics of Practitioner Sample

	Total	Massachusetts	Ohio	South Carolina
N	117	53	33	31
Gender				
Male	23.1%	28.3%	21.2%	16.1%
Female	76.9%	71.7%	78.8%	83.9%
Race/Ethnicity				
White	74.4%	88.7%	57.6%	67.7%
Black/African American	20.5%	5.7%	39.4%	25.8%
Hispanic/Latino	2.6%	3.8%	0.0%	3.2%
Asian/Pacific Islander	0.9%	1.9%	0.0%	0.0%
Other	0.9%	0.0%	0.0%	3.2%
Role				
Classroom Teacher	20.5%	13.2%	3.0%	51.6%
Health/Wellness Educator	9.4%	13.2%	9.1%	3.2%
Guidance Counselor	15.4%	22.6%	9.1%	9.7%
Law Enforcement	13.7%	18.9%	18.2%	0.0%
Other	41.0%	32.1%	60.6%	35.5%
Years of Experience				
Median	11	13	12	9
Less than 1	2.6%	3.8%	3.0%	0.0%
1 to 10	46.2%	41.5%	39.4%	61.3%
11 to 20	29.1%	34.0%	33.3%	16.1%
21 and above	18.8%	17.0%	18.2%	22.6%

FINDINGS

This section presents the major themes and findings gathered from the youth, parent, and practitioner focus groups. We also draw upon data gathered through the open response items contained within the youth post-group questionnaires.

The section is divided into six major domains, reflecting the topical areas covered through the focus group protocol:

1. The role of technology in teens' lives;
2. Defining "sexting" and its issues;
3. Motivations, characteristics, and contexts;
4. Communication about sexting;
5. Perceived consequences; and
6. Strategies and practice responses.

Within each domain, we begin with a brief description of the relevant focus group items, followed by a presentation of key themes and areas of convergence & divergence across the three participant groups, along with illustrative quotations. Through this, we aim to convey the manner in which each group's collective values, belief systems, worldviews, and experiences frame their perspectives on the "sexting problem" and its attendant solutions.

ROLE OF TECHNOLOGY IN TEEN LIVES

Each focus group began with an initial series of questions exploring perspectives on the role of digital communications and technology in the lives of both teens and adults. Youth were asked how they use communication technology in their lives, and how important these technologies are to them. Adults were asked similar questions about their own technology uses, and were also asked to discuss the role of communication technology in the social lives of teens. This initial discussion was intended to explore the extent and nature of the "digital divide" among the focus group participants, providing vital context for the ensuing discussion of technology-facilitated sexual expression.

Although viewing the issues surrounding teens' use of digital communications through distinctive lenses, all three groups of participants – youth, parents, and practitioners – were united in their recognition of the pervasive role of such technology in the daily lives of young people. The following examples represent the unanimity of this general sentiment while reflecting the subtle differences in perspectives brought by each class of participants:

> "It's really important to me. I remember one time, I had to go without a phone for like…it felt, forever, and it was just like the worst time of my life…" (Female Teen, Massachusetts)

> "On a scale of 1 to 10 it's a 9.8. The only time that I can deal without having technology is if I absolutely have to and I know I can go back to it when that time is over." (Female Teen, Massachusetts)

> "I use technology every day. And basically it's like my lifeline. And if my parents decided to take my phone away, then I would probably be all messed up in the head. Because I just use technology every day and this is my lifeline." (Male Teen, Ohio)

> "My son uses it daily. If he could text in his sleep he probably would. (laughter) Literally he's on his cell phone, he's on the Internet, he's on Twitter. I just recently found out that he's doing, what is it? I want to say it's Skype or blogging or something like that. I'm just like OK, he's doing that, then he's on Facebook … it's just at all times. Or he's always looking to see oh, I wonder if such and such got in contact with me. So he's on it 24 hours, seven days a week." (Mother, South Carolina)

> "[Technology is] extremely important, in that they don't even notice anymore that they're doing it. We have issues with cell phones. And, you know, in their mind, they shouldn't be in trouble, because it's just natural to have that cell phone attached to your hand. It's an extension of who we are." (Administrator, Massachusetts)

Teens regularly spoke of a near visceral attachment to their cellphones, with many suggesting that they would feel cut off from their social lives without the benefits of digital technology and social media. One male teen in South Carolina stated:

> "Every time I think about it, [I]…kind of die a little bit inside…It's like, oh, I got a text message…I get, like, withdrawal from not having my cell phone all the time. And then if [I don't] have it, I feel my leg vibrate."

While implicitly recognizing the disruptive potential of digital communications, teens generally spoke of their use of cellphones and social media in positive terms, viewing it as a facilitator to various aspects of their lives. Quotes such as *"My phone is my life"* and *"it has everything I need on it, it gets me through my day"* were common throughout the youth focus groups. Moreover, teens spoke of the broad role of communication technology in their everyday lives, presenting a rich and diverse spectrum of uses and applications related to entertainment, interpersonal connections, hobbies, and engagement with families, communities, and peers.

Compared to youth, adults tended to frame teens' connections to their digital technology in more ambivalent and often negative terms, focusing on its disruptive and distracting potential. They often described its insidious effects on teens' communication skills, social interactions and relationships.

Parents often voiced frustration and incredulousness at teen behavior, revealing acute awareness of the generational divide surrounding digital norms and practices. In one permutation of a common anecdote within the groups, one Massachusetts mother indicated:

> "I was driving my son's girlfriend home, he's in the front seat next to me, she's in the back seat, and it's total quiet the whole way, until I realize they're texting each other, rather than speak in front of me."

Another mother in Ohio commented further on this generational divide, suggesting a sense that some elements of teens' connections to others and to their world have been lost in the digital era:

> "For us, it's more of a convenience to get information to find out things, but with them, it's become more. It's their entire world. Like you were saying with taking the phones away, everything shuts down. They don't know how to communicate, picking up the landline at home. They don't even know their friends' phone numbers. They have no access to their friends."

Practitioners echoed this general sentiment, and further elaborated on the "digital divide," citing its rapidly evolving nature as well as its potential as a source of conflict. Consider these two perspectives from a pair of Massachusetts school practitioners:

> "I think sometimes, adults can become frustrated...it's OK, sometimes, to say, 'We're going to have a half-an-hour technology-free time while we eat supper as a family.' That kind of thing, and I think the kids feel like, 'I can't be cut off.' And, I feel backlash from the students sometimes, like you know, there's rules in schools, and you can bring your phone to school, but you can't have it on. Rules like that, I think kids find that very frustrating, and maybe think it's silly, when teachers are trying to actually impart knowledge to students, they find that overdependence, and it's almost, you know, like an addiction. Like they can't, you know. 'I could be out of touch for a whole 25 minutes.' They just can't tolerate that...I'd be interested to see, you know, generationally, how that, is it different for 26-year-old teachers versus 50-year-old teachers, in terms of how tolerant they are of those things." (School Psychologist)

> "I'm under 30, so I'm sort of a, I'm right on the cusp of being like a native and an immigrant, because I grew up computers and cell phones. But I still don't use them like I wasn't born with one in my hand like the way that today's kids are. So I think that creates a totally different dynamic between how adults see technology, because they just naturally visualize it in a different way, utilize it in a different way." (Guidance Counselor)

Building on this idea of digital technology as a disruptive force, the adult participants commonly evoked the role of digital media as an amplifier of negative social interactions among teens. While mentioned by some parents, this theme was considerably more prominent within the practitioner groups, as reflected by these examples from Massachusetts:

> "I think having the communication happening through text messaging or Facebook also effects break ups, and how they're done ... Seeing a lot of teens broken up with other teens through Facebook, and they've said it in a way that was really different from what if they actually had a person in front of them ... Then a lot more like friends are involved because it's on Facebook. They're like oh, did you see what happened with X, Y, Z or whatever? And it just really complicates things." (Health and Wellness Educator)

> "What I found really interesting is the fighting over the cell phone...their level of communication that's needed in relationships to get through any conflict is not there because now they're using the technology to argue with each other, and to fight. A student will say 'he was yelling at me.' How did you know he was yelling at you? (laughter) You know? So they already know, you know the tone in the text...So now their conflict resolution is all done via texting, they would rather text than confront the person face to face." (School Adjustment Counselor)

> "As a school administrator, I would see it more in the negative as far as social relationships. The anonymity, or slight anonymity of sitting at home, you would never say face-to-face what kids say to each other, say right to each other online, or via text. It's safer to be mean when you're in the comfort of your own house sitting in your pajama's, in your bedroom. But the kids would never say that, or rarely say that, to each other, face-to-face. So, I would see a lot of conflicts happen, begin online that would then spill over into the school day." (Administrator)

Beyond exploring the role of technology in conflict among teens, the theme of intergenerational conflict (i.e. between teens & parents and between teens & schools) was also commonly evoked by all three groups. Understandably, these discussions were framed by each stakeholder's concerns and worldviews, and focused heavily on struggles over the control of technology.

> "I'm sad because my mom refuses to let me have a webcam. She absolutely refuses, she's completely against it. She thinks it'll be on the whole night and it'll magically find people naked in the house (laughter). So I'm not allowed to have one ever. I'm not allowed to have a netbook or a laptop that has one. It's definitely not allowed to be anywhere near her. So I would love to have that ability or that opportunity, I think it's so cool, but never in my house or probably if my mom saw me on a -- no, she'd be mad. So I can't do that. I'm not allowed." (Female Teen, Massachusetts)

"It's a huge role in (the life of) my youngest. He's also on Facebook. So I said, 'be a friend with me, so I can watch that.' So he doesn't seem to use it as much anymore, knowing that I can see him, and I also had to limit the texting on his phone...He was, I forget how much it was, but it was about $500 one month, and I called AT&T and begged them, and they were very good, you know, they gave me a break and put a limit on his account." (Mother, Massachusetts)

"I have worked at a school where the policy was if you're caught with a cell phone or some type of technology, you either get suspended for two days, or the technology device has to be confiscated for two days. And probably more often than not, way more than 50%, the students were willing to take the two day suspension and keep their device." (Guidance Counselor, Massachusetts)

DEFINING "SEXTING" AND THE PREVALENCE OF SEXTING BEHAVIORS

In each focus group, participants were asked a series of questions about the meaning and range of behaviors that they assign to the term "sexting," the behaviors' prevalence, and sources of information about the phenomenon.

Definitional Challenges

All three groups of participants struggled to describe exactly what "sexting" is, citing a broad range of activities, contexts, and content. Participants generally had difficulties defining exactly what the label encompasses. As one female teen in South Carolina stated:

"Sexting...I don't...it's kind of vague to me...I've heard a lot about it on TV and news and stuff. It kind of went through a trend for a while...everybody was talking about all these charges...I guess I don't really have a definition. I don't really know. Inappropriate things being texted or sent via text message?"

One parent – a mother from Ohio – described a scenario that illustrates ambiguity about what constitutes "sexting." Her comments also reflect the perceived divergence between adult and youth standards related to the boundaries between the "acceptable" and the "inappropriate."

"I guess I don't clearly understand the definition of sexting, if it's just like nudity, or very explicit language in text messages, or can it just be something that's very suggestive. There was a picture of a girl out there that we know, and she was just bent over with a pair of sweatpants on that had a hole, and there was another young lady with her finger in the hole of the sweatpants. Now I don't know if that's considered sexting. I thought it was very, very suggestive. Yeah if another person looked at it, they might go oh she's got a hole in her pants. I guess, I thought it was inappropriate, but the kids I think would think, oh that's funny, you know. I guess to me, there's maybe a generational gap between what I would consider sexting, or inappropriate, and what the kids consider inappropriate, so."

An Ohio mental health professional struggled similarly:

> "I think for me the obvious examples are easy to find. You know, the pictures, some of the other examples people have given. Where I fall down a little bit is appropriate versus inappropriate, you know, exactly what is that definition? Does it go down to certain words? I mean does that cover flirting and what is over the line with flirting? And so it gets a little bit confusing on those areas for me."

Role of Language

Across the focus groups, one notable pattern involved the role of linguistic content, which figured prominently in the exploration of sexting and its definition. For example, a male teen in South Carolina stated, "I think it's like, not just sending pictures, but even like talking about having sex…" Along similar lines, an Ohio parent noted, "[My definition] is not just the inappropriate pictures, but you know, the language of what they want to do, you know, and who with, or if they have done something."

Perhaps more critically, teens, parents and practitioners converged in their sentiments that visual and linguistic content are closely intertwined, and that at times words may be more powerful and problematic than images. This sequence, from a female teen focus group in Massachusetts, illustrates the central role of language in the way in which teens think about sexting (indicated names are pseudonyms):

> Haley: I thought it was just pictures too until some boy friends of mine showed me some dirty texts and I was like, wow, that's sexy. That even more so than the picture. You know? Like wow, I can't believe that girl who is in my class who wears glasses or I don't know, just sent that to you. Wow. (Laughter) She's serious, she really wants you.
>
> Facilitator: She means business.
>
> Gabrielle: I don't know much about it but like just based on the word it comes from the word text which is like words so like as we most commonly know it as pictures but you have to think about the fact that it can be very explicit words.
>
> Caitlin: I was going to say I agree with what Haley said, like that and pictures like combined. That's what it is.
>
> Haley: I just think like at one point or another everyone will see a naked body so I think it's less of a shock factor but when you see those words I just think sometimes it can be like, can pack way bigger of a punch than a naked body.

A Massachusetts guidance counselor described the close connection between the visual and the linguistic in terms of the sequence of events associated with sexting incidents:

> "I usually think of language because that's when it first started was just like sending like e-mails and stuff like that from different kids to different kids. It's just like e-mails and text with language. And then the phone that you could take pictures came, and then it just like amped it up I think a little bit."

Role of Media and Popular Culture

When asked where they had heard the term "sexting," all participant groups commonly cited media and popular culture as critical source. Additionally, particularly among the adult groups, these discussions often led to more general commentary surrounding the perceived "sexualization" of society via popular culture.

Teens, particularly girls, tended to frame the role of celebrities and popular culture as somewhat of a "double-edged sword." On one hand, teens often spoke of the "modeling" of sexting behaviors by celebrities and/or through depictions in popular media (e.g. reality shows, sitcoms, YouTube). For example:

> "This was actually a couple of years ago...The same thing happened with like Miley Cyrus but not like, you know, naked. I think it was two years ago because like before like the VMA's where Kanye went on I think one of the commentators was like, "What's up?" Because Vanessa did it twice. And he was like, "Will somebody tell Vanessa to keep her clothes on?" (Female Teen, Massachusetts)

On the other hand, teens referenced learning about sexting and its potential dangers via a similar range of sources, including popular talk shows or TV episodes. A female teen from Massachusetts, learned about sexting from the Maury Povitch show:

> "They actually kind of did what we're doing right now, they did it to like, raise awareness, like, to stop doing it, 'cause like, it was like, this person, kind of like you, and she was with, like, all these like, teenagers, and, like, in like, piece of his shows, he would like, stop and show a clip from the interview."

Parents and practitioners also heavily referenced popular culture influences, prominently citing themes related to the increased sexualization of culture and society. One Ohio mother stated:

> "I grew up on 'The Brady Bunch' and 'The Partridge Family', and my kids are watching 'Jersey Shore.' And that, to them, was the norm. When the normal family was more scaled back or, you know, kind of boring in my kid's eyes. But it's just frightening to me. And, again, the reality shows are so unrealistic, that's what the kids don't understand, is that really, it's not reality. These people are paid hundreds of thousands of dollars to act like fools on TV and glorify this stuff."

Common themes in this domain included increased youth exposure to sexual content via the Internet, celebrity sexual misbehavior, graphically suggestive music videos and lyrics, and immodesty in fashion and clothing.   Throughout these portions of the focus group discussions – which were often quite animated – was a fairly common sentiment of "downward drift" in the standards of modesty and respectability within popular culture. Additionally, these perceived negative influences on youth – particularly girls – were often framed as pervasive and inescapable. The following excerpts are a sampling of adult perspectives on these issues:

> "I find it interesting how we, as a culture, have allowed sexuality to become such a part of our every day, and then we're surprised that our children are using this…I mean, anybody that watches the Super Bowl -- there's -- I don't even know what the name of it is, there's some website, and the ladies are like, almost -- GoDaddy, that's it. I mean, so you look at things like that, and then we're surprised that our children are using the technology. They are so much more sexualized than we, the generation before them, and the generation before them, and I think we're pretty represented in this room right here, that we find it offensive, and we find it to be, you know, wrong, when in fact, we encourage it by allowing our children to exist in this culture. I mean, unless you're going to put them in a cave…" (Educator, Ohio)

> "There were comments earlier about…the culture and in terms of how things are much more sexualized, and how that affects girls. And I'm just thinking now about how that must affect boys as well, where they may not see some of the stuff as a big deal. So you know, you see the magazine covers like Maxim or whatever, and like these are young, you know not girls, but young women presented in a certain way. It's not just like you know, porn magazines anymore. It's like even you know, regular magazines have these kind of images. So they may not think it's that big of a deal, and then encourage girls in a flirting way, or in a relationship like send me this picture." (School Social Worker, Massachusetts)

> "…it's the social media, Victoria's Secret, the bathing suits for eight year olds that lift up the breast. I think that's the only way they seem to know how to get attention. It's not brains. You just don't see that anymore. You see people like Jessica Simpson who is an airhead. Maybe she wasn't, but they presented her like that, and showed that she did years ago, and that was what was attractive, and so these girls, I think they just don't know any other way. It's not the smart girl that gets the football player, it's the girl that reveals herself, or shows off her body." (Licensed Mental Health Professional, Massachusetts)

> "I just think also, particularly for girls, things have become so sexualized in the society. I mean, just looking at the girls Halloween costumes that were out there, that barely covered their rear ends, and a little sixth grade girl who was wearing thigh high stockings with her bumblebee costume that barely covered her bum, and I thought she looked like a lingerie model. And it's that desire to be the lingerie model, to be older, to be this sexual being. I think it makes them feel more

> mature. And they don't necessarily see that's not where they should be at that point…" (Mother, Massachusetts)

> "And even as you watch media, and TV, and movies, and things that were unacceptable to be shown or said on TV today, are just there. I mean, 20 years ago, you'd never see a Victoria's Secret model on daytime TV. That would be on a blocked channel, but now it's OK." (Mother, Massachusetts)

Beyond the general theme of a sexualized society, adults also often invoked the role of celebrity culture and the linkage between sexualized content as well as fame and notoriety. For example:

> "…16 and up sex sells. Like you see like the sex industry where it is now, cameras and things like that kind of incite people to be in the spotlight and the perception is once you're 18 you're grown so they have maybe a fantasy that they can be a star." (Law Enforcement, Ohio)

> "…just as celebrities put their own porn videos out there so that they can increase their celebrity. The kids see that, and say well, not only did they not get in trouble, but this boosted their image and their place in the world, their status." (Classroom Teacher, South Carolina)

> "…it's in the media, you know sex tapes, or things like that where they're coming out. And so it kind of seems more normal to kids, which makes me think that they're doing it, and it feels like kind of casual." (Health and Wellness Teacher, Massachusetts)

Discussion of the role of the news media as a conduit for introducing and framing sexting as an issue of concern also occurred across all three classes of participants, although it was more common among adults. Within these discussions, catalyst events were often invoked, as reflected in this quote from an Ohio educator:

> "I know I first heard of it from the news media, but I'm thinking, to me, it meant the story was violence and ended in a student's death, and I think that's when it really -- the term really stuck with me. Sure, I heard it in general terms before, but I think specifically when it ended tragically, that's when I thought I need to know more about sexting, and find out what the school says about it."

This quote from an Ohio mother referred to an incident that had been covered by the media within her local community:

> "I don't know if I'm allowed to talk about this or not, but it's been in the media lately, but it's a 14-year-old…her boyfriend broke up with her, and she texted and said what can I do to get back with you. And he texted her back and said suck my… So he told her to meet, and they met, and he had his friend sneak behind the tree, and they

videotaped it, and it ended up on YouTube, Facebook, MySpace, World Star Hip Hop. And this 14-year-old child is being exposed to the world. And it's like now where does she go, because I mean, her image is ruined for life because now everybody's going to look at her like, oh, you're the person that... So, I mean, like I said, sexting is just getting out of control, it really is."

CONTEXTS AND PREVALENCE OF SEXTING BEHAVIORS

In discussing their understanding of sexting behaviors, teens cited a rich array of activities and experiences as discussed within their peer group. As presented below in relation to sexting's motivations and contexts, teens spoke of multiple contexts and behaviors, covering scenarios ranging from romance and intimacy, to experimentation, to overt forms of aggression.

Practitioners also drew much of their knowledge and awareness from their direct professional experiences.   In contrast with the teens, however, practitioners tended to focus significantly on the limited subset of cases in which something had "gone wrong" sufficient to warrant the school's intervention.   Practitioners also reported learning about sexting through a broad spectrum of professional development activities and training, and reported attending classes, committee meetings, and conferences in which sexting behaviors were discussed.

As a cluster of behaviors, both youth and practitioners appeared to be in agreement that "sexting" is an emerging part of teens' social landscape. These three quotations, one from a teen and two from practitioners in Massachusetts, provide a lens into these sentiments:

> "I think it's a lot more common than people think. Because I hear about it a lot...but I don't know, it's just not frowned upon. It's weird because it's not like shocking when you hear that any more. That's what I'm realizing right now. I'm not judging anyone...I'm not weirded out, I don't feel uncomfortable. I'm kind of freaked out because it's not frowned upon." (Female Teen)

> "As a middle-school counselor, I think 50% of the kids might've been exposed to it, but it's probably frequent for about 25%, 20% of the kids are getting it all the time." (Guidance Counselor)

> "I think that it's out there. I think it's happening. But I don't think it's as much as people think is happening" (Law Enforcement)

Parents were less certain about the prevalence of sexting behaviors, and their opinions were more based on what they had heard through the media and other secondhand sources than on firsthand knowledge and personal experiences. Notably, parents in the focus groups varied in their level of attunement to their teens' possible exposure to the behavior. These two quotations, taken from the same focus group in the same Ohio

community, represent the differing senses that parents have surrounding sexting-related behaviors:

> <u>Parent 1</u>: "When I got the thing to come here, I thought, I don't have any input for this, because I've never, ever heard of this happening, other than an instance in the paper and an instance with an administrator at the school. But I do wonder how prevalent that is. I have not heard of it going on at all."

> <u>Parent 2</u>: "I have daughters in high school, so I have a junior and I have a freshman, and we have a lot of kids that come around. It's actually amazing -- you guys would really be shocked at how many people and how many kids are doing this. These kids are very readily talking about it...[a]s parents, you've got to talk to each other. Because when one of the kids said, "Oh, I did this," ... I'm immediately on the phone with my friends, saying, "Yeah, you need to stop this now." We as parents actually talk without the kids knowing. Because if they know that we're talking, then they won't open up. So we actually back door, literally, to each other, very secretively. I hate to say that, but we really do. We'll meet somewhere for lunch or whatever, and we all literally catch up on what's happening. The moms kind of collectively know what's going on, but I am shocked at how often this is happening in the kids."

MOTIVATIONS, CHARACTERISTICS, AND CONTEXTS

The next series of prompts queried participants on their views of the motivations and dynamics of teen sexting behaviors. Questions included:

- Why do you think teens engage in these behaviors?
- What would be good reasons to do so, and what would be bad reasons to do so?
- How do girls and boys differ in terms of their motivations?
- Do you think there is a difference in motivation between older and younger teens?
- In addition, the practitioner group was asked about the characteristics of teens who engage in these behaviors and the contexts in which these behaviors might arise.

Consistent with the diverse spectrum of behaviors that may be subsumed under the "sexting" label, participants in the focus groups cited a broad range of contexts and motivational factors. In the process of coding and analyzing data in this area, we identified several categories of factors, encompassing the:

- *Social* (e.g. peer group dynamics, gender roles and expectations, courtship and dating rituals);
- *Cognitive and/or emotional (e.g.* self image, need for attention, risk-seeking personality traits, and mental health);
- *Developmental (e.g.* perceived adolescent traits including need for experimentation, feelings of invulnerability, hyper sexuality, and or impulsivity); and
- *Environmental (e.g.* influences of family and community, the media, and popular culture).

These factors are highlighted throughout the presentation of results here, and form important building blocks for the ecological framework of teen sexting presented in the discussion section of this report.

Across the three participant groups, we noted a wide spectrum of motivational scenarios, ranging from those involving mutual trust in the context of a private relationship, to those involving explicit intent to harm and multiple actors. Between these two extremes, we observed a vast middle ground in which participants explored a range of scenarios that may be perhaps best understood in terms of teens pursuing their individual needs and interests.

While presenting an array of motivations and contexts for sexting, the focus group participants emphasized four thematic clusters that form the basis for this subsection:

1. Navigation of courtship, relationships, trust, sex, and intimacy;
2. Overt aggression or intent to harm;
3. Gender dynamics;
4. Developmental trajectories.

Navigating Courtship, Relationships, Trust, Sex, and Intimacy

Teens focused significantly on motivational themes involving the navigation of sexuality, intimacy, and romantic relationships. These included behaviors carried out as precursors to sexual relationships, as substitutes for sexual relationships, and as a means of complementing and/or reinforcing existing relationships.

Asked about the contexts in which sexting activity might occur, one female teen from Massachusetts suggested, "I think it's either people in relationships who think that they can totally trust the other person or people who are maybe looking to get into a relationship and they think that that'll help lead to it." Echoing a similar theme and suggesting that the private exchange of images between partners in existing relationships as perhaps the most common scenario, a male teen in Ohio offered the assessment that "I think it's more in relationships, mainly because I think if you're in a relationship, it's easier for the person to ask for it."

Looking beyond these general assessments, the following passages illustrate the varying contexts in which sexting behaviors connect with teens' navigation and expression of various forms of courtship, intimacy, and sexual relationships:

As a form of overcoming barriers:

> "… I think a lot of people use sexting just because they're not comfortable with doing that stuff in person, or saying that stuff directly to someone, so using their phone gives them an outlet to express how they feel without actually having to do it face to face, so I think that's just -- they're just using that to – they can still express

those feelings without having to say it face to face, which is a lot easier than saying something." (Female Teen, Ohio)

As a means of "testing the waters":

"Maybe someone that you had a crush on......like you have some girls, that have had a crush on a guy for like two years, and then they finally decide, you know what, I'll send him a picture and see what he says....Then you have some guys, that like a girl for awhile, and be like, well, even though we don't really talk like that, I'm sending a picture of this, and see how she replies...to try to get into something. Maybe some people just try just so they can get a one-night stand." (Male Teen, South Carolina)

As a sexual substitute:

"They might not be ready for actual sex, so they might feel like that's an alternative to it, and they can have more time to get -- be more comfortable with whoever they're with." (Male Teen, Massachusetts);

"It's not like physical -- I don't know if physical is the word to use, 'cause obviously if it's a picture, that's physical -- but it's not like one-to-one contact, you know what I mean, like that's what really sex is, like, so, that's just sending pictures, and the guy doing what he wants to do with the pictures, I guess. (laughs) I don't know." (Female Teen, Massachusetts)

As an invitation to sexual activity:

"I think it's like, just like for them to get hooked up with something like that, they'll say well, send me your picture....Like they were saying, send me a picture of your vagina and I'll send you a picture of my penis or something like that." (Female Teen, South Carolina)

As a means of bridging physical and geographical distance:

"If someone's in a long distance relationship or something like that but they want to like still retain like some intimacy or something with it." (Female Teen, Massachusetts);

"If you're sitting at your house, or something, texting your girlfriend, and y'all think about like sexual intercourse, or something like that, but you live too far away." (Male Teen, South Carolina)

As a form of "safe sex":

"... you can't really get pregnant by sexting. So maybe that's why they do it." (Female Teen, Ohio)

> "I mean, truthfully, like it -- I don't know for sure but I'm pretty sure that they like decrease the number of pregnancies, like dramatically, just because like, instead of having to put in all that work just to see her naked, then get in her pants …(Group laughs) … You know what I'm saying? Then like now you've got a baby nine months later. But a picture takes like, what, two seconds or two minutes? You send it off. Oh, I've just seen her body. Or I've seen enough. Put the phone down. Keep doing what you're doing. You all go live a life. You ain't got no babies!" (Male Teen, Ohio)

Parents and practitioners also evoked themes of adolescent sexuality, although these themes were qualitatively different than those expressed by teens. Specifically, adults tended to de-emphasize scenarios involving teen normative sexual behavior and expression, instead focusing on themes of developmental immaturity, pleasure-seeking, misguided judgment, and teens' need for peer approval.   Additionally, consistent with themes referenced earlier in the results, adults commonly invoked (generally negative and insidious) roles of technology, media, and popular culture.

The following illustrate some of the key themes related to adolescent sexuality as identified by the adult participants:

Forbidden fruit:

> "It's the power of doing something that is forbidden, just like having sex in the back seat of a car, a Buick. You did it that day, because your mama didn't know where you were parked on the hill, but now you can do it on your computer in the privacy of your own room, and you can still be a virgin." (Mother, South Carolina).

Hormonal influence:

> "I think definitely the pressure of … their hormones-- boys and girls-- they always have some kind of sex on their mind. And it's like a proven, scientific fact. Not just males; females too. I think that's always on their mind." (Health & Wellness Teacher, Massachusetts).

Sexual bragging:

> "It goes back to the old locker room where the boys, they'll be in the locker room and they'll say oh, guess what I did with Jill yesterday….and none of it's true, but the problem is that when you're texting it you're making it true, because you don't have that opportunity for your friend next you saying like. 'man, that didn't happen, you know you didn't do nothing with her.' That little bragging thing that you did is already sent to 50 people." (School Resource Officer, Ohio)

Sexual identity and body image:

> "They will stand in front of their bathroom mirror. A lot of times, you'll see the boys trying to show off their six-pack abs, and they're taking a picture in their mirror. The girls do in their bikinis or in their bras, and in a provocative pose. I think one thing leads to another, but as far as body image, when they're going through the whole awkward teen years and do I fit in, am I attractive to the opposite person, does somebody find me sexy?" (Mother, South Carolina)

Heightened "sexual energy":

> "I think the older that kids get, you know, starting from 6th grade to 12th, I think that there's this new, heightened sexual energy in our schools. And I don't know if that's just because of the media, or, I think, you know, dress codes are maybe not enforced nearly as much in high schools as there are in middle schools. So there's this, there's definitely a heightened sexual energy, I think, that the pressure of that, as they get older, is certainly not discouraging this sort of action between children, and you know, the technology they have available to communicate that, or to express that." (Law Enforcement, Massachusetts)

Overt Aggression and Intent to Harm

The focus group participants described various motivations and scenarios in which sexting behaviors may involve overt forms of aggression and deliberate harm. While teens readily cited such scenarios, adults tended to place considerably more emphasis on these themes.

Examples cited by youth included the following:

> "... say someone gets mad at someone, but the person they're hanging out with got a sext from the person that they don't like, now they've got full access to put it out in there, and it's something they can use to blackmail, or to embarrass. So, there's that chance, or a guy can use it, and be like, you know, showing their friends, or what not, hey check out what I can get. I've got full access to this." (Male Teen, South Carolina)

> "... it could be used in a negative way or a positive way. Sometimes they'll send a text message of a girl naked and warning people that she has a disease. Sometimes they can use it to bash a person and say I don't like this person, so I'm going to say she has AIDS." (Male Teen, South Carolina)

> "Most guys do it just to like, aggravate the girl, and get them really mad because they want to just get them more and more mad, so -- with forwarding to like, other people. After you break up, they'll forward them to like, their friends, and then it just makes everything awkward between you and everyone else that they used to hang out with." (Female Teen, Massachusetts)

Practitioners cited multiple examples that had come to their attention through their daily work

> "I know there's a case where the girl and the guy broke up, and the guy sent the naked picture of the girl to her parents. And she got in a lot of trouble as pay back for this break up or whatever." (Classroom Teacher, South Carolina)

> "I also think too, in regards to the male/female, I've also seen it used for revenge. I've seen one girl that was mad with her current boyfriend because his ex-girlfriend had sent, so she forwarded it on, and it went throughout several schools..." (Educator, Ohio)

> "Yeah, I've also seen the sexting used, like aggressively. I've seen a case not too long ago in our school where a young man sent a nude picture of himself to a girl, with no intention of romance, but like, to freak her out...You know, to, like, intimidate her, freak her out..." (School Psychologist, Massachusetts)

Gender Dynamics

In describing both motivational scenarios and reputational impacts, youth and adult focus group participants converged in their presentation of sexting as a highly gendered phenomenon. Routinely, males involved in sexting activity were seen as competing, strutting, and showing off, whereas females were depicted as seeking attention, seeking to impress, or seeking to feel wanted. As one Massachusetts male teen stated:

> "I think boys really don't care -- they do it because they don't really care what other people say about them. And girls are more insecure about themselves. So there's a reason why they're, like, cautious about, like, "Oh, should I do this, should I do that?" Boys are just like out there, they're just direct. So they're just, like -- "I'm going to do it anyway, because I don't care what people say."

 Along similar lines, the youth focus group participants routinely cited the divergent reputational impacts on males and females. Consider this passage from a female teen group in South Carolina:

> <u>Alma</u>: … It depends on gender too. Gender is a big thing. Just like, if you're female…
>
> <u>Breechelle</u>: Yeah, you get talked about
>
> <u>Alma</u>: But if you're a guy… oh, you did that with her?
>
> <u>Breechelle</u>: Oh, you the man!
>
> <u>Facilitator</u>: … if you're a guy, it gives you maybe a good…
>
> <u>Alma</u>: Yeah, like a better reputation.
>
> <u>Breechelle</u>: I was saying if you're a guy and you get every—you do this, and you do that, oh, you was the man. You getting backed up and all of this good stuff [laughter]. I mean, it's crazy.

This exchange between two male teens in the same South Carolina community reflects a similar sentiment:

> <u>Clement</u>: Yeah. I think, like, for girls, like, they might get called a ho or something, but, like, if a dude does it, like, it's like --He might get called a real person just from getting her or something.
>
> <u>Antoine</u>: He'd be called a real person. I would say he would probably be called -- he would probably look at it as reaching manhood or something.

The theme of divergent reputational impacts was also routinely cited within the practitioner groups as a major issue related to how sexting incidents commonly unfold.

In the words of a school administrator from Massachusetts:

> "There seemed to be a double standard, that it was acceptable for the boys to ask for these, and receive them. But the minute the word got out about the girls sending them, they were complete social pariahs. I mean, they were looked down upon for being hos, and slutty, and how could they do this?"

The same educator commented later:

> "I can tell you, how you treat women, I mean, is how you treat others. How you're raised to treat what you see, how you see males treat females in your family, how you see them treat women in the media, any hip-hop video, and how women are objectified, or, you know, how do our male students see our female students, where they feel it's OK to even ask for that picture? Not like, 'Ooh, I shouldn't ask for that.' But they think it's OK to ask, and therefore receive it, and therefore send it out. Or potentially put their hands anywhere, once the male power dynamic, you're not going to -- I don't know if the boys in middle school level can get that deep, as much as the girls are ready to."

Echoing and expanding upon some of the themes from the latter quotation above, this guidance counselor from Massachusetts reinforced the belief that girls' behavior is differentially affected by the forces of popular culture:

> "I think for women it's a lot that beauty is so related to kind of their popularity, their acceptance. You see it in the media, you see it in magazines. I think what's happened with girls is everything's been so normalized. In doing girls' groups, they don't notice ads and how sexual they are. They think it's cute that women are pulling cherries out of their mouth or that bottles are shaped like penises. They don't even see any of this stuff at all. So I think it's this constant look for approval and we need to promote your beauty, your attractiveness and the ability to get somebody. It's been reinforced to continue to try to engage with that and get some approval."

Despite these shared characterizations, all three participant groups offered exceptions to the "traditional" rules of gender dynamics, reflecting themes of female control and assertiveness.

Parents and practitioners, for example, expressed the sentiment that gender roles have changed from when they were young, with girls behaving more assertively (some said "aggressively") than in prior generations, particularly in the context of flirting and courtship:

> "I think that the girls are a lot more forward than say when I was a teenager. And you know, and observing the kids I teach. It seems that the girls are initiating relationships." (Classroom Teacher, South Carolina).

> "I think though too, the girls today throw themselves more at the boys, and chase them. I mean, knowing, because I have boys, and I see it. And I think the girls today lack confidence, I think that is the big issue with the way they dress, and the way they approach the boys, and sending the pictures. And I think it's a lot of lack of confidence in them, and the boys prey on it." (Mother, Massachusetts)

Reinforcing this general idea, one female teen from South Carolina, as part of her open response submission following the focus group, shared this anecdote:

> "When I received a message, I thought it was very funny. When, say the guy showing his "tiny" private part, I decided to forward it to a friend of mine. She thought it was funny so she sent it to her friends. The reason I continued to send it because I wanted the person to look like a fool sending his little thing around to a person thinking they won't send such a small thing."

Related to this, a common theme within the three focus groups involved teen males' increasing preoccupation with their body image. As one Massachusetts guidance counselor stated:

> "I have to say within the last few years, I've seen more boys self-conscious and concerned with their image, and their muscles, and taking pictures of themselves to put on Facebook flexing. So although I'm not seeing what these teens are texting to each other, I wouldn't be surprised and you know, it kind of went along, and this is crazy, but it kind of went along with the whole Jersey Shore and looking good for men. And it just seemed like the high school students really started to like having that attitude, and the boys carrying themselves that way. And kind of taking on more of what I had originally seen in girls."

Developmental Trajectories

Virtually all explanations of the motivations and contexts of teen sexting, either implicitly or explicitly, evoked themes related to adolescents' social, cognitive, sexual, and emotional development. These themes are isolated and critically evaluated in the context of empirical understanding of teen development in the discussion section of this report.

For purposes of presenting the results, however, we draw attention to a common developmental theme that seemed to cut across the focus groups – that sexting behaviors among younger teens are qualitatively distinct from those of older teens. The sentiments expressed in this quote from one Ohio male teen were echoed throughout many of the youth focus groups:

> "...[at] the middle school level, it's kind of still, like, immature, rather than at the high school level, there's more – you can hang out with girls more often, and there's not as much reason. Rather than in middle school, you're not really with the girls, so to get – I guess if you want to call it that sexual fix – you can just sext, rather than in high school, you can go hang out with girls."

Parents and practitioners echoed these general views*:*

> "I think though, a lot of times when they're younger, they don't really understand...the ramifications and so forth, and looking at the stuff, and to them, it's like funny, because...they don't know what it means. But when you go to a 12-year-old, it's a lot more of...it's funny, but yet it's trying to experience what's going on, and seeing what's out there, and so forth. So it's still a learning phase, and they don't understand the whole concept and the consequences..." (Mother, Massachusetts)

> "I've had a lot of experience with the younger teens and now with the high school. And my experience has shown that the younger teens, especially seventh, eighth graders, they're coming into their sexuality, they want to experiment, and it's just so impulsive. It's a very impulsive kind of thing......to me it's really alarming with the younger ones because there's not much thought at all put into it. It's just like it's this new, wonderful thing you know, just impulse. And it's very worrisome. Probably even more than the high school." (School Administrator, Massachusetts).

> "I think the younger kids are experimenting and they're trying on being older, so they'll say like, 'fuck me already,' but I don't think they actually want that to happen, and I think when the kids are older they realize there's more attached to it. So I think the younger kids are trying on this adult stuff. They've been given so much stuff that makes them feel older, like expensive things and fancy phones.....It just seems that this is a natural part of being an adult." (Guidance Counselor, Massachusetts)

As we explore in the discussion section of this report, these themes related to a developmental progression of sexting and its various motivations suggest a need for interventions that are effectively calibrated to teens' normative developmental trajectories.

COMMUNICATION ABOUT SEXTING

In each focus group, participants were asked about their communication on the topic of sexting. The focus groups highlighted significant barriers to effective communication between teens and adults about sexting behaviors and related problems and challenges. Beyond the considerable divergence of perspectives and world views concerning teens and digital communication technology described previously in this report, participants discussed barriers to inter-generational discussion of sexual matters, as well as the teen "code of silence" on matters that might provoke disciplinary action.

Teens and parents alike described general awkwardness and difficulties in discussing sexual matters with one another. For example:

> "The birds and the bees speech is awkward enough. Talking to your parents about sexting is probably going to be even more awkward, especially if you're the one sending the pictures, or asking for the pictures. How do you explain to your parents that you're doing this? They're going to be probably very mad." (Male Teen, Massachusetts)

> "You know, it's just awkward and uncomfortable in general….the onus is always on me as a parent to talk about it, because it's just -- it's I think, for the most part, probably considered by my kids (as) 'you couldn't possibly understand', or 'I don't see you as a sexual, I don't even want to imagine that that's something in your world.' And then…'if you knew kind of what I participated in…I'd be in trouble, I don't want to lose my privileges and stuff.' So I think it's a real -- and it takes a lot of diligence to have those kind of discussions. And so I think, for a teen, it's really pretty rare." (Father, Massachusetts)

Practitioners seemed acutely aware of these barriers, suggesting that youth were more likely to seek guidance from the school than from their parents:

> "I think that even if they have a really good relationship with their parents…I don't think that they would talk about this. I think they'd go through a counselor…or to a teacher that they have a really tight relationship with." (Guidance Counselor, Massachusetts)

> "It's kind of sad…I don't think they're talking to their parents at all, but I run a lot of open discussion groups…and they bring up sex all the time…and they tell me, they tell me. So they want to talk about it." (School Adjustment Counselor, Massachusetts)

In contrast with these sentiments, some parents conveyed the belief that youth would not seek out help from the school either:

> "They aren't going to their teachers, because…they think…the teacher's going to tell the next person…I think it'll be all around the school and get back to a parent, and I will be real upset, real upset." (Mother, South Carolina)

> "I don't think that the adult figures at school are seen as a go-to person anymore. I think that the kids are too busy, the adults are too busy, and there's not an open line of communication on things that really matter, much less private aspects of their life." (Father, Ohio)

Teens reinforced this general idea, indicating that they maintain general reservations about speaking with either their parents or the schools, amidst concerns that adults will over-react:

> "Is (kids) were to talk to an adult about it, that the adult would simply chew them out...So they more try to hide it, and it's more like, when you get caught, don't tell on anybody else, because if you tell on that person, then that person's going to tell on this person, and everyone's going to get in trouble. And they don't want that...If you do, then it's going to be like, you're a snitch...A tattle tail." (Male Teen, South Carolina)

> "If any kid's parents found out about it, they would like kill them (laughter), so I don't understand why they would even ever bring it up to them. Like I don't think I've ever had that conversation with my parents." (Female Teen, Ohio)

> "...first, you have to be able to trust the teacher and make sure that...it's a respected relationship, and then second, you're going to want to make sure that the teacher's cool, pretty laid-back. ...they are scared if the school found out what you were doing ...that's why they don't want to talk to teachers." (Male Teen, Ohio)

> "...I mean teachers try to get all close to me. I mean, it's nice for a teacher to act like they care, and it's nice and all of that good stuff, but I mean 'uh-uh' [laughter]" (Female Teen, South Carolina)

> "...if you slip up and say the wrong thing to a guidance counselor or somebody, they'll tell either your parents or the police officer, when it's not that big of a deal." (Female Teen, South Carolina)

Along with this, teens were fairly emphatic in their sentiments that they would typically seek guidance only in cases where a particular situation had become problematic and gotten out of hand:

> "I think that the only reason that they would talk about it is because maybe they wanted to do it in the beginning but then maybe it ended badly -- but it started to get worse and they wanted it to stop."   (Female Teen, Ohio)

> "The only time a person would go to a school official, is if there was a horrible, horrible problem with it." (Male Teen, Massachusetts)

Parents and practitioners seemed to recognize these obstacles. They acknowledged that youth were far more likely to discuss these issues among their peer group than with adults. As stated by a mother from Ohio:

> "I think their secret is safe amongst their friends. You don't go tell your parents the secrets, so I think this idea of sexting, or you know, whatever it is that they're doing

> in their group of teenage people, is a secret, you know, and they're not going to share secrets with their parents or adults."

PERCEIVED CONSEQUENCES

Each participant focus group was asked a series of questions about perceived consequences of sexting behaviors. Youth focus group participants tended to emphasize consequences of sexting behaviors in terms of near-term social impacts, including effects on reputation, peer relationships, and social standing. They acknowledged and recognized possible future impacts on matters such as employment and college, but this was less prominent. Adults – both parents and practitioners – emphasized immediate reputational impacts as well, but were substantially focused on legal ramifications and long-term consequences.

Immediate Social/Reputational Impacts

While discussed across all groups, near-term social and reputational impacts among the peer group were most pronounced in the youth focus groups. As one Ohio male teen stated:

> " I just think also, it's just embarrassing -- like, the embarrassment you would go through would just be awful because you don't plan on all those people... Like, you don't think about all the people that could potentially receive this picture, and once you realize that, you know, like, if something did go wrong and whoever you sent it to is sending it to other people, that's -- you have to wonder and constantly wonder, has this person seen you before? Like, have they seen that picture? It just has to be really stressful and really embarrassing for you."

As referenced in the prior presentation of results related to gender dynamics, the groups were fairly uniform in their assessment that the risk of negative reputational impacts was far more pronounced for girls than boys, and that, in fact, boys may achieve elevated status in many situations.

Beyond speaking of impacts with their peer groups, teens also expressed concerns related to family and parental disapproval or effects on siblings.

> "... another bad thing about it is that, you know, if you get caught by your parents or by the other parents, then, you know, parents just don't respect you, and then you lose the respect of, you know, a lot of parents. So, I think those are the two biggest things that are bad about it." (Male Teen, Ohio)

While more likely to stress long term impacts, practitioners and parents recognized peer and family dynamics as well:

> "If their parent, or somebody in their family who they really have respect for, and that person have respect for them if they see, or they realize that their child is

>participating in an activity, it can be very embarrassing to that child." (Guidance Counselor, South Carolina)

>"I think one of the things that my daughter has experienced is she had a peer who was sexting and sent a picture, and it got publicized and everybody knew about it. So she saw and experienced the consequences of doing it, so therefore I think it may affect her opinion of it maybe a little bit different, because she's seen the consequences." (Parent, South Carolina)

Legal Consequences

Members of all focus groups noted legal impacts such as possible prosecution for child pornography creation or distribution, and possible sex offender registration status, but few discussed more common and likely juvenile justice interventions such as diversion programs.

Exploration of legal consequences produced wide variation across the groups, with discussion reflecting mixed information of varying reliability.

Youth and parents typically reported that much of their understanding was driven by media accounts rather than direct, primary knowledge.   For practitioners, their understanding seemed more refined and informed in part by direct experience.

Teens were particularly curious, and in some cases asked the focus group facilitators to explain the legal implications of engaging in sexting behaviors. When asked about the legal consequences, replies from a Massachusetts male teen focus group included:

- "Serious penalties? How serious?
- "I am not aware."
- "I have no idea."

Other youth responded:

>"I don't think most people are aware of the consequences. Like, they kind of know, but they have that invincibility thought, like, "It's not going to happen to me." And you don't realize that it's the same for everybody." (Male Teen, South Carolina);

>"You get labeled as a sex offender for the rest of your life, every time you, like, try to -- oh! If you send it to people. Like if somebody sends you something, and then you send it to everyone, like, that's considered, like, a sex offender-type thing. I think you're like, a level, something sex offender (laughter). And also, you can go to jail. You can, like, bad stuff can happen to you, and you'll like -- every time you'll move someplace, you have to say that you're a sex offender." (Female Teen, Massachusetts)

Parent focus groups similarly conveyed mixed levels of awareness and understanding of the nexus between sexting, child pornography, and the potential for legal problems. Generally, discussion in this area focused on anecdotes that parents had picked up through the media:

> "Things that have made the media, but I think you mentioned earlier about the kid who was -- or I don't know if it was a 17 year old, or he was under 18, with the pornography charges, or whether the girl was 17, but not totally aware. I know bad things can happen, jail can be a consequence, and certainly -- but at what level, and what -- you know, is it a text, is it a video, is it a picture. You know, I couldn't tell you for sure…" (Father, Massachusetts)

> "We had discussed it before at my house, because I saw it on television before it even happened in this general area. The thing I think is kind of disturbing is, once again, it's between kids who are kind of stupid and impulsive, and then they get charged with being sexual predators. They're getting put in jail. I get it's a stupid mistake, but I'm also like, that's a little extreme, I think, in my book. There has to be some kind of middle ground for that, because it's just some kid did something stupid. If it's just between two people, once you start spreading it around to other people, I think that becomes a whole other thing." (Mother, Ohio)

Compared to youth and parents, practitioners were generally more attuned to legal implications, citing professional development activities and school policies. It should also be noted that the presence of law enforcement personnel (school resource officers) within many of these groups provided added information and insights.

> "If I didn't do what I do for a living, I probably wouldn't be aware of the consequences. But the other piece of that is, the kids are not at all aware. And the parents are not aware…They want to know where their kid is, that's the parent's connection to their child, where the child has a whole different purpose for that. So, really, I don't believe that they're aware, and it's not a different -- it's not a subject you can say stranger danger, because it's not a stranger that's sending these messages. I mean, there's a whole different way of addressing it, so I don't think they're aware." (School Resource Officer, Ohio)

> "I work in law enforcement and I have seen the shock factor first hand, and it incredible. Some of them even go back in their seats. But I think two people were saying earlier I think that you've had parents that in many ways are wonderful parents, and are very good people, but they don't get it. And you have educators too that are excellent educators, but they don't get it. By the time stuff gets to law enforcement, it's ballooned so out of control that it's, and I see this a lot. In particular with educators when you have parents hammering them, saying what's gonna be done, what are you doing about this. Let me refer to the SRO. Let me give you his information. I think that it's really a combination of the kids, but also the

> good parents that just don't get it and the excellent educators that just don't get it."
> (Law Enforcement, Massachusetts)

> "Just had a conversation with kids the other day, and it seems like time after time
> after time, no matter how many times you seem to, I don't know, talking to different
> kids every semester, but no matter how many times you bring out the legal
> ramifications, you get shocked looks in a classroom. You assume they know,
> because they're seniors and talking about it in the school system for four years. But
> somehow it seems to be the shock factor every single time. So my answer is, for
> some reason, they don't know, many of them don't know." (Health and Wellness
> Teacher, Massachusetts)

Long Term (Non-Legal) Consequences

Citing the permanency of digital content, all participant groups referenced possible long-term life consequences related to sexting such as those related to employment and college success. Teens generally referenced these issues less frequently and more vaguely than adults, often intermingling concerns about legal consequences with concerns about effects on their life prospects.   Parents and practitioners, on the other hand, cited more explicit concerns and placed considerably more emphasis on these types of themes. One Massachusetts mother shared:

> "My son is, you know, almost done with school ... and he wants to be a teacher, and if
> you don't think the school systems are looking at that, you're crazy. So, you know,
> you want to be funny and do whatever you want with your friends, but trust me,
> some things live on forever. And then I even take that next step, you don't know
> what you're going to be when you grow up, who's to say you don't want to be a
> politician one day, if you think that's not coming back, you're crazy, because it is."

STRATEGIES AND RESPONSES

The final set of focus group prompts asked participants to discuss their views of what should be done in response to teen sexting behaviors. Discussion focused on a range of topics, including responses to sexting incidents, prevention and harm reduction strategies, and the respective roles of schools, families, communities, and the legal system. Teens were asked to comment about the programs and interventions that they have been exposed to, and practitioners were similarly asked to discuss existing protocols and responses, including their thoughts about what seems to be working and what seems less effective.[1]

Discussions related to policy and practice responses reflected varying concerns. Youth frequently cited the need for respect, autonomy, and freedom from judgment; parents

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[1] Beyond focus group discussion, the issues addressed here were also discussed extensively at our multi-site stakeholder summit held in October 2012. Although the current section is confined to the feedback received in our focus groups, the discussion from the stakeholder summit inform the policy and practice recommendations featured in the next section.

emphasized themes stressing the safety and well-being of their kids; and practitioners emphasized an array of themes around such issues as the challenges of engaging youth and families and addressing institutional concerns.

General Teen Perspective

 "I feel as though our textbooks and curriculums are almost moving too slow for the daily pace of life." (Female Teen, Massachusetts)

"(parents and schools need to) be more open, talk to us more, try to see what is going on…don't be so quick to judge, don't be so quick to jump on our throat if you see half a thing go bad …" (Female Teen, South Carolina)

These two brief excerpts from the youth focus groups draw attention to several over-arching themes salient for the youth participants – generational relevance; open communication; understanding & respect; and the demand for calibrated responses. However, as highlighted shortly, these themes were not merely youth concerns, but were also recognized by many of the parent and practitioner focus group participants.

In line with these general sentiments, youth were particularly vocal about the limited effects of interventions that rely primarily on "scare tactics" that highlight the perils and potential consequences of engaging in risky behaviors. When asked about programs or initiatives in which sexting or its related issues (including bullying) had been discussed, teens most frequently cited exposure to these issues via school assemblies or similar avenues. Notably, teens routinely indicated that such initiatives are often not taken seriously and that they rarely result in behavioral changes. One South Carolina male teen stated:

"To whoever is listening, talking to your kid, don't try to tell them not to have sex, and do this and that, because it's not going to stop it. Just try to help them, try to talk about being safe, just like…try to educate."

These sentiments notwithstanding, some teens did suggest that such approaches may have some marginal impacts, particularly for younger teens who might not have been exposed to the behavior:

"I remember last year they had a meeting on it. I don't know if it was a school-wide meeting, or if it was just a freshman class or whatever.   I think they had an officer come in and talk about the consequences and gave people stories on it and how it kind of messed with their lives. And I think that -- for the school body -- is kind of eye opening, and it makes you think about the consequences. So stuff like that, meetings about it, are kind of…it makes you think about it, think twice about it before you do it." (Male Teen, Ohio)

As reflected in the above quote from the teen in South Carolina, youth did express a desire to hear from adults about how to navigate difficult social terrain, indicating an openness to constructive guidance. This sentiment is further articulated by a female student in Ohio, who suggested:

> "I think, like in situations where it's the girl being pressured or whether, I guess, the guy being pressured into it, that the only other thing that we could may be do is to talk more about how to get out of those situations. Like if someone says, 'Oh, can you send me this picture,' I don't think we've heard anything about how to say no to that. Because all the examples they always give us when talking about refusing things is something like, "No, I'm allergic to drugs," which (laughter) everyone just laughs at. So, I mean, if we get more legitimate, I don't know, excuses or reasons or ways to get out of those situations, I guess that could help other people."

Beyond indicating receptivity to constructive forms of adult guidance, teens also commonly offered suggestions for interventions that empower youth and that draw upon peer resources. For example:

> "I feel like other than the parents, the biggest thing that can be done is just having mature teenagers talk to other teenagers, because I think, I feel like…you can take health class and sex ed, and they're all going to tell you like abstinence is the best way to keep from getting STDs and pregnant and everything, but at every high school it's mandatory that you take a sex ed class, that's just -- it's standard…it'd be better if some mature kids would just step up and be like you know, yo dude that's not cool, quit." (Female Teen, Ohio)

Of note, this general recommendation was echoed in the adult focus groups, albeit with a slightly different spin. Whereas the teens highlighted peer-based interventions as a means to exercise greater control and help them navigate and manage their social landscape, parent and practitioner recommendations tended to emphasize the use of peers as "*poster children*" who can demonstrate the harm that might be associated with sexting behaviors. For example:

> "… having students that may have been affected by sexting or by bullying and these types of things that come in to the schools directly and reach all the staff and all the students…….when we've had outside programs like that, people tend to perk up and notice it more, maybe just because it's a different face or maybe because it's someone their age that they think really does understand what they're going through versus like an adult that they think is out of touch and doesn't get it, or a parent that they just kind of want to push against." (Guidance Counselor, Massachusetts).

> "… involve[e] the kids, the real experts on these things. I think it's important to have them talk about how they have already had bad experiences… to see the consequences from someone that lived in their age group." (Mother, Ohio)

Current School and Community Responses

As a preamble to discussion about recommendations, practitioners were asked to describe current initiatives within their schools and communities aimed at addressing teen sexting and its related issues. In response to these prompts, they commonly expressed the sentiment that they were searching for answers to a problem that was still relatively new and poorly understood. As one Massachusetts guidance counselor stated, "*everything's still in development, so how can you enforce something that's still in development*?"

While some of the focus group discussions mentioned prevention initiatives, the discussions typically drifted toward formal systems of incident response, including protocols for reporting, investigation, referrals, disciplinary procedures, parental notification, and case disposition. These descriptions commonly evoked the roles of school resource officers, guidance counselors, school administrators, and in some cases the justice system. Related issues raised in this context included school codes of conduct, technology usage policies, and bullying incident response protocols.

In response to the initial prompts related to current responses, prevention initiatives generally took a back seat to those focused on incident response. Follow-up prompts asking specifically about prevention, however, evoked mention of several types of initiatives. Those most commonly cited included assemblies and presentations for students and parents (often conducted by police or prosecutors), anti-bullying curricula, health/wellness discussion of sexting cases as "teachable moments," and internet safety discussions in the context of technology instruction.

Practice Challenges and Recommendations

School-based practitioners also offered a range of perspectives on barriers and challenges of developing and implementing effective responses to teen sexting. Commonly cited barriers and challenges included those related to parental engagement, limitations on resources and bandwidth, and the challenges of addressing sexual topics in the schools. In contrast, however, both practitioners and parents offered a range of insights about the parameters of effective responses. The excerpts below highlight several of the key issues and recommendations emerging from our groups.

Definitional clarity:

> "I think we have to define it. I mean, you can't teach it, you can't enforce it, you can't roll out plans for it unless it has some sort of definition, and that's going to be very difficult. I mean, what is pornography? There's no definition -- you know when you see it, you know, it's going to be. That would be very difficult, but I think that the task has to start with putting some parameters on it, setting a definition, narrowing that scope down, so that it can be taught, then it can be enforced. I mean if a judge comes in and says there will be consequences, some student will stand up and say, what do I have to do to meet that mark? We know what the speed limit is, if I go

over that mark, but where's that mark? So I think it starts with, at least, starting to define what it is, what falls under that category." (Father, Ohio)

Generational relevance:

 "I think it's important for adults to maybe take a step and realize that there is a generation gap no matter where you fall on the generation line and adults are always saying they don't understand what kids are doing these days and they could maybe be a little more open to what's going on and not just shut off what you don't know as being absolutely horrible." (Law Enforcement Officer, Ohio)

Developmental relevance:

"I think it has a lot to do with the conversations can never stop. They have to be continual. Because you could be talking to a freshman who has never had a relationship with another person, male or female. And then they hear about sexting, (and think) 'well that is outrageous. I would never do that.' But then sophomore year they start to get intimate with someone and they build this trust and then all the sudden, well that's not so out of the realm. By senior year they've been in this relationship and yeah, they're exchanging photos back and forth. That relationship ends and they go into another one." (School Social Worker, Massachusetts)

Accommodating individual student needs:

"Kids are at all different levels and points in their life, and it's really thinking of where the person that we're talking to is at, and given that most of the time we're sitting in front of 28 kids, there are 28 points of view, 28 places where those children are at." (School Social Worker, Massachusetts).

Addressing sexual topics in the schools:

"I think that when you want to talk about any like sex-related issues in schools, like sometimes it's hard to get in the door….. there's a heavy push on bullying….(but) if you want to talk about sexting, since it does relate to sex, you have to package it and frame it in a certain way so that you can get your foot in the door." (Health and Wellness Educator, Massachusetts).

Professional education and cross-system consistency:

"I think it needs to be coming from a lot of different places, and similar messages coming at students from different people in different formats, in different venues. I work at a high school, and I think one place, at least in my particular school, to start, is with some adult education, or staff education around these behaviors, what's going on, what's driving these behaviors, how can we as a group try to prevent these behaviors? Let's get all of us on the same page, and then start working on OK, what

is you know our role in the building if we -- a student discloses that they're engaging in these behaviors, whether like they're still sort of going OK, or they've blown up yet? Or if we stumble upon it as teachers, the counselors, the clinical staff, our wellness department, how are they going to incorporate it in the curriculum." (Classroom Teacher, Massachusetts).

Views on Legal Responses

A common sentiment among all participant groups was that the role of the legal system should be carefully examined. Participants routinely stressed the need for calibrated responses that effectively distinguish behaviors in accordance with the context of a given situation.   Youth and parents almost uniformly advocated for a highly limited role for the legal system in teen sexting cases, while practitioners offered a more mixed array of opinions.

This quote by an Ohio female teen not only calls for legal restraint, but also reinforces the idea that teens' concerns about social consequences are generally more profound than concerns about legal or other types of consequences:

> "I think that like really the worst thing that can happen to someone that's sexting is that their pictures or their messages will be seen by someone that it wasn't supposed to be received to. So like, for like legal things, like if you're 18 and you're sending a dirty picture to someone, I don't think you should be put to prison for that. I mean, you're not hurting someone. But if you're doing it in like -- like harassing someone who doesn't want them and they're seeing things that they shouldn't be seeing at like the age that they are or they're making them feel uncomfortable and it's not appropriate, then I think like the law should be brought in."

Parents echoed similar sentiments, stressing the importance of avoiding criminalizing adolescent behavior. A father in Massachusetts stated:

> "I think it requires…intelligent legislation that understands this is a complex topic…..there should be thoughtful laws on the books regarding this issue that takes into consideration that, you know, sexting between teens, it's not the same a sexual predator stalking people."

Another parent in Ohio suggested that legal responses should not be used for "just some kid did something stupid." She explained that:

> "There has to be some kind of middle ground…If it's just between two people…once you start spreading it around to other people, I think that becomes a whole other thing."

Compared to youth and parents, practitioners presented a more mixed perspective. Some encouraged the use of legal and disciplinary mechanisms as a means of reinforcing

messages and values, while others espoused a more moderated approach more consistent with the sentiments of youth and parents:

> "There should definitely be something a little bit more than just a slap -- I feel like it's, right now for the teenagers it's a slap on the hand, you know? So I think there's definitely room for the legal system to do something around the sexting, for everyone. Adults and teenagers." (School Adjustment Counselor, Massachusetts)

> "I think one area that needs to be looked at is the law itself. I think that the legislature needs to take another look at it. What it was intended for originally, child pornography, is that what they really meant with kids in high school and junior high sending to each other. And I don't think it should be legalized, but I think maybe there's another alternative that can bring a different charge in that at least still people will bring it forward maybe more, gets to the court level, but it can be dealt with a little differently than a felony level that's gonna be on someone's record for the rest of their life, the way it is right now. So that's something they need to kind of relook at it, that area." (Law Enforcement, Massachusetts)

> "(I support) the harsher punishments, and the cell phone blockage. But we also need to look at the motivation behind the sexting. I don't want to go as far as calling it counseling, but you know we have to get at the root of why do you feel the need to do this to be accepted?" (Classroom Teacher, South Carolina)

Family Engagement and Cross-system Collaboration

Parent and practitioner focus group participants agreed that schools are limited in their capacity to effectively respond to the sexting issue in the absence of effective parental and family engagement.

> "I'd say….it's the primary role of the parent to parent. The role of the school is to educate. So I think they have a valuable voice in all of that, but at the end of the day, it's the parent's job to raise your kid, and to…create consequences that outweigh the reward and get them to a place where they're, "OK, the risk of this is not worth the consequence that I will face in my home if it comes to light." (Parent, Massachusetts)

> "I think, you know, you have to assume responsibility, you have to assume an educational role, you have to be willing to perhaps do things that your kid isn't going to like, you know, as a parent. I know I certainly am one who doesn't always please my children, but I see it far too often, parents who look the other way, or you know, stick their head in the sand. Like, oh, you know, that's not happening here. Well, hello, maybe it is. So it's not easy." (Parent, Massachusetts)

In this general vein, parents and practitioners consistently highlighted the need for a multi-pronged collaborative approach involving schools, families, and communities. As one

parent stated, "You've got to hit it from every angle, where you think you might get to them."

At the same time, many practitioners raised the challenges of effectively engaging parents and families. Some cited the paradox that families of youth who are typically at the greatest risk of harm related to sexting behaviors are commonly among the most difficult for institutions to engage proactively, and that they typically deal with such families only in the reactive context of an existing disciplinary situation. Others indicated that parents, as much as youth, are often operating on limited understanding of issues related to sexting, and that they need good information.

One Massachusetts school mental health professional indicated:

> "Unfortunately, I think a lot of the training of parents is going to be the horror stories, is going to be the 17-year-old that took off with a 40-year-old in another state, who in the meantime has turned 18, and now the police can't do anything about it. I think it's going to be those stories, because I think that is how it is. I think that's what we've done with drunk driving, and drug use, ... a lot of things is to tell parents, not only this can happen, but this happened in our community, or this happened in that community. Just really scares the parents."

Ultimately, the unifying theme across the focus groups seemed to be the demand for collaborative approaches that effectively engage youth and that address myriad social, developmental, educational, and cultural dimensions of teen sexting. As summarized by one South Carolina classroom teacher:

> "I don't think there's the silver bullet, it's got to be…a combination of corporations, school districts, and government entities that get the word out there. And then as educators, the better we equip our kids to make good decisions, no matter what those decisions are, I mean, the kids, you know, ultimately are going to make their own decisions."

DISCUSSION AND RECOMMENDATIONS FOR POLICY AND PRACTICE

This project's focus groups and stakeholder meetings elicited perspectives from more than 300 youth and adults on the nature of adolescent "sexting" behaviors, the context in which these behaviors might occur, and the parameters of effective responses. What we have found is a phenomenon that is considerably more complex and multifaceted than is commonly portrayed in the popular media and in policy discourse.

Complexity, of course, presents a considerable set of challenges: it is far easier to develop responses to a singular phenomenon with an identifiable set of conditions than it is to address a rather vaguely defined phenomenon that might encompass a range of potential scenarios. Notably, the three regional groups participating in our 2012 stakeholder summit each independently identified the demand for establishment of a "common language" and goal clarity in relation to meaningful and effective responses to teen sexting as paramount concerns.

Developing meaningful and effective policies and practices therefore begins by establishing a common understanding of the scope and nature of the "sexting problem" and by defining a shared set of principles to guide our responses. To this end, our discussion here aims to place what we have learned about teen sexting behaviors into a cohesive and understandable framework, and to delineate a series of specific policy and practice recommendations based on that framework.

THE ECOLOGY OF TEEN SEXTING

As explored in the introduction section of this report, a critical reading of the research literature and media discourse indicates that teen "sexting" has defied a clear-cut definition. Our findings strongly affirm this general idea. Youth and adult focus groups not only struggled to define the term, but also underscored the vast range of behavioral contexts, motivations, and interpersonal dynamics that might be involved in these behaviors. Moreover, discussions within our focus groups and during our stakeholder summit with practitioners from school and justice backgrounds suggested a wide range of views concerning which types of situations and behaviors should command our immediate attention.

In their 2010 analysis, Wolak and colleagues stressed the need for viable typologies that distinguish between various scenarios and conditions under which these behaviors might occur (Wolak et.al., 2010). Our findings support this general notion, and in fact suggest the need for an even broader framework for understanding - one that not only accounts for variation in sexting behaviors and contexts, but also recognizes the diverse spectrum of developmental, psychological, social, institutional, technological, and cultural forces that might influence these behaviors.

Our proposed "Ecology of Teen Sexting," illustrated in the accompanying figure, aims to provide such a framework, and to serve as a foundation for our discussion of the principles

that should guide policy and practice responses. The model includes four primary sets of elements:

1. Descriptive elements, including the specific activities, content, settings,and participants that may be subsumed under the "sexting" label;
2. Situational context, particularly related to the interpersonal dynamics and cognitive and emotional states that may be associated with "sexting" behaviors;
3. The developmental context, encompassing the developmental processes that broadly affect teen decisions and behaviors, including those related to sexting;
4. The environmental context, encompassing the external spheres of influence that may affect teen decisions and behaviors, including those related to sexting.

The first two domains (represented by the model's two innermost circles) aim to describe and highlight the diversity of activities, characteristics, and contexts that might be assigned the "sexting" label. They underscore the fact that we are not dealing with a monolithic phenomenon, but rather phenomena reflecting a diverse range of actions, content characteristics, physical and virtual settings, motivational scenarios, and situational factors.

The latter two domains (represented by the two outermost circles) aim to place "sexting" in the broader context of teen psychosocial development.   They remind us that teen "sexting" is not an isolated issue, and that comprehensive responses should focus strongly on the developmental, social, and cultural context in which these behaviors might occur.

While the boundaries within and between these domains may in fact be quite porous, the model is intended to isolate and focus upon the broad range of variables implicated in our views of the "sexting problem." Understanding the inherent diversity within each of these domains represents a critical and essential step in building calibrated and informed responses that are firmly grounded in teens' everyday reality.

THE ECOLOGY OF TEEN SEXTING
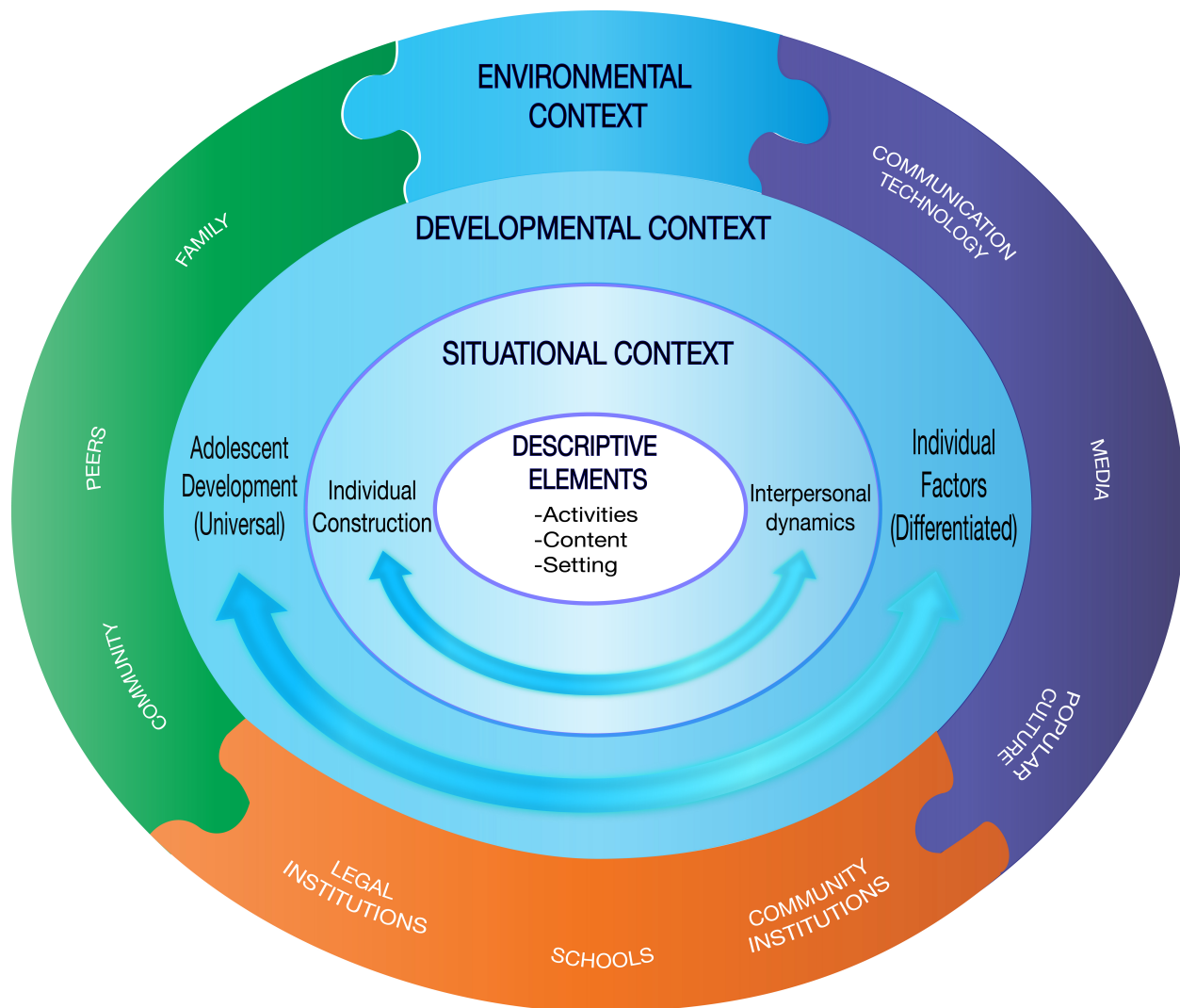
DESCRIPTIVE ELEMENTS

Across all focus groups, the prompt, "What does the term 'sexting' mean to you?" uniformly evoked a diverse range of ideas and formulations. Teen and adults alike struggled to clearly define the term, strongly suggesting that the term "sexting" defies a simple and straightforward definition. Such definitional ambiguity creates significant challenges for the development of effectively targeted responses. As such, our model begins by considering the diversity of the "sexting" phenomenon across three main dimensions: 1) Actions & activities; 2) Content; and 3) Settings.

Actions & Activities

The "sexting" label may encompass a diverse range of activities and actions, including those reflecting willful actions (e.g. creating an image of oneself and sending it to a second party, forwarding an image received by someone else to a third party), as well as actions to which someone might be passively subjected (e.g. receiving an unsolicited image, being asked to send a nude picture). Recognizing this diversity of activities, as well as their sequence and their relationships to one another, represents a crucial first step in understanding actors' roles, evaluating risk and culpability, and understanding the dynamics of sexting incidents.

Although most survey research has framed sexting behaviors in terms of a limited number of activities (e.g. sending, receiving, forwarding), there is a basis for acknowledging a more diverse spectrum of behaviors. These may include prelude activities (e.g. requesting or receiving a request); creative activities (e.g. taking a picture of oneself, taking a picture of someone else; altering an image); dissemination activities (e.g. selective forwarding, broadcasting, showing); or passive exposure (e.g. being shown a picture, receiving an unsolicited image).

Content

One also must recognize the nature of the content that might be involved. We suggest that content should be considered in terms of both mode (images, videos, language/text), and the qualities of what is depicted and/or conveyed.

Visual vs. Linguistic Content

Regarding mode, most discourse surrounding sexting has focused primarily (if not exclusively) on visual content, including both images and video. In the context of certain issue frames - most notably those involving sexting's nexus with the production, possession, and distribution of child pornography – this orientation is generally sensible and understandable. As a matter of law, visual sexual material depicting minors carries a unique and distinctive legal status that is differentiated from other forms of expression, including adult sexual material and the use of sexually explicit language by teens or adults. As such, linguistic content is of secondary concern to "sexting" policies and interventions

that are specifically oriented toward responding to the creation and distribution of child pornography.

Yet when placed into other common "sexting problem" frames -- including those related to bullying/harassment, online solicitation by adults, and teen dating violence – the role of linguistic content is prominent, and must be acknowledged and addressed. Both youth and adult focus group participants routinely raised scenarios involving sexually explicit texts or other forms of linguistic expression. Many of these examples suggested that sexually explicit text messages that "cross the line" of acceptability may potentially prove more troubling and harmful than some activities involving the transmission of images.

As matters of both policy and practice, our reasons for highlighting the need to focus on linguistic as well as visual content are twofold. First, "sexting incidents" commonly involve exchange of **both** linguistic and visual content – that is, the sharing of visual content rarely occurs in the absence of text-based interactions. Drawing a bright line between the visual and the linguistic (and focusing primarily on the former) may obscure recognition of the dynamics that may be directly relevant to responses and interventions.

Second, in terms of harm and risk potential, sentiments and anecdotes expressed in the focus groups strongly suggest that certain forms of linguistic content might play a more profound (and potentially more insidious) role than some forms of visual imagery. Text messages associated with harassment, unwanted solicitation, or allusions to sexual violence implicitly suggest a direct and immediate threat to teens' safety and well-being, and almost unilaterally justify some form of intervention. In contrast, the exchange of certain visual content between teens, particularly in the context of a trusting and mutual relationship, may prove to be far less indicative of immediate risk for physical or psychological harm, and less demanding of direct intervention.

What is Depicted?

Whether considering visual or linguistic material, "sexts" may encompass a wide range of content, spanning the innocently flirtacious, the moderately suggestive, and the overtly sexual. At the extreme end of this spectrum, some material might even encompass aberrant forms of sexual conduct, including those depicting rape and other forms of violence or extreme degradation.

Much of the survey research to date has framed content as a dichotomous construct, using such terminology as "nude or semi-nude image" or "sexually explicit content." While there are clear methodological reasons for adopting such uniform operational constructs, this approach nonetheless may obscure vital distinctions of relevance to parents, practitioners and policymakers. Adopting a comparatively homogenized view of the content that might be implicated in sexting scenarios risks obscures vital distinctions that could help discern relatively benign manifestations of teen sexual expression or minor and/or transient lapses in judgment, from instances reflecting reckless or overtly harmful behavior.

Settings

The third and final element of the descriptive domain involves the settings in which sexting incidents might occur. Settings may refer to the physical location (or co-location) of the actors (e.g. schools, home), as well as virtual settings and platforms that are implicated in the activities (e.g. social networks, private messaging applications).

Over the short span of time since the emergence of "sexting" on the public radar, digital communications have undergone rapid transformation. While the sexting issue was initially understood as the transmission of pictures via cell phone MMS messaging, the technological landscape has continued to evolve, amidst growth of mobile broadband and smartphone ownership. Social media has become increasingly ubiquitous, moving far beyond the boundaries of social network websites, and becoming increasingly embedded in an ever-expanding universe of internet and mobile applications. In one particularly relevant example, the application Snapchat, which has been widely adopted by teens and young adults since its introduction in 2011, has been described by some within the media as the "sexting app" by virtue of its ability to create images that "self-destruct" after a set period of time (e.g., 3-5 seconds).

Along with this evolving communications landscape, we have witnessed a dramatic expansion in the range and characteristics of virtual settings. Some provide significant default privacy mechanisms, while others contain far fewer safeguards. Some are designed primarily for one-to-one communications, while others are built for broad-based dissemination of material. While many settings are intended to facilitate communication and interaction among friends and known connections, others are specifically geared toward promoting interactions among strangers, sometimes under the cloak of anonymity.

Placed in the context of protecting youth from potential harm, setting characteristics emerge as vital elements in assessing and responding to risk. This not only applies to evaluating the meaning of specific incidents (for example, comparing a scenario in which a teenager sends a private "Snapchat" to her boyfriend to a case in which she transmits the same image to a stranger via an anonymous chat site), but it also carries significant relevance for the design of effective responses and interventions. As we examine in our ensuing recommendations for effective responses, paying attention to settings may help promote effective physical and psychological harm reduction strategies at both the "micro" level (e.g. initiatives directly targeting youth technology practices) and at a broader "macro" level (e.g. initiatives involving collaboration with industry).

SITUATIONAL CONTEXT

Our model's next component represents the situational context in which sexting behaviors may be embedded. As with the core descriptive elements (actions, content, settings), situational contexts of sexting are rich and diverse. Some behaviors involve private exchanges between two people, while others may implicate a larger group. Some occur in the context of stable relationships, while others may involve more transitory social connections. Some transpire in the spirit of mutual trust, while others may involve

disregard for oneself or others, subtle manipulation, or overt intent to harm. Some may be sporadic or "one time" occurrences, while others may be part of sustained patterns of behavior.

Translated into policy and practice, attunement to such distinctions is vital for developing both balanced and calibrated responses to sexting incidents and effective prevention and harm reduction strategies. In the realm of incident response, understanding of situational context aids in ascertaining levels of harm or potential harm, evaluating individual culpability, and establishing courses of disciplinary or even legal action. In the domain of prevention, recognizing the scope of situational conditions highlights the limits of "one size fits all" approaches, and leads us toward more refined modes of youth engagement and more meaningful prevention messages.

Programmatically speaking, understanding of situational context helps us to distinguish between the challenges of mitigating harm associated with aberrant, high-risk situations (for example, those involving strangers and/or overt intent to harm or exploit) and those associated with more universal goals such as promoting healthy sexuality and relationships among teens. Moreover, attunement to teens' cognitive processes associated with sexting behaviors (including cognitive distortions and even normative immature development that contribute to lapses in judgment) can help ensure that messages targeted to teens are grounded in their perspectives, and may further inform skill-based initiatives, including those focused on improving teen decision-making capacity and on engaging bystanders.

CONSIDERING SITUATIONAL CONTEXT

Scenario A

Two 16-year-old students who have been dating for several months, privately exchange intimate pictures via their phones. The photos are not shared with anyone else, but are discovered when one of the students has her phone confiscated by a teacher after being caught using her cell phone in class.

Scenario B

A 14-year-old girl who is romantically interested in a male classmate sends him an unsolicited picture of her exposed breasts, along with a suggestive text message. The boy, who is at home when the photo arrives on his phone, is somewhat startled, and shares the picture with his mother. The mother calls the school and reports the incident.

- What are the critical points of distinction within these two situations?
- What are the cognitive and interpersonal dynamics at work?
- Do the situations command similar system responses? Why or why not?
- How (if at all) should the youth involved be sanctioned or counseled?

The Elements of Situational Context

However it is defined, "sexting" is an inherently interpersonal phenomenon, with its meaning and significance largely defined by the relationships and interactions between those involved.

On a basic level, we might begin by thinking about interpersonal dynamics in categorical terms. As suggested by the examples in the box above, we might distinguish those who are in a stable relationship (e.g. boyfriend-girlfriend) from those who are engaged in pre-relationship flirting or courtship. We might distinguish between scenarios involving peers within a close social circle and those involving remote acquaintances. We might distinguish actions that take place privately between two people from those that involve larger groups. These are all meaningful distinctions that, properly applied, may serve as valuable guideposts for the development of policies, protocols, and interventions.

Yet whether working in the realm of incident response or seeking to prevent harm, we must recognize that teen relationships, as with interpersonal relationships in general, typically defy simple categorization. They evolve and shift over time. They vary in intensity and stability. They reflect differing levels of comfort, trust, and intimacy. Perhaps most critically, they are inherently subjective, with their meaning independently constructed by each teen's cognitions, emotions, perceptions, motivations, and expectations.

Considering these factors, our model frames situational context as a fluid and dynamic construct consisting of interpersonal dimensions, including relationship characteristics and dynamics; psychological dimensions, including the cognitions, emotions, and behavioral choices of individual actors; and conditional dimensions, reflecting the idea that sexting behaviors are rarely self-contained occurrences, and that they are typically influenced by time, circumstance, and precursor events.

Interpersonal and Psychological Dynamics

In our presentation of results, we briefly introduced a framework for understanding the range of motivations and conditions for sexting. Here, we use this framework as a means of anchoring our discussion of the situational dynamics and exploring the implications for policy and practice.

Mutual Interest	⟷	Self Interest	⟷	Intent to Harm

Our framework places conditions within which sexting occurs along a spectrum, ranging from a condition we label "mutual trust," representing a general convergence of perspectives and interests between the parties involved, to a condition designated "intent to harm," reflecting a distinct and deliberate divergence of interests.   Between these two extremes is the rather vast and nuanced territory of "self interest," in which behaviors are primarily driven by individual needs and goals, with varying degrees of concern for the needs of others involved. This territory, as we will explore in the next section, is often best

understood within the context of the normative trajectories associated with adolescent psychosocial development.

Unpacking one's assumptions about teen sexting behaviors along this spectrum is a vital prerequisite for the design and development of effective responses and interventions. For example, do we begin with the default assumption that most teens are self-involved, impulsive, and prone to poor decision making? Do we see teens as capable of establishing and maintaining mature intimate relationships? Do we view teen sexual activity and expressions of their sexuality as normative processes, or as signs of an aberrational condition that demands intervention? For these and related questions, the focus group results suggest some key points of divergence between the views of youth and those of adults.

Mutual Interest

The first point along the continuum, "mutual interest" reflects a convergence of interests between those involved. Generally associated with private exchanges within the bounds of established intimate relationships, sexting scenarios involving mutual interest may be thought of as those in which behaviors are undertaken in the spirit of trust, with the parties sharing common goals and a common understanding.

Teen focus group participants shared many scenarios suggesting their belief that the private sharing of images might be carried out in the context of trusting intimate relationships, whether as a proxy for or as a complement to sexual activity. This suggests the belief that, under certain conditions, teen sexting behaviors might be viewed as meaningful and normative modes of sharing and intimacy in the digital era.

Parent and practitioner focus group participants were somewhat less likely to acknowledge teens' capacity to behave and act within the context of mutual interest. While some suggested that sexting might reflect shifting norms of sexual expression among the digital generation, sentiments expressed by these groups implied that adolescents are constitutionally limited in their capacity to evaluate the trustworthiness of intimate relationships. As such, the general tendency among the adult groups was to dismiss digital sharing between intimate partners as uniformly frivolous and irresponsible.

Viewed through a developmental lens, it would appear that there is a middle ground between these perspectives. It is certainly the case that younger teens often lack the experience, judgment, and perspective-taking capacity necessary to make sound assessments about intimate relationships. All of these capacities, however, develop progressively during the course of adolescence, and older teens typically become increasingly capable of establishing mature and trusting sexual relationships..

In the end, it may well be that pure "mutual interest" is an elusive ideal for teens as well as most adults. As our focus group participants repeatedly noted, images shared in the context of trust may often outlast a relationship, presenting hazards and challenges for

youth and adults alike. The permanency of digital images and other aspects of one's "digital footprint" is just one of many ways that the age of social media has unequivocally altered the nature of courtship, dating, relationships, and break-ups.

Given these issues, it is certainly appropriate and necessary for parents, schools, and communities to invest in youth development of healthy intimate relationships, with a particular emphasis on the challenges of navigating relationships in the digital era.   These interventions, however, should be developmentally calibrated and should recognize the increasing capacity of teens to autonomously engage in meaningful forms of intimacy and sexual self-expression.

Intent to Harm

The opposite end of the spectrum encompasses those scenarios in which behaviors are carried out with deliberate intent to harm. Scenarios that fall into this category might include instances involving overt deception, extortion, circulation of images with deliberate intent to embarrass or humiliate, and cases involving exploitation by adults. Such cases indeed represent significant cause for concern, and almost always warrant some form of sanctions or disciplinary action.

Of note, focus group findings suggest significant convergence between youth and adult attitudes related to these types of cases. Cases such as those involving cruelty, overt deception, or sharing of content with third parties with intent to embarrass or harm, were widely recognized that both teens and adults alike as "out of-bounds" behavior. While undoubtedly fixtures in the social world of adolescence (indeed, in our groups, youth frequently conveyed exposure to such incidents) teens are acutely attuned to the distinction between acceptable and out of bounds behavior-certainly more attuned than is commonly assumed.

In addition, cases at this end of the spectrum appear to be a clear minority. The teens with whom we spoke expressed concern about schools and parents failing to distinguish these types of cases from what they viewed as more common benign and private activities, and further suggested that these concerns may have a "chilling effect" on teens' willingness to come forward and seek guidance related to more common sexting situations. As matters of both policy and practice, parents, educators, and judicial actors must therefore be capable of distinguishing between cases that are associated with overt intent to harm from those that fall further down the spectrum.

The distinctions made above are not to suggest that behaviors linked to mutual interest or self interest are not without consequences or that teens should not be accountable for the unintended consequences of their poor decisions on others. It does, however, provide the foundation for systems of response, prevention, and harm reduction that are effectively calibrated to respond to the range of potential motivational scenarios.

Self Interest

Between the two polar ends of the spectrum, we find the middle ground that we have labeled "self interest" – a territory that seems to reflect the substantial majority of sexting scenarios. Within this domain, teens involved are seeking the fulfillment of implicit or explicit needs or goals. For example:

- "Perhaps this will make this person like me"
- "Perhaps it will attract his attention"
- "Perhaps it will raise my status by getting a laugh from my peers."

These general motivations and themes were consistently evoked throughout our focus groups. These common themes, as well as related internal motivational scripts, indicate the close link between sexting behaviors and the fulfillment of adolescents' fundamental emotional needs of belonging, intimacy, and acceptance. They also commonly reflect implicit expectations as to how others are likely to receive and respond to their actions - some of which may be well-founded and some of which may be flawed and misdirected.   In any case, attunement to such cognitions is crucial for the design of interventions that target the cognitive and emotional processes behind teen decision-making surrounding the general navigation of social and intimate relationships, including those that may involve sexting behaviors.

The role of indirect participants

The motivational continuum presented above focuses primarily on the relationships between those who might be directly involved in a given "sexting" incident (e.g., that between the "sender" and "receiver"). A full consideration of interpersonal dynamics, however, should also account for indirect actors who may not be directly implicated but may nonetheless play significant roles.   Notably, the findings strongly suggest that friends and peer groups may often serve as critical actors in the dynamics of sexting incidents, sometimes as facilitators or enablers, and sometimes as protective agents. By way of example, teen focus group participants commonly described instances of boys collecting and sharing girls photos, not necessarily out of any particular sexual or romantic interest, nor out of malice, but rather as "trophies" or as a means of gaining bragging rights. In such cases, the primary matter of concern (and the locus of our responses) should focus attention on the peer culture that is implicated in such behaviors, perhaps even more so than the relationship between those directly involved (i.e. the "sending girl" and the "receiving boy").

At the same time, peers and friends may play positive mitigating roles through the reinforcement of socially acceptable norms and boundaries or direct intervention as bystanders.   The findings strongly underscore the notion that most, perhaps all teens have developed a moral sense of what constitutes "out of bounds" behavior, and with appropriate advice can take steps to effectively intervene in harmful or potentially harmful situations. As we will discuss later under "Recommendations," this suggests that the

promotion and facilitation of peer-driven interventions should represent a core element of prevention and harm reduction strategies.

Conditional dimensions

Beyond the interpersonal and psychological dynamics described above, situational context is also affected by time, circumstance, and precursor events. Notably, the sexting narratives revealed through the data indicate that sexting incidents rarely - if ever - represent a single behavior and point in time. They may involve a range of antecedent events, encompassing a sequence of behaviors, decisions, and choices. Moreover, behaviors and decisions may be highly contingent on incidental circumstances such as timing and location.

For example, consider how "Scenario B" presented earlier might have played out if, instead of the girl's photo arriving while the boy was at home with his parents, it had reached his phone while he was out with his peers. The case could have had a very different outcome with a different set of consequences for all involved.

These factors suggest that situational context be considered as a dynamic construct, rather than something that is firmly isolated in time and place. Both for purposes of deconstructing and responding to sexting incidents and for purposes of designing prevention and harm reduction interventions, it is useful to frame sexting behaviors in terms of behavioral pathways rather than as isolated occurrences.

Taking a broader view

Thus far, our model's attempt to frame the nature and dynamics of "teen sexting" has revealed a diverse and multifaceted phenomenon, reflecting a wide range of behavioral and contextual circumstances. Appreciation of this diversity is a critical first step in identifying effective modes of response and for designing initiatives that are specifically targeted at mitigating and redirecting teen behaviors that might be labeled as sexting.

Yet while it is useful to develop a direct understanding of sexting and its related challenges, we must also recognize that these behaviors do not exist in isolation. Throughout the data, we see indications that teen sexting – as with other youth digital practices – is tightly embedded in the broader themes of adolescent experience. The forging of personal identity, sexual exploration, development of trust and intimacy, and cultivation of relationships are just some of the many themes emerging from the data. Beyond this, the findings included copious references to the array of external agents and entities that might be implicated in teen sexting, either as part of the "problem" or as part of the "solution." Commonly cited sources of external influence included peers, families, popular culture, and digital technology.

A comprehensive perspective on teen sexting behaviors and practices therefore must place these issues into the broader context of adolescent experience and forces that help shape it.

This entails accounting for both intrinsic and extrinsic factors shaping teens' behaviors, choices, and decisions. Intrinsic factors include those associated with normative adolescent psychosocial development, as well as those associated with differences in individual propensities and risk profiles. Extrinsic factors encompass the wide array of social, institutional, and cultural forces that affect the lives of teens on a daily basis.

The latter elements of our ecological model aim to place sexting into this broader context. These domains recognize that "sexting" – however it is defined -- is not an isolated phenomenon, and that it can only be properly understood when placed within the context of adolescent development, individual dispositions and differences, and the external spheres of influence that affect teenagers worldview, behaviors, and decisions.

From a practice and policy standpoint, strategies that directly target sexting behaviors, as described in the first two segments of our model, indeed have a place in an overall thorough response. However, an effective and comprehensive approach to this issue must avoid viewing teen sexting as an isolated phenomenon, and instead embrace a broader series of goals aimed at promoting healthy sexual development, youth safety, corporate responsibility, constructive citizenship, and responsive community based systems of support. As part of this, it is also vital to place the role of digital communication technology – often viewed as a primary culprit in the sexting problem – into its appropriate context.

DEVELOPMENTAL CONTEXT

Throughout the research process, we regularly evoked a fundamental question -- "What is new, and what is not?" As we queried the focus group data, we routinely uncovered passages in which participants alluded to adolescent behavior in prior eras and compared it to the behaviors of adolescents today. Adults in particular often invoked stark generational contrasts, citing factors such as the pervasive role of technology in teen lives, shifting standards of interpersonal connection, and changing notions of privacy and acceptable sexuality. However, implicit in much of the discussion were striking parallels between the behaviors of teens today and those of pre-digital generations. As one parent in our focus groups stated:

> "How is that different than two kids in the backseat of a '57 Chevrolet? You know, or in the back of a buggy out behind the barn, you know, in 1899. You know, it's been around for a long time."

This ultimately led us to the conclusion that, although sexting is in some respects an anomalous by-product of the digital era, it in fact reflects longstanding realities of the adolescent experience. As noted in our prior discussion of situational contexts, sexting behaviors can be largely framed and understood in the context of the normative developmental processes of adolescence and emerging adulthood. Within the data, two sets of developmental themes were particularly prominent – psychosexual development and teens' propensity for risk-taking behavior.

Psychosexual Development

Stripped of their digital dimensions, a substantial portion of motivational scenarios reflected in the data involve common adolescent psychosexual themes. The exploration and formation of sexual identity, the desire to convey interest or make oneself appealing to potential partners or more appealing to current partners, and the navigation of trust and intimacy are all processes that are recognized parts of adolescent experience.

Within the youth focus groups, these themes abounded, as teens cited various ways in which sexting behaviors may manifest in the balance of courtship, intimate relationships, and sexual expression. While teens recognized that sexting scenarios could be risky, problematic, harmful, or hazardous, they more commonly described digital forms of sharing and intimacy as "private matters" that could have a place in normative romantic relationships.

Among the adult focus groups, such sentiments were considerably less prominent. Although many adults implicitly recognized teens (particularly teenage boys) as "sexual beings," the adult focus group participants tended to minimize the potential for young people to engage in positive sexual expression and activity. Along with this, adults were generally dismissive of the possibility that digital intimacy might play a role in a healthy sexual relationship.

This gap between teenagers' sense of themselves as mature and sexually autonomous beings on the verge of adulthood, and the adult view of teens as children in need of protection from themselves, should come as no surprise. It does, however, suggest parallels with broader policy and practice debates about approaches to adolescent sexuality, particularly the divide between abstinence-based responses and those predicated on a harm reduction framework.

In our view, responses to teen sexting that fail to account for adolescent psychosexual developmental factors are bound to fall short. Additionally, responses should recognize and account for the shifting norms of relationships and communication in the digital era and work within this normative framework. In the end, the most efficacious initiatives are those that embrace and reflect the realities of teen experience, and that emphasize promotion of healthy sexual development, safe relationships, and healthy modes of self-expression.

Adolescence and Risk-Taking Behavior

While adopting a limited view toward the role of teen sexuality, adult focus group participants placed considerable emphasis on themes related to adolescent propensity for risk-taking. Describing the reasons for teens' engagement in sexting behaviors, parents and practitioners alike regularly invoked themes such as adolescent impulsivity, lack of judgment, and failure to foresee long-term consequences.

Many of the expressed sentiments were consistent with empirical knowledge about adolescent risk-taking and their cognitive, social, and emotional development, while others reflected assumptions that were less supported by research. Considering that the accuracy of one's assumptions about the foundations of adolescent behavioral choices is directly related to the efficacy of responses and interventions, it is useful to briefly consider what is known about how adolescents experience risk, and about the drivers of adolescent risk-taking behaviors.

Steinberg (2008) notes a number of "false leads" related to adolescent risk-taking – widely held theories that have garnered little empirical support. These include beliefs that adolescents are irrational or deficient in their information processing; that they evaluate and perceive risk differently than adults; and that they are inherently less risk-averse than adults. Although such factors may certainly account for behavioral variation among individuals (both youth and adults), the idea that such lapses in cognitive processes explain risk-taking among typical adolescents has generally not been supported by research.

Alternatively, a more relevant and empirically-grounded framework for understanding normative adolescent risk-taking focuses on the differential trajectories between teens' inclination toward reward-seeking (i.e. dopamine-inducing) behaviors and the capacity for self regulation. Specifically, while adolescents are "hard-wired" to seek out novel and stimulating experiences, their ability to mitigate against these impulses remains under development well into young adulthood (Dahl, 2004). Moreover, reward-seeking among adolescents contains a powerful social element – acceptance and approval from others serves as a potent motivator. Research has demonstrated that youth take greater risks when in the presence of their peers than when they are alone (Gardner and Steinberg, 2005).

Placed into the context of our research, the evidence surrounding the developmental dynamics of teen risk-taking behavior raises important questions concerning the role and likely efficacy of information-based approaches as a means of controlling teen sexting behaviors and its related harm. Certainly, the focus group data indicate that teens vary in their understanding and awareness of sexting and its potential consequences. Moreover, there is good reason to believe that certain groups (such as younger teens) may be less attuned than others to potential social, legal, and personal safety hazards, and could marginally benefit from targeted interventions that close this information gap.

However, the focus group data also suggest that youth are more astute than is commonly assumed. They are typically quite cognizant of factors such as the permanency of digital content, the fleeting nature of relationships, potential reputational impacts, threats posed by strangers, legal ramifications, and other commonly-referenced hazards. There is even some indication in the data that teens (as well as some adults) may sometimes **over-estimate** the probability of certain outcomes, such as the relative likelihood of being victimized by strangers, prosecuted for child pornography, or being placed on the sex offender registry.

Coupled with empirical findings that teens' developmental propensity for risk is both social-emotional and cognitive in nature, the findings suggest only a limited role for knowledge-based approaches to preventing teen sexting. While potentially providing a needed foundation, informational approaches will have limited impact unless coupled with initiatives that are firmly grounded in the realities of teens' social and emotional development.

It is also vital to recognize that reward-seeking and novelty-seeking among adolescents are not pathological conditions, but rather adaptive developmental processes, with close corollaries to experience-based learning. It is normal and expected for young people to take chances, make mistakes, and in the process learn to effectively negotiate their social terrain. Rather than attempting to "correct" these natural tendencies, effective interventions are those that support and facilitate youths' capacity to direct their proclivities into safe and positive channels.

Translated into responses to teen sexting, we should recognize that these behaviors most typically reflect natural (albeit at times misguided) manifestations of normative adolescent social and emotional needs. Responses that rely on scare tactics or those that emphasize disciplinary or legal sanctions are unlikely to address these underlying issues. Alternatively, approaches that work within the framework of adolescent development, including those focused on promoting safety, social skill-building, and healthy decision-making, are likely to be far more fruitful and efficacious.

Developmental Factors in Context

By embedding teen sexting in the context of adolescent development, we seek to move the discourse about this issue away from sexting as a distinctive pathological condition requiring a cure, and toward a view that frames the behavior in terms of naturally occurring processes. At the same time, we offer two important qualifications of our position.

First, adopting a developmentally-informed approach does not preclude teen accountability for behaviors that are harmful to others. While we acknowledge that the capacity for self-regulation remains in a state of flux throughout adolescence, teens should be capable of operating within the bounds of social rules involving respect for others. In the context of sexting-related behaviors, these rules are violated in cases involving unauthorized distribution of material, deception or manipulation, or other activities carried out with intent to harm or reckless disregard for others. In addressing such behaviors (whether in the context of incident response or prevention) the specification of consequences and the use of disciplinary sanctions are perfectly appropriate. Notably, as underscored throughout the discussion of situational context, teens are generally attuned to the "out of bounds" nature of such activities, and distinguish them from more common forms of sexting behavior such as sharing within the context of a relationship.

Second, our emphasis on normative developmental processes is not to minimize the role of individual differences, nor is it to suggest that engagement in sexting behaviors – especially higher risk forms of the behavior – is not indicative of underlying issues requiring intervention. Adolescents do not follow a common developmental trajectory – the propensity to engage in sexting behaviors, and the types of behaviors that one engages in, are highly influenced by characteristics unique to the individual, including those related to personality, capacity for emotional regulation, and overall mental health. Indeed, as noted in our earlier literature review, youth involvement in sexting behaviors is highly correlated with unsafe sexual activity, drug use, mental health symptoms, and other risk factors. Yet whether dealing with individual (idiosyncratic) or collective (normative developmental) propensities, the core principles are the same – responses that focus too narrowly on the specific behavioral manifestations, rather than on underlying dynamics, are unlikely to succeed.

ENVIRONMENTAL CONTEXT

Our model's outermost circle – labeled "Environmental Context" -- represents the various spheres of influence that may affect teen decisions about sexting and related behaviors. Here, we focus on nine factors, clustered into three broad domains – interpersonal (family, peers, and community); extrinsic (media, popular culture, and communication technology), and institutional (schools, legal institutions, and community institutions).

Our discussion of the first two domains (interpersonal and extrinsic) draws upon the perspectives expressed within the focus groups, as well as relevant research literature that helps to place these observations in context. We also present some guidelines and considerations within each area that can aid in the development of policy and practice responses.

Our discussion of the institutional domain is somewhat broader in its ambitions, fulfilling a dual purpose. As with our examination of interpersonal and extrinsic factors, we highlight themes gathered from the data and frame them in the context of extant research. Beyond this, however, we recognize that the institutional domain is the primary venue in which laws, policies, and most practices are developed and implemented. Accordingly, we use this portion of our discussion to summarize and discuss key recommendations for policy and practice.

Families, Peers, And Community

The interpersonal domain of family, peers, and community reflects those sources of influence most closely tied to teens' immediate social environment. As reflected in our policy and practice recommendations set forth later, this domain represents a critical focal point for intervention – in particular, we emphasize the need for institutions (e.g. schools, juvenile justice systems, community-based institutions) to support and actively enlist families and peers as agents of change. Here, we present some of the challenges, opportunities, and contextual considerations that can guide such efforts.

Role of the family

The focus group participants converged in the sentiment that parents and families play a central role in shaping teen values and decisions surrounding sexting and related issues. The participants also offered insights into both the necessity and challenges of engaging families and parents as part of our responses.

Participants in the parent focus groups often lamented the laxness of standards and discipline exercised by other parents. Due to our recruitment procedures (which were generally conducted through schools and school-based parent organizations), participants in the parent groups most likely represented those on the more engaged side of the spectrum. Despite this, however, we observed wide variation in participants' level of attunement to, and understanding of, teenage social use of technology in general, and teen sexting behaviors in particular. Parents also regularly described teens' use of digital communication technology as a source of tension and conflict, highlighting themes such as the costs of cellphone bills, challenges of enforcing and monitoring internet usage, and the negative and disruptive qualities of texting and social media.

Practitioners regularly expressed the sentiment that school-based efforts are often undermined by the absence of parental engagement and involvement. They also discussed the many challenges of engaging families with differing levels of commitment, time availability, geographic constraints, communication preferences, parenting styles, and cultural value systems. Added to this complexity, they noted the paradox that families of youth typically at the greatest risk of harm related to sexting and other behaviors are often those who are most difficult for institutions to engage.

Teen participants implicitly recognized the role of their families and parents in shaping their values and behaviors, but more prominently focused on family conflicts surrounding technology (e.g. "parents don't get it") and barriers to communication around sexual topics (e.g. "I would never talk about that – it would be awkward"). Despite these barriers, teens indicated a greater willingness to work with parents on these issues than with educators and especially than with law enforcement.

Related to the technology-related conflicts cited by teens and parents, it should be acknowledged that mechanisms for parental monitoring of teen activities have undergone a significant change in the digital era. Prior to the advent of mobile phones and digital social media, teens depended on shared, home-based land lines as their primary vehicle of communication with their friends. This technology, being confined to the home space, afforded parents somewhat greater awareness surrounding the activities of their teenagers. The increasing ubiquity of cell phones and the "silent" medium of texting, along with the growth of online social networks, has largely emancipated teens from the watchful eyes of their parents. What this means, quite simply, is that teenagers today have greater privacy than those of previous generations.

In addition to developing family-specific prevention interventions, we also believe parents and families have a vital and critical role to play as active collaborators in effective school-based and community-based responses. Among the practitioners focus group participants, the clear message expressed was "we can't do it alone."

One critical step in the development of family-, school- and community-based prevention interventions involves the development of effective parent education initiatives that operate in synchrony with initiatives directed at youth. Such initiatives must do more than highlight the prevalence, perils, and dangers of teen sexting – they must promote deeper parental understanding of teen technology practices and the social world of digital youth. They also should provide concrete guidance to help parents more effectively communicate with their teens about issues of healthy relationships and sexuality, and they should provide strategies to help youth navigate challenging social terrain.

Role of the peer group

The focus group data suggest that peer dynamics associated with sexting and its related social conditions are complex. Bilateral sexting behaviors motivated by romantic interest and intimacy – which by all indications likely comprise the majority of teen sexting activities – are certainly subject to direct peer influence and undoubtedly affected by norms within the peer culture. Consideration of peer dynamics is particularly salient, however, to behaviors more likely to be associated with harmful consequences, such as forwarding, dissemination/circulation, and solicitation (particularly through pressure and/or deception). Such activities – whether driven by misguided judgment (i.e. joking around, achievement of "bragging rights") or more overtly directed aggression or intended humiliation – seem to be driven significantly by peer influence.

While references to peer group dynamics frequently permeated the focus group discussions, two sets of issues stand out as commanding particular attention. The first concerns the differential reputational impacts across gender. Within the groups, female teens were typically (albeit not exclusively) described as "creators" and "senders" while males were commonly depicted as "receivers" and "sharers." As an extension of this, teens and adults with whom we spoke converged in the sentiment that females generally carry a disproportionate risk of negative social repercussions when images are circulated or otherwise come to light. Conversely, framing the act of soliciting and receiving sexted images as a form of "sexual conquest," our participants suggested that males may be positioned to gain social status among their peer group.

Although the results included exceptions to this general pattern, it seems apparent that the disproportionality of social impacts across gender is of direct relevance to systems of incident response, prevention, and harm reduction. As with strategies to address physical sexual exploitation among teens, prevention initiatives should account for the role of peer culture in defining and reinforcing the boundaries of "acceptable" and "unacceptable" behavior, and they must directly target those subcultural norms that promote harm and exploitation. The successful prevention interventions that target school-based bullying

offer important lessons here, not only regarding the targeting of teens who might engage in sexting behaviors but also "bystanders" –peers who might wield influence even without directly engaging in these behaviors (Olweus & Limber, 2010). Thus, "universal" interventions targeting all students, and not just subgroups of students, might be most beneficial in changing peer norms.

A second vital point about peer relationships emerging from the data concerns the manner in which we think of the peer-based interventions deployed in response to the "sexting problem." All of the participant groups – teens and adults alike - recognized that youth are likely to be more receptive to messages and guidance from other young people than from older adults. The groups diverged, however, in how they framed and described peer-based responses. Parents and practitioners emphasized strategies in which young people are enlisted to serve as messengers to convey the dangers of sexting behavior (e.g. "this happened to me, it could happen to you"). At its core, this perspective reflects an affinity for information-based strategies, along with the assumption that messages imparted by peers will have more resonance and credibility than those imparted by adults.

Teens, on the other hand, emphasized their need for guidance and understanding from adults; when peers were mentioned as resources, it was mostly in the context of teens expressing that they might benefit from engaging in dialogue with other young people whose experiences more effectively aligned with their own. Youth were quick to suggest that interventions relying on presentations and "horror stories" were unlikely to be effective, regardless of whether the messenger was a peer or an adult.

Our view of peer-based interventions is generally more in line with that expressed by teens. Peer-based interventions as framed by parents and practitioners seem to represent a fairly adult-centric point of view, and do little to account for youth needs and perspectives. Moreover, research on "scared straight" practices suggests that threat-based interventions are rarely effective, and in some cases may even increase levels of harm (Petrosino, Turpin-Petrosino, & Finckenauer, 2000).

The framework described by teens suggests a different approach – one that shifts the discourse about interventions from a mode of edicts and threats to one of guidance and empowerment. Active engagement of young people means encouraging and promoting dialogue related to sexting and its potential harm. This, in turn, paves the way for normative change within the peer culture that can promote pro-social values and encourage bystander engagement in potentially harmful situations.

Role of the immediate community

Beyond direct influences by family and peers, we also should recognize that youth are heavily influenced by norms and values within their immediate community. Factors such as poverty, presence or absence of social supports (both institutional and informal), literacy and educational rates, and community stability all play a major role in how young

people define and navigate the boundaries of social behavior.   They also provide a vital set of parameters around which responses and interventions must be designed.

Although such factors were rarely directly referenced and discussed within the focus groups, we did observe differences across our varying communities related to how the "sexting problem" was perceived, framed, and discussed and these differences might be due to community-level differences. These differences were reflected most clearly in the language that was used, as well as some of the underlying sentiments surrounding sexual behavior and expression.

While the core of the approaches that we will propose – those based on promoting healthy social and emotional development – largely transcend community differences, a core principle for the development of messaging and outreach strategies (for parents and communities, as well as youth) must be built on a viable community and cultural frame of reference.

Media,Popular Culture, And Technology

Discussing underlying issues associated with teen sexting behaviors, the focus group participants routinely evoked examples from popular culture, and they also cited the influential role of media, including the internet and television. Teens' use of, and relationship to, digital communication technology also permeated many of our discussions – in particular, adults often framed teens' unfettered access to technology as a major culprit in promoting and facilitating sexting behaviors.

An effective evaluation of how these three influences (media, popular culture, and technology) may be implicated in youth attitudes, perceptions, and practices related to sexting, must be grounded in a general understanding of the digital youth experience. This begins by considering the ways in which advances in digital communication technology have redefined the contours of both media and popular culture, and in turn how these changes have produced generational differences in perspective.

Over the span of less than a decade, new interactive forms of communication – particularly the growth of social media platforms including blogs and micro-blogs (e.g. Tumblr, Twitter), social networks (e.g. Facebook), video and photo-sharing (e.g. YouTube, Instagram), and news sharing (e.g. Reddit, Digg) – have reshaped the mechanisms through which people access information, and through which ideas and culture are transfused across society. Even traditional media outlets such as newspapers and television networks have increasingly shifted their content distribution channels to the internet and mobile web, and have integrated their content with interactive social media. These trends have been amplified by the growing ubiquity of mobile computing technology including smartphones and tablets, with their growing array of interactive applications.

Beyond transforming the way most of us communicate and access information and entertainment, these shifts have produced more fundamental changes in how young people

relate to media and popular culture. Notably, social media has produced what Henry Jenkins (2009) refers to as a "participatory culture," in which the boundaries between the producers and consumers of content have increasingly dissolved. The growth in participatory culture has been made possible, in large part, by technologies that remove many of the traditional barriers between creators and consumers of media, particularly those related to time, money, and expertise. For example, blogging platforms and web publishing tools have facilitated broad-based access to online venues for sharing ideas and perspectives with the broader world. Inexpensive access to hardware and software allowing the production of video or musical content - along with the development of platforms such as YouTube that permit the sharing of such content - have provided new outlets for creative expression.

For teens, these and related developments have created immense opportunities for exploration of interests, self-expression, learning, and societal engagement – opportunities that simply were not available to prior generations. Popular culture is no longer something that is "out there" and transmitted to a passive audience, but rather something that is actively defined by those who embrace these new forms of communication and self-expression – most prominently, those who have come of age in the era of YouTube, Instagram, Tumblr, and Twitter.

The rapidly shifting media and technology landscape therefore provides important context for the present discussion. The often-cited "digital divide" seems less a function of rates of technology adoption or even technological aptitude, and more fundamentally linked to differing assumptions and ascribed meanings about media, technology, and culture. This, in turn, has direct relevance for how we think about messaging and communication with young people related to topics of sexuality, media, culture, and technology.

Considering the significant convergence between media, technology, and popular culture, the present discussion treats these as interdependent rather than discrete phenomena. We frame our discussion around two prominent themes that emerged from the focus groups: 1) the role of media and popular culture in defining sexual norms within society and among youth; and 2) the role of digital communications and social media in teen lives, particularly in the domains of friendships and intimate relationships.

Media, popular culture, and sexual norms

As presented in the results section, focus group participants routinely invoked media and popular culture references as part of their explanations for and discussions of teen sexting. Youth most commonly referenced celebrity behavior, reality TV, and television talk shows. Adults described similar sources of influence, but also spoke extensively about their concerns about the increased sexualization of mainstream society as manifested in advertising, fashion, music and music videos, prime time TV, and a multitude of other sources.

Shifting norms of sexuality and sexual expression, and adult concerns about the "corrupting influence" of music, art, film, and literature are certainly not unique to the present era. They have been sources of intergenerational conflict for quite some time. There are, however, certain distinct challenges that have emerged concurrent with the digital era.

Observations from the adult focus group participants that culture has become increasingly sexualized, seems to have an empirical basis. Research has supported the notion that sexual content and humor has become far more accessible and ubiquitous, and that this has fundamentally altered the ways in which adolescents, particularly girls, view the dynamics and expectations associated with sexual relationships (Kim, et.al. 2007; Tolman et.al. 2007). Other studies have highlighted the expanded prevalence of sexual references in popular songs lyrics over time (Hall, West, & Hill, 2012); have suggested that these such lyrics have become increasingly graphic and often linked to references of violence and degradation (Primack, Gold, Schwarz, & Dalton, 2008); and have linked exposure to such content to rates and characteristics of sexual activity (Primack, Douglas, Fine, & Dalton, 2009).

Nevertheless, there are some clear concerns related to technology. In particular, it is fairly clear that the internet has expanded teens' access and exposure to online pornographic material. A study by Mitchell and colleagues indicated that the percentage of youth experiencing unwanted exposure to pornography grew significantly between 2000 and 2005 -- this increase was particularly pronounced for those in the youngest age cohort (those between the ages of 10 and 12), where such exposure more than doubled, growing from 9% to 19% (Mitchell, Wolak, and Finkelhor, 2007). A survey of college students around the same time indicated that 93% of males and 62% of females reported exposure to online pornography during adolescence (Sabina, Wolak, and Finkelhor, 2008). Coupled with the exponential growth of internet adoption since 2005 among youth of all ages, it is likely that children and teenagers in 2013 have been exposed to sexually explicit content at even greater rates.

Despite these cultural changes, it is important to recognize that, by many measures, youth sexual risk behaviors have declined dramatically in the past two decades. For example, in annual large-scale epidemiological surveys of high school students, youth reported lower lifetime and current history of sexual intercourse, fewer sexual partners, less use of alcohol or drugs prior to intercourse, and greater use of condoms and other forms of birth control over time (Centers for Disease Control, 2012). Likewise, the sexual assault of children, including teens, has declined dramatically since 1990 (Finkelhor and Jones, 2012). Declines in peer-on-peer sexual violence might be due, in part, to broad adoption of school-based anti-bullying programs (Finkelhor, 2009). Thus, indices of youth sexual behaviors and sexual victimization and perpetration experience suggest that more is going "right" than "wrong" in this technological age.

How should we respond?

It is reasonably apparent that media and popular culture play some role in shaping teen perceptions about the bounds of normative sexuality and sexual expression. Exactly how these influences might translate into sexting behaviors, as well as how these sources of influence might be either counteracted or leveraged as part of our responses, calls for some critical consideration. Importantly, it cannot be assumed that exposure to sexually explicit media accounts for much of the "variance" in harmful behaviors, especially given clear and consistent evidence that youth sexual risk behaviors as well as sexual abuse victimization and perpetration experienced, have declined over the past two decades.

Undoubtedly, increased exposure to sexual material and content, with messages implicitly promulgated by media companies, corporations, the fashion and advertising industries, and others, calls for a broad-based dialogue within society. To that end, partnerships with industry, including those that promote corporate responsibility and encourage technological solutions that support parents, schools, and communities in their efforts to protect children from harmful content, have a viable place in an overall response.

Additionally, there is a critical role to be played within the family environment. As suggested by some of our participants, part of this role involves strategies to promote greater awareness and diligence among parents. The use of parental monitoring and controls – whether through technological means (e.g. monitoring software) or rule-based means (e.g. time or place restrictions on technology usage) – may have a role to play as part of an overall response, particularly for children and younger teens. However, relying solely or primarily on such strategies is likely to have limited sustainable impact. It has become increasingly difficult to insulate young people from these sources of influence, particularly as they get older and more curious. As one focus group participant stated,

> "I find it interesting how we, as a culture, have allowed sexuality to become such a part of our every day, and then we're surprised that our children are doing this.....I mean, unless you're going to put them in a cave....." (Educator, Ohio)

Given this, it seems that approaches based on monitoring and control will only take us so far. A more fruitful approach is to identify and pursue avenues that encourage open discussion, dialogue, and processing about expressions of sexuality in the media, including television and the internet. Such avenues should allow young people to engage and question these portrayals, and to have the tools to distinguish behaviors that are normative and healthy from those more aberrant and harmful. Of note, such initiatives cannot occur in the absence of open and frank discussions in both the family and school environment about teen sexuality, sexual intimacy, and healthy relationships. As suggested by teens in this study, a focus on sexual health, rather than sexual horror stories, is likely to carry far more weight in preventing harmful outcomes.

Role of digital communication technology

In each of the focus groups, the initial prompts were on the role of digital communication technology in the lives of teenagers. We also asked participants to reflect on generational differences in how youth and adults use and relate to such technology.

The participant groups converged in the belief that young people are closely connected to their devices and to social media. A comparison between teen and adult views, however, revealed stark contrasts in how this connection was described. Teens spoke about a nearly visceral attachment to their devices, describing in an animated (and often joking) manner the various ways in which their use of digital communications is embedded in their everyday lives. While youth presented this attachment in mostly positive terms (typically framing it as a facilitator and a necessity), adults presented a more negative view, most commonly framing teens' attachment to technology as an unhealthy and disruptive force.

The "digital divide" as conveyed through the focus groups reflects the varied narratives that have emerged in the popular discourse about the effects of digital communication technology on the behaviors, norms, interactions, and values of adolescents. One such narrative (implied by many of the adult focus groups) emphasized the negative insidious effects of technology on young peoples' ability to connect with others, engage with society, forge meaningful relationships, pay attention, and think critically. An alternative view, that "the kids are alright," suggests that the digital era has ushered in unprecedented opportunities for social enrichment, learning, engagement, and interaction.

Considering research that has been conducted in this area, there is a sound basis for recognizing a middle ground between these two positions. While the digital and online environment undoubtedly presents a series of challenges and potential hazards, it also affords significant opportunities for contributing to youths' social and emotional development. In contemplating potential responses to teen sexting (or, for that matter, other behavioral issues that might be mediated or facilitated by technology), we should do so while recognizing both the benefits and challenges presented by digital social environments.

Benefits of digital social environments

Surveys of youth technology adoption and behaviors leave little doubt that digital communications have become a ubiquitous presence in the lives of teens, and that young people are nimble adopters of digital communication technology and social media (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013). Also, when asked about the impacts of social media use on their well-being, higher proportions of teens cite positive impacts than negative ones. In a 2012 survey, more than one in four teens said that social networking makes them feel less shy and more outgoing; one in five said it makes them feel more confident, more popular, and more sympathetic to others; and one in seven said it makes them feel better about themselves. In contrast, 5% or fewer teens indicated that social networking makes them feel less outgoing, worse about themselves, more depressed, less

confident, and less popular. These negative sentiments are indeed cause for concern, as will be discussed shortly. However, it should be noted that young people tend to view the impact of social media on their well being in generally positive terms (Common Sense Media, 2012).

Looking beyond the numbers, a growing body of ethnographic research, such as that conducted through the MacArthur-funded Digital Youth Project, has explored the manner in which notions of friendship, dating and courtship, self-expression, and community engagement are being reshaped and redefined through communication technology. The Digital Youth Project drew upon the work of a multidisciplinary team of researchers who conducted a comprehensive ethnographic study of teens' experiences growing up in the age of new media. The study interviewed over 800 youth and young adults on matters relating to the role of communication technology in their social relationships, daily activities, learning, and personal growth and exploration. The study also included over 5000 hours of observations of young peoples' social interactions and other activities within online environments (Ito et.al., 2010).

Challenging the common narrative of teens' use of social media as a uniformly disruptive force, this research highlights several ways in which teens' social development may be enriched and expanded through digital environments.

Counter to notions that social media has led to a trivialization of relationships (e.g. "Facebook 'friends' aren't really friends"), the researchers note that the vast majority of teenagers' online interactions are with peers who they know well from familiar settings such as schools, clubs, religious organizations, and sports activities. In this context, beyond facilitating maintenance of teens' inner circles of close friends, social media has expanded teens' web of social connections to encompass a broader peer network.

The Digital Youth Project findings also suggest that social media has expanded opportunities for teens to interact with their peers, with digital environments (which they term "networked publics") serving not as substitutes, but rather as complements to face-to-face interactions. Challenging another common myth – that digital media has led youth to devalue direct personal contact – survey data support the notion of "complements, not substitutes," indicating that significantly higher proportions of teens prefer face-to-face interactions to texting as a mode of communication with their friends (Common Sense Media, 2012). In this sense, online venues can be seen as providing "added value" – whereas traditional "offline" venues are commonly constrained by factors such as time, location, and transportation logistics, online venues provide opportunities to transcend these barriers.

Finally, the digital environment has offered spaces for young people to pursue their interests and passions, as well as opportunities for engagement through the ability to connect to others with similar interests. James Gee refers to these as "affinity spaces" – venues of informal learning in which participants are joined by a common series of interests and or purpose (Gee, 2005).   Translated into adolescent processes of exploration

and emerging self-identity, affinity spaces can be immensely empowering. Rather than being defined by age, appearance, or other characteristics, one achieves standing based primarily on knowledge, expertise, and contributions to the group. Among other benefits, this has afforded adolescents who might otherwise be socially marginalized with a viable outlet for self-expression, socialization, and interaction with others who have similar interests. Moreover, by providing interaction with more experienced participants, affinity spaces provide youth with viable outlets for informal learning and development.

Challenges of digital social environments

Findings such as those cited above call into question the common narratives holding that digital communications invariably impede youths' positive social development and make teens more disconnected from peers and others. The benefits of social media in the lives of teens – improvements in certain metrics of well-being, expansion of venues for interaction among friends, and the extension of social circles – all may be viewed as positive by-products of digital technology. At the same time, however, digital communication environments have presented certain distinct challenges with direct relevance to addressing teen sexting and its related issues.

The rise of social media has created a paradox in the realm of teenagers' social interactions, including friendships as well as intimate relationships. Specifically, teens' activities in these arenas are simultaneously **more private** in that they are insulated from parental supervision, and **more public** in that they often unfold within spaces accessible by peers. As noted by C.J. Pascoe, one of the Digital Youth Project researchers, social media has provided venues in which teens can "meet people, flirt, date, and break up beyond the earshot and eyesight of their parents and other adults while also doing these things in front of all their online friends." (Ito, et.al., 2010, pg. 145)

In our consideration of the role of families, we briefly examined the first element of this equation, discussing the parental supervision challenges brought about by texting and social media. The second element similarly represents an important area of focus for the development of strategies aimed at improving young peoples' safety and well-being – not only regarding the dynamics of courtship and dating, but also related to the peer group dynamics of bullying, aggression, and other problematic behaviors.

As Pascoe noted, the dynamics of romantic relationships have been fundamentally altered by the presence of social media. Not only may the status of one's relationships be clearly stated in one's Facebook profile, but the significant connectivity of social networks has made it increasingly the case that teenagers relationships often unfold within the context of networked publics. Similarly, the process of disengaging from a relationship is also often a public event. In the aftermath of such breakups, teenagers typically remain within the social circle of their former relationship, and remain attuned to that person's continued activities, including new romantic relationships.

In terms of general peer dynamics, social networks may increase the potential for teens to become collectively involved in interpersonal conflicts. As youth have become more connected through technology, interactions that were once bilateral in nature have become increasingly open to a broader group of participants. A 2011 survey conducted by the Pew Internet and American Life Project indicated that that 88% of teens report having witnessed mean or cruel behavior occurring on social networking sites (with 12% indicating that they witnessed such behavior "frequently", 29% "sometimes" and 47% "once in a while") (Lenhart, Madden, Smith, Purcell, Zickuhr, & Rainie, 2011). Conflicts increasingly play out in public spaces such as via Twitter feeds and Facebook walls. This not only enhances the potential volatility of conflict situations, but also potentially amplifies harm by fostering greater shame and embarrassment experienced by youth on the receiving end of online aggression.

Another challenging dimension of online settings involves the relentless and persistent nature of social media. The "always on" culture promoted by texting, social networking, the availability of video chat, and a constant barrage of new apps and mobile technology, have profoundly altered the manner in which teens interact with one another. In cases of conflict, this may easily deprive youth of necessary "downtime" to allow them to reflect, gather perspective, and seek guidance when needed. In the context of courtship, dating, and intimacy, constant connectivity creates an environment of persistent communication, profoundly limiting the "breathing space" that may be essential to the building and maintenance of healthy relationships.

How should we respond?

A comprehensive response to teen sexting must certainly embrace initiatives to promote safe and responsible use of digital communication technology. It is important, however, that such technology be regarded as a behavioral facilitator, and not an underlying cause. Over-focusing on teens' access to digital technology as a primary culprit, risks diverting attention from more fundamental social, emotional, and developmental factors that may be associated with teens' engagement in harmful or risky behaviors.

Certainly, strategies relying on controls, restrictions, and monitoring of teen technology usage may be appropriate in some circumstances. Parental oversight and management of online activities helps to reinforce rules and boundaries (particularly for pre-teens and younger teens), and also may reduce situational opportunities for engagement in or exposure to harmful situations. In school settings, technology policies restricting cellphone use and access to social media are generally warranted and appropriate, consistent with the pursuit of educational and student safety goals.

Yet, as with attempts to insulate teens from sexualized messages in the media, such protective strategies are inherently limited. As communication technology becomes more accessible, and as youth become older and more autonomous, monitoring-based approaches become less and less practical and effective. The most efficacious and sustainable strategies will be those that recognize and preserve the positive facets of teen

online social engagement, while also providing youth with tools to navigate and respond to challenging or problematic situations as they transition to young adulthood.

As suggested earlier, such strategies call for a significant role for peer-driven interventions that draw upon the expertise of teens and young adults who are similarly immersed in digital youth culture. Indeed, the cultural responsiveness of any intervention requires the active engagement of those who are indigenous to the affected cultures.

However, it is also vital that parents and practitioners who work in youth-serving institutions become more "culturally competent" and attuned to the ways in which young people experience and connect with technology. To this end, there is a significant basis for investing in professional development and parental education initiatives that are based on a youth-centric rather than an adult-centric paradigm.

Adult-centric initiatives focus on the needs of adults, generally related to improving their ability to control and manage youth technology use. For example, parent educational programs commonly focus on explaining the trends and workings of teen social media use, with the implicit goal of helping parents to more effectively monitor their teens' activity. In contrast, youth-centric initiatives focus on the needs of youth, specifically their need and desire for understanding and guidance. A youth-centric parent workshop would be one that develops parental understanding of both the positive and negative dimensions of teen experiences with social media, and provides parents with the tools to engage in constructive dialogue with their teens about navigating some of the challenges that they may face related to online activities.

SCHOOLS, COMMUNITY INSTITUTIONS, AND SYSTEMS OF LAW

The final element of our model represents the role of formal social institutions. These include:

1) Schools and educational systems;

2) Community-based, youth-serving institutions in both government and voluntary sectors;

3) Institutions charged with developing and implementing systems of law related to teen sexting, including legislatures and juvenile justice systems.

As referenced earlier, the institutional domain holds a unique place in our model. While informal modes of social support (family, peers, and community) and agents of extrinsic influence (e.g. media and technology industries) are vital players in a comprehensive response, formal social institutions ultimately serve as the catalysts for defining and implementing public policies and practices related to teen sexting and its associated issues. Schools play a particularly prominent role, by virtue of their direct and broad-based connections to youth, families, and host communities.

We begin this final section by briefly discussing the challenge of developing a common understanding of the "sexting problem" – a critical issue that featured prominently in our stakeholder forum held in Fall 2012. We then turn our focus to the parameters of school-based and community based prevention responses, drawing from the recommendations generated from the focus groups and stakeholder forum, as well as the principles established through our earlier discussions. We conclude the section and the report by considering the roles of law, policy, and legal institutions, and setting forth a series of recommendations for legislators and policymakers.

Pursuit of a Common Understanding

Policy and practice responses to teen sexting behaviors and related issues contain many moving parts. Legislative frameworks, educational curricula, school policies, systems of youth support & intervention, juvenile justice processes, and community-based initiatives are just some of the many elements that must be part of a comprehensive framework. As discussed previously, our strategies must also integrate the perspectives and interests of youth, parents, industry, and other stakeholders, if they are to effectively promote youth safety and well-being.

Reconciling this diverse range of individual and institutional interests presents a substantial and critical challenge. The focus group data suggests that both teens and adults hold diverse views of what the "sexting problem" really is and what should be done to address it. Related to the nature of the problem, narratives range from those reflecting generalized panic over teen sexuality to those focused more specifically on outgrowths of sexting behaviors including legal consequences, potential effects on a teen's future life

prospects, linkages to bullying and teen dating violence, and reputational impacts stemming from the viral spread of "sexted" images.

Our conversations with youth-serving professionals – both in the context of our focus groups and in our stakeholder summit – suggested wide divergence regarding the appropriate messages that should be sent to young people surrounding the consequences of sexting behaviors. In certain respects, one's choice of narrative represents a classic example of the adage, "where you stand depends on where you sit." For example, justice system actors such as prosecutors and school resource officers tend to stress messages to youth that emphasize legal ramifications of the behavior; school guidance professionals and health educators focus on issues related to teens' future prospects or social dynamics; and school administrators emphasize implications for school discipline, incident response, and limiting liability. Beyond messages from practitioners, narratives and messages forged by parents, peers, and popular culture all add new layers to the mix.

During the stakeholder summit held in the fall of 2012, each of the three state-based groups independently identified the need for reconciling these varying perspectives as a paramount concern. They recognized the wide disparity in problem frames, and expressed concern over how such disparity might produce "mixed messages" that compromise the clarity and consistency of our communication with young people surrounding the context and consequences of sexting behaviors. Further, they identified the lack of a common understanding among various institutional actors as a primary impediment to developing coordinated and collaborative responses.

As we turn our attention to considering specific recommendations for practice and policy, it should be clear that achieving consensus on priorities and focus related to the "teen sexting problem" – a consensus based on active dialogue among institutions, families, youth, and communities -- is a crucial prerequisite for developing a comprehensive and coordinated series of responses.

School and community-based responses

During the course of the project, we had the opportunity to speak to dozens of educators and other practitioners working in school-based settings, both through our focus groups and through our stakeholder forum. During these discussions, we were continually struck by the *de facto* emphasis on reacting and responding to sexting incidents, rather than on discussing the parameters of prevention initiatives. When queried about prevention, school professionals routinely cited growing constraints on time and resources, often in response to legislative and regulatory mandates.

Increasingly, schools and educational systems are called upon to address a wide spectrum of mandates related to curriculum, performance standards, school safety, and discipline. Along with this, they may be required to develop and implement strategies and interventions related to bullying, school violence, crisis response, blood borne pathogens, and a multitude of other important concerns affecting the safety and well-being of youth.

In this context, the emergence of teen sexting as an issue of concern represents just one more addition to a seemingly endless array of challenges.

The challenge of limited bandwidth provides important context for thinking about school-based responses to teen sexting. It not only highlights the importance of engaging families and leveraging community-based resources, but it also underscores the need to pursue synergy and integration with existing curricular and programmatic initiatives. Specifically, initiatives that frame and address teen sexting as a distinct and isolated issue (e.g. "anti-sexting" programs and curricula) are likely to prove far less practical, efficient, and efficacious than those embracing a more holistic view that is grounded in promoting healthy youth development.

Embracing a Holistic Framework

Throughout this report, we have highlighted the fact that teen sexting is at best a vaguely defined construct, around which it is difficult (if not impossible) to develop a single series of responses. We have also explored, in considerable depth, the many ways in which teen behaviors typically labeled as "sexting" coalesce with broader themes of adolescent development, family and peer dynamics, influences of community and culture, and the experience of growing up in the digital era.

Amidst the hand wringing and concern surrounding teen sexting, it is easy to lose sight of the fundamental issues that underlie such behaviors. As we have suggested at many points in the discussion, responses to teen sexting that are too narrowly focused on specific behavioral manifestations, without accounting for those behaviors' social, emotional, developmental, and environmental context, are unlikely to succeed. Given this, it seems necessary and prudent to think not in terms of stand-alone responses, but rather to focus attention on more comprehensive and integrated solutions that target a more fundamental series of objectives.

Preventing harm associated with teen sexting behaviors rests largely on success in achieving goals such as promoting healthy sexual relationships and modes of self expression, encouraging tolerance and respect for others, fostering emotional resilience, and improving teens' capacity to navigate difficult social terrain and situations.

These and similar goals are encapsulated in a range of educational and youth development strategies stemming from the hypothesis that positive changes in youth attitudes, behavior, and academic achievement are fundamentally predicated on successfully building core psycho-social competencies.

One such approach, Social Emotional Learning (SEL), has demonstrated particularly promising results. As indicated in the accompanying table, SEL targets five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL-based interventions employ an integrated series of elements, involving classroom-based curricula, school-based student supports, and

partnerships with families and with youth-serving agencies in the community. Interventions are deployed across the K-12 spectrum, with competencies targeted to varying grade levels (Collaborative for Academic, Social, and Emotional Learning, 2003).

A 2011 meta-analysis of 213 SEL-based school programs indicated significant program effects across multiple in a variety of behavioral, adjustment, and academic outcomes. The analysis indicated that, when implemented with fidelity to SEL principles, the evaluated programs demonstrated statistically significant gains in SEL skills, attitudes, and pro-social behaviors. The study also revealed that students participating in SEL interventions had fewer conduct problems, lower levels of emotional distress, and (of particular note to educators) higher levels of academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Table 4: Social-Emotional Learning: Summary of Core Competencies

Core Areas	Competencies
Self-awareness	Accurately recognizing one's emotions and thoughts and their influence on behavior.
Self Management	Regulating emotions, thoughts, and behaviors in different situations. Includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
Social Awareness	Taking the perspective of, and empathizing with others; understanding social and ethical norms for behavior; recognizing family, school, and community resources and supports.
Relationship Skills	Establishing and maintaining healthy and rewarding relationships. Skills related to communication, cooperation, resistance of inappropriate social pressure, negotiating conflict, and seeking and offering help.
Responsible Decision-Making	Making safe, constructive and respectful choices about personal behavior and social interactions.
Adapted from "What is SEL??" Collaborative for Academic, Social, and Emotional Learning, 2013. Retrieved 8/23/13 from http://casel.org/why-it-matters/what-is-sel/	

Social Emotional Learning has been recognized as a foundation of anti-bullying initiatives in the schools. For example, the Massachusetts legislature included provisions for the expansion of SEL as part of its 2010 law addressing school-based bullying (General Court of the Commonwealth of Massachusetts, Chapter 92 of the Acts of 2010).

Likewise, we believe that effective responses to teen sexting must embrace a similarly holistic approach. Initiatives that help youth achieve mastery of core SEL competencies – self awareness, self-management, social awareness, relationship skills, and responsible decision-making -- are those that are most likely to address the fundamental underlying factors associated with engagement in sexting and other potentially harmful behaviors. In the end, strategies focused on promoting healthy youth development and well-being are

likely to prove far more efficacious than those attempting to alter a narrow spectrum of behaviors through sanctions, scare tactics, or similar "top-down" approaches.

Principles for effective school and community based responses.

The preceding discussion, coupled with our prior consideration of the roles of family, peers, community, and industry, provides a foundation for a series of unifying principles to guide the development of effective school and community-based responses. These recommendations may be summarized as follows:

1. Schools and youth-serving institutions should serve as catalysts for community-based dialogue that engages parents, youth, policymakers, and justice system representatives in pursuit of a common understanding of teen sexting and efforts to reduce risk of harm. The dialogue should aim to establish clarity and consistency on priorities, strategies, and messaging to youth surrounding sexting behaviors and their consequences, and should aim to clarify roles of schools, communities, and the justice system in response to sexting incidents.

2. Messages to youth surrounding sexting and its consequences should be credible, consistent, and grounded in the realities of teens' social experience. Communications that emphasize positive modes of engagement, present empowering messages, offer constructive guidance, and facilitate normative change are likely to resonate with youths' needs and concerns. Threat-based messages that rely on instilling fear are unlikely to work, and may do more harm than good. Teens were consistent in their view that efforts to banish sexting outright would fail, and we concur with this assessment.

3. School and community-based prevention/health promotion efforts should be directed substantially on building core competencies such as those reflected in the SEL framework. To the extent sexting behaviors are addressed in such prevention and health promotion efforts, it should be in the context of broader efforts to promote social and emotional health.

4. Prevention and health promotion initiatives should effectively integrate curriculum, peer activities, parental engagement, and systems of student support (e.g. guidance, school nurses, mental health). Consistent with SEL principles and with our findings related to the developmental facets of sexting behaviors, intervention focus should be calibrated by grade level.

5. Prevention and health promotion initiatives should take a balanced view of the role of digital communication technology and its role in teen lives, and should recognize technology as a facilitator (not an underlying cause) of teen sexting behaviors. Efforts to promote safe and responsible technology use should be grounded in the same core principles as those surrounding safe and responsible off-line practices (e.g. self-management, social awareness, responsible decision-making). To the extent that initiatives focus directly on technology use, emphasis should be placed

on providing youth with tools and strategies to respond to the social challenges of the digital environment, rather than on more expansive monitoring and restrictions.

6. Schools and communities should support and facilitate development of youth-driven interventions related to healthy relationships, pro-social behaviors, bystander empowerment, and safe and responsible use of technology. Such approaches should take care to ensure that they are focused on the needs and perspectives of young people, and not merely enlisting youth as catalysts for adult-centric views of the issue. Rather, they should provide the guidance and resources necessary to allow youth to be active agents in developing and implementing solutions. Youth-centric strategies may include those aimed at promoting normative change within the peer culture and developing systems of peer-based guidance and support. However, in cases where sexting has led to or could have led to harm, care must be taken to avoid releasing potentially embarrassing or stigmatizing information to youths' peers.

7. Parental education and professional development activities related to teen sexting should adhere to all of the principles set forth above for youth-directed prevention initiatives. This entails shifting from the "fear-based" discourse surrounding teen sexting to one that focuses attention on teens' underlying social and emotional developmental needs. It also means encouraging parents and practitioners to challenge some of their assumptions about young people growing up in the digital age, and to provide them with the requisite knowledge and skills to help teens navigate some of the attendant challenges that they face.

8. It is in the interests of schools and communities to advocate for laws and policies that insulate youth from unnecessary justice system involvement. As such, the "default position" of school-based incident response protocols should be one that delegates the handling of sexting cases to schools and families, rather than one encouraging the use of legal channels. Referrals to the justice system should be on an exception basis, and limited to aggravated circumstances and/or cases involving adults. Schools and school administrators, in partnership with parents, should assume an advocacy role in promoting needed legislative reforms needed to limit use of legal sanctions.

Systems of Law and Public Policy

Laws and public policies concerning teen sexting have engendered significant attention from legislators and policymakers. Much of this attention has been focused on needed revisions to child pornography statutes to accommodate the fact that child pornography laws were intended to protect teens and younger children from adult predation and not to prosecute adolescents. Yet it remains the case in most jurisdictions that, while the exchange of naked images between consenting adult teens (e.g., two 18 year olds) is within the bounds of the law, such exchanges between minor teens (e.g., two 16 year olds) represent a violation of criminal law, potentially subjecting such youth to prosecution.

Our 2012 stakeholder summit roundtables produced considerable discussion about the role of the justice system as part of a response to teen sexting. Expectedly, those who were charged with upholding the law, including prosecutors and school resource officers, tended to underscore and focus on the existing statutory landscape, under which minors could be subject to prosecution for engagement in these behaviors. Somewhat less expectedly, these sentiments were also echoed by some school officials who spoke of existing laws as an unalterable dimension of their reality, with many citing mandatory reporting laws that guided their internal policies and procedures.

In our view, this is a troubling scenario. Certainly, laws must be calibrated in a manner that protects youth from harm and holds accountable those who engage in intentionally harmful or deliberately reckless behaviors that cause such harm. Moreover, school officials should not be faulted for taking actions that are mandated by existing law, particularly when failing to do so might present risks or liabilities. At the same time, however, those charged with serving the needs of youth should be vocal advocates for ensuring that laws ostensibly designed to protect children do not also serve to criminalize common and potentially normative, albeit sometimes misguided, forms of adolescent behavior.

Judging by the discussions within our focus groups, there is a fair degree of consensus that most sexting behaviors occur within the context of relationships, teen experimentation and innocent indiscretion. As such, these cases are best handled through families and schools rather than the justice system. In contrast, most of our participants (teens and adults alike) seemed to accept the premise that justice involvement might be warranted in cases involving evidence of intent to harass, exploit, or otherwise harm.

The challenge, of course, is developing laws and policies that are capable of making such distinctions. Certain types of cases, such as those involving enticement by an adult or the unauthorized distribution of images for pecuniary benefit are typically covered under existing child pornography laws. Other instances, such as those in which there is evidence of direct and targeted blackmail or harassment, may be covered through other legal provisions such as anti-bullying or aggravated harassment statutes.

In reality, however, such instances likely represent only a small proportion of teen sexting incidents that come to the attention of schools and law enforcement authorities. The vast majority of such cases are likely to fall within a considerable "grey area" in which laws and policies must be able to accommodate and respond to sexting's vast array of potential situations, behaviors, and circumstances.[2]

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[2] As referenced above, our working assumption is that cases involving adult defendants are governed by provisions of existing criminal laws. Our emphasis here is upon defining the conditions, standards, and processes through which minors involved in sexting incidents should be managed through the juvenile justice system.

Recommendations for Law and Policy

Based on these considerations, we propose the following general guidelines for development of effective laws and public policies surrounding teen sexting. These should be considered in tandem with our recommendations for school and community-based responses as outlined above:

1. Statutory provisions that are to be applied to minors involved in sexting incidents should enumerate aggravated circumstances that warrant referral to the juvenile justice system. These may include actions carried out with intent to harm or humiliate, or those associated with blackmail, extortion, or pecuniary gain.

2. Particular attention should be paid to safeguarding the needs and interests of youth who are depicted in "sexted" visual content. Youth should never be subject to legal action based solely on their appearance in such content, absent the presence of aggravated circumstances as described above.

3. Judicial discretion must be preserved in all cases involving juvenile defendants implicated in sexting cases, allowing the ability to account for situational context, developmental factors, and youth characteristics.

4. Legislation should establish and support appropriate diversion mechanisms that provide the juvenile court with wide latitude about case dispositions. Such diversion initiatives should include active engagement of families, schools, and community organizations, and should be built on the same principles referenced in our discussion of school and community-based responses.

5. Educational policy related to teen sexting should be built on collaboration and support, not legislative edict. Measures such as those that mandate schools to develop "anti-sexting" curricula and policies, while intuitively appealing, are likely to prove unfruitful and even counter-productive. Effective public policy in this area calls for a more collaborative approach in which school systems are actively engaged in the policy process and provided with support and resources to invest in initiatives that promote healthy sexual, psychosocial and emotional development.

6. Along similar lines, policymakers should support efforts to openly and directly address issues of human sexuality within schools. Laws and policies that restrict schools' ability to acknowledge the realities of teen sexual behavior are likely to impede, rather than promote effective progress in this arena.

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APPENDICES

1. **STUDIES INVESTIGATING THE PREVALANCE OF "SEXTING" BEHAVIORS AMONG TEENS**

2. **DATA FROM QUESTIONNAIRE RESPONSES**

3. **DATA COLLECTION INSTRUMENTS**

APPENDIX 1

STUDIES INVESTIGATING THE PREVALENCE OF "SEXTING" BEHAVIORS AMONG TEENS

APPENDIX 1: STUDIES INVESTIGATING THE PREVALENCE OF "SEXTING" BEHAVIORS AMONG TEENS

Study	Definition of "Sexting"	Method / Population	Key Findings
Sex and Tech: *Results from a Survey of Teens and Young Adults* (*2008*) *The National Campaign to Prevent Teen and Unplanned Pregnancy and CosmoGirl.com*	Sending, sharing, or posting sexually suggestive or semi-nude/nude personal pictures/videos taken of oneself (alone or by a friend)	Online survey 1,280 respondents Ages: 13-26 Male (50%)/Female (50%)	• 49% have sent/posted sexually suggestive messages • 56% have received a sexually suggestive message • 27% have sent /posted a nude/semi-nude picture/video • 39% have received a nude/semi-nude picture/video • Primary reason (68%) "to be fun/flirtatious" • 89% have a social networking website profile
Teen Online & Wireless Safety Survey: *Cyberbullying, Sexting, and Parental Controls* (2009) *Cox Communications Teen Online & Wireless Safety Survey, in Partnership with the National Center for Missing & Exploited Children and John Walsh*	Sending, receiving, and/or forwarding of "sexually suggestive nude or nearly nude photos through text message or email"	Survey 655 respondents Ages: 13-18 Involved in sexting: Male (47%) / Female (53%)	• 19% of teens surveyed have "engaged in sexting" (more likely to have received, 17%, than sent, 9%) • Sext senders more likely girls (65%) than boys (35%) • Top reason for sending (43%) and receiving (46%) messages were because "someone asked" • Most teens (72-90%) have a social networking profile, cell phone, and/or an email address.
Teens and Sexting: *How and why minor teens are sending sexually suggestive nude or nearly nude images via text messaging* (*2009*) *Amanda Lenhart*	Creating, sharing and forwarding of sexually suggestive nude or nearly nude images via cell phone	Telephone survey, Focus groups, Paper survey 800 respondents Ages: 12-17	• 75% own a cell phone, 66% use text messaging • Of cellphone-owning teens, 4% have sent, 15% have received • Older teens (14-17) more likely to send/receive than younger teens (12-13) • No significance found according to gender for sending/receiving
The MTV-Associated Press Poll Digital Abuse Survey Conducted by Knowledge Networks (*2009*) *MTV-Associated Press*	Create, sending, and/or receipt of "naked" pictures/videos or messages with sexual words	Web-based survey 1,247 respondents Under 18 (38%) 18-24 (62%) Male (50%) / Female (50%)	• 74% access the Internet several times a day • 10% sent naked pictures, 11% were pressured to send pictures • 18% received naked pictures/videos; 29% received sexually explicit messages • 53% of naked picture recipients were boyfriend/girlfriend
Online Social Networking Patterns: *Among Adolescents, Young Adults, and Sexual Offenders* (*2011*) *Dowdell, E.B., Burgess, A.W. & Flores, J.R.*	"Creation and distribution of explicit or inappropriate pictures of oneself or one's peers," including "taking nude photos of themselves or others and sharing them on their cell phones or posting them online"	Written Survey 4,231 respondents* *Only the 2,077 high school students asked about sexting Age: 13-20 Male (45%)/Female (55%)	• 15% reported having been sexted • More boys (18%) than girls (13%) reported having been sexted • More public (16%) than private (6%) school students reported having been sexted • 88% of high school reported using social networking sites • Boys (44%) reported higher rate of accessing "an inappropriate Web site or chat room" than girls (9%)
Low Risk Associated with Most Teenage Sexting: *A Study of 617 18-Year-Olds* (2012) *Elizabeth Englander*	Sending, receiving and/or forwarding of "nude" pictures or photos	Survey 617 respondents Age: 18	• 30% surveyed "had sent nude pictures," 45% had received them, during time in high school • Girls (16%) more likely pressured into sexting than boys (8%) • Primary motivation for sexting: "date wanted the picture"

Building a Prevention Framework to Address Teen Sexting Behaviors

Study	Definition of "Sexting"	Method / Population	Key Findings
Prevalence and Characteristics of Youth Sexting: *A National Study* (2012) *Mitchell, K.J., Finkelhor, D., Jones, L.M. & Wolak, J.*	Appearing in, creating, receiving, forwarding or posting nude or nearly nude images	Telephone survey 1,560 respondents Ages: 10-17* *had used the Internet at least once a month for the past 6 months Male (44%)/Female (56%)	• 9.6% of youth reported appearing in, creating, or receiving nude or nearly nude images (received - 7.1%, appeared/created - 2.5%) • Most were girls (61%) that appeared in, created, or received (56%) these images • Text messaging, cell phones, and digital/video cameras were cited as the most common origins
Sexually Explicit Cell Phone Messaging Associated With Sexual Risk Among Adolescents (*2012*) *Rice, E., Rhoades, H., Winetrobe, H., Sanchez, M. & Montoya, J.*	Sending/receiving sexually explicit texts and images via cell phone	Supplemental questionnaire 1,839 respondents Ages: 12-18 Male (52%)/Female (48%)	• 75% reported owning a cell phone and using it every day • Of those with cell phones, 15% reported engaging in sexting • Of those with cell phones, 41% have had sex (*of the sexually active, 64% did not use a condom the last time he/she had sex*)
Sexting by High School Students: *An Exploratory and Descriptive Study* (*2012*) *Strassberg, D.S., McKinnon, R.K., Sustaíta & Rullo, J.*	Sending and receiving sexually explicit cell phone pictures, "depicting the genitals or buttocks for both sexes and/or the breasts of females"	Paper Survey 606 respondents Male (54%)/Female (46%)	• Nearly 20% have sent a sexually explicit photo, almost twice as many have received one, and over 25% have forwarded one • More males (49.7%) than females (30.9%) have received, but about the same have sent them (18.3% vs. 17.3%) • 83% participate in online social networking, 96% have their own cell phone
Teen Sexting and Its Association With Sexual Behaviors (*2012*) *Temple, J.R., Paul, J.A., van den Berg, P., Le, V.D., McElhany, A. & Temple, B.W.*	Electronically sending sexually explicit (i.e. naked) images or messages	Survey 948 respondents Ages: 14 to 19 Male (44%)/Female (56%)	• 28% have sent naked pictures • Girls (68%) more often asked to send pictures than boys (42%); boys more likely to have asked for pictures • Most (77%, girls/82%, boys) who had sent a naked picture have had sex before • Most (76%) of those that have been asked for pictures have had sex
Prevalence and Correlates of Sexting Behavior in Adolescents (*2013*) *Dake, J.A., Price, J.H., Maziarz, L. & Ward, B.*	"Sending, receiving, or forwarding sexually explicit messages or nude, partially nude, or sexually suggestive digital images of one's self or others via cell phone, e-mail, Internet, or SMS"	Survey 1,289 respondents Ages: 12-18 Male (51%) / Females (48%)	• 17% of surveyed respondents have engaged in sexting • Almost half (43-52%) of those that have experienced dating or sexual violence have engaged in sexting • About half (47%) of those that have ever had sex have engaged in sexting • About half (50-65%) of those that have recently used drugs or alcohol have engaged in sexting
Prevalence and Patterns of Sexting Among Ethnic Minority Urban High School Students (*2013*) *Peskin, M.F., Markham, C.M., Addy, R.C., Shegog, R., Thiel, M. & Tortolero, S.R.*	Sending and/or receiving nude or semi-nude picture/video or a sexual text-only message via e-mail, cell phone, etc.	Electronic survey 1,034 respondents Mean Age: 16.3 Male (37%)/Female (63%)	• About 49% of students reported sending of a nude/semi-nude picture/video and sexually suggestive message to someone • 47-57% of students reported having sent & received a nude/semi-nude picture/video and sexually suggestive message • Hispanic females found less likely to engage in any sexting • Black males and females more likely to post and send than Hispanic males

APPENDIX 2

QUESTIONNAIRE RESPONSE DATA

LISTING OF INCLUDED TABLES

YOUTH (PRE-GROUP QUESTIONNAIRE RESULTS)

Table 1: Demographic Characteristics for Total Sample of Youth
Table 1.1: Demographic Characteristics for Massachusetts Youth
Table 1.2: Demographic Characteristics for Ohio Youth
Table 1.3: Demographic Characteristics for South Carolina Youth

Table 2: Use of Technology and Internet Total Sample of Youth
Table 2.1: Use of Technology and Internet Massachusetts Youth
Table 2.2: Use of Technology and Internet Ohio Youth
Table 2.3: Use of Technology and Internet South Carolina Youth

Table 3: Phone-Based (Text) Messaging for Total Sample of Youth
Table 3.1: Phone-Based (Text) Messaging for Massachusetts Youth
Table 3.2: Phone-Based (Text) Messaging for Ohio Youth
Table 3.3: Phone-Based (Text) Messaging for South Carolina Youth

Table 4: Phone Calls for Total Sample of Youth
Table 4.1: Phone Calls for Massachusetts Youth
Table 4.2: Phone Calls for Ohio Youth
Table 4.3: Phone Calls for South Carolina Youth

PARENTS (PRE-GROUP QUESTIONNAIRE RESULTS)

Table 5: Demographic Characteristics for Total Sample of Parents
Table 5.1: Demographic Characteristics for Massachusetts Parents
Table 5.2: Demographic Characteristics for Ohio Parents
Table 5.3: Demographic Characteristics for South Carolina Parents

Table 6: Use of Technology and Internet Total Sample of Parents
Table 6.1: Use of Technology and Internet Massachusetts Parents
Table 6.2: Use of Technology and Internet Ohio Parents
Table 6.3: Use of Technology and Internet South Carolina Parents

PRACTITIONERS (PRE-GROUP QUESTIONNAIRE RESULTS)

Table 7: Demographic Characteristics for Total Sample Practitioners
Table 7.1: Demographic Characteristics for Massachusetts Practitioners
Table 7.2: Demographic Characteristics for Ohio Practitioners
Table 7.3: Demographic Characteristics for South Carolina Practitioners

YOUTH (POST-GROUP QUESTIONNAIRE RESULTS)

Table 8: Sent a Sexually Suggestive Message Total Sample of Youth
Table 8.1: Sent a Sexually Suggestive Message Massachusetts Youth
Table 8.2: Sent a Sexually Suggestive Message Ohio Youth
Table 8.3: Sent a Sexually Suggestive Message South Carolina Youth

Table 9: Received a Sexually Suggestive Message Total Sample of Youth
Table 9.1: Received a Sexually Suggestive Message Massachusetts Youth
Table 9.2: Received a Sexually Suggestive Message Ohio Youth
Table 9.3: Received a Sexually Suggestive Message South Carolina Youth

Table 10: Forwarded a Sexually Suggestive Message Total Sample of Youth
Table 10.1: Forwarded a Sexually Suggestive Message Massachusetts Youth
Table 10.2: Forwarded a Sexually Suggestive Message Ohio Youth
Table 10.3: Forwarded a Sexually Suggestive Message South Carolina Youth

Table 11 Sent a Nude/semi-nude Total Sample of Youth
Table 11.1: Sent a Nude/semi-nude Massachusetts Youth
Table 11.2: Sent a Nude/semi-nude Ohio Youth
Table 11.3: Sent a Nude/semi-nude South Carolina Youth

Table 12: Received a Nude/semi-nude Total Sample of Youth
Table 12.1: Received a Nude/semi-nude Massachusetts Youth
Table 12.2: Received a Nude/semi-nude Ohio Youth
Table 12.3: Received a Nude/semi-nude South Carolina Youth

Table 13 Forwarded a Nude/semi-nude Total Sample of Youth
Table 13.1: Forwarded a Nude/semi-nude Massachusetts Youth
Table 13.2: Forwarded a Nude/semi-nude Ohio Youth
Table 13.3: Forwarded a Nude/semi-nude South Carolina Youth

Table 1: Demographic Characteristics (Total Sample of Youth)

	MALE (55, 44.7%)		FEMALE (68, 55.3%)		TOTAL (N = 123)	

Year of Birth

	MALE		FEMALE		TOTAL	
1991	2	3.6%	0	0.0%	2	1.6%
1992	5	9.1%	9	13.2%	14	11.4%
1993	20	36.4%	14	20.6%	34	27.6%
1994	11	20.0%	24	35.3%	35	28.5%
1995	6	10.9%	11	16.2%	17	13.8%
1996	8	14.5%	9	13.2%	17	13.8%
Missing	3	5.5%	1	1.5%	4	3.3%

Age

	MALE		FEMALE		TOTAL	
15	8	14.5%	9	13.2%	17	13.8%
16	6	10.9%	11	16.2%	17	13.8%
17	11	20.0%	24	35.3%	35	28.5%
18	20	36.4%	14	20.6%	34	27.6%
19	5	9.1%	9	13.2%	14	11.4%
20	2	3.6%	0	0.0%	2	1.6%
Missing	3	5.5%	1	1.5%	4	3.3%

Current Grade

	MALE		FEMALE		TOTAL	
9	7	12.7%	9	13.2%	16	13.0%
10	11	20.0%	13	19.1%	24	19.5%
11	14	25.5%	28	41.2%	42	34.1%
12	22	40.0%	18	26.5%	40	32.5%
Missing	1	1.8%	0	0.0%	1	0.8%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	25	45.5%	32	47.1%	57	46.3%
Black / African American	18	32.7%	19	27.9%	37	30.1%
Hispanic/ Latino	2	3.6%	4	5.9%	6	4.9%
Asian/ Pacific Islander	6	10.9%	6	8.8%	12	9.8%
Other	3	5.5%	7	10.3%	10	8.1%
Missing	1	1.8%	0	0.0%	1	0.8%

Language Spoken

	MALE		FEMALE		TOTAL	
English	51	92.7%	59	86.8%	110	89.4%
Other	2	3.6%	9	13.2%	11	8.9%
Missing	2	3.6%	0	0.0%	2	1.6%

Living Situation

	MALE		FEMALE		TOTAL	
Lives with Father	33	60.0%	38	55.9%	71	57.7%
Lives with Mother	43	78.2%	65	95.6%	108	87.8%
Lives with Stepmother	3	5.5%	1	1.5%	4	3.3%
Lives with Stepfather	6	10.9%	8	11.8%	14	11.4%
Lives with other Related Adults	6	10.9%	6	8.8%	12	9.8%
Lives with Non-Related Adults	3	5.5%	0	0.0%	3	2.4%
Missing	2	3.6%	0	0.0%	2	1.6%

Have Regular Job

	MALE		FEMALE		TOTAL	
Yes	21	38.2%	15	22.1%	36	29.3%
No	30	54.5%	53	77.9%	83	67.5%
Missing	4	7.3%	0	0.0%	4	3.3%

Belong to School Sport

	MALE		FEMALE		TOTAL	
Yes	31	56.4%	26	38.2%	57	46.3%
No	15	27.3%	34	50.0%	49	39.8%
Missing	9	16.4%	8	11.8%	17	13.8%

Non-School Affiliated Club/Program

	MALE		FEMALE		TOTAL	
Yes	18	32.7%	35	51.5%	53	43.1%
No	28	50.9%	25	36.8%	53	43.1%
Missing	9	16.4%	8	11.8%	17	13.8%

Belong to a School Club

	MALE		FEMALE		TOTAL	
Yes	11	20.0%	27	39.7%	38	30.9%
No	35	63.6%	33	48.5%	68	55.3%
Missing	9	16.4%	8	11.8%	17	13.8%

Extracurricular Activity

	MALE		FEMALE		TOTAL	
Yes	9	16.4%	15	22.1%	24	19.5%
No	37	67.3%	45	66.2%	82	66.7%
Missing	9	16.4%	8	11.8%	17	13.8%

Activities Outside School

	MALE		FEMALE		TOTAL	
Yes	7	12.7%	13	19.1%	20	16.3%
No	39	70.9%	47	69.1%	86	69.9%
Missing	9	16.4%	8	11.8%	17	13.8%

Table 1.1: Demographic Characteristics (Massachusetts Sample of Youth)

	MALE (19, 45.2%)	FEMALE (23, 54.8%)	TOTAL (N = 42)

Year of Birth

	MALE		FEMALE		TOTAL	
1991	0	0.0%	0	0.0%	0	0.0%
1992	2	10.5%	3	13.0%	5	11.9%
1993	10	52.6%	4	17.4%	14	33.3%
1994	4	21.1%	9	39.1%	13	31.0%
1995	2	10.5%	5	21.7%	7	16.7%
1996	1	5.3%	2	8.7%	3	7.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Age

	MALE		FEMALE		TOTAL	
15	1	5.3%	2	8.7%	3	7.1%
16	2	10.5%	5	21.7%	7	16.7%
17	4	21.1%	9	39.1%	13	31.0%
18	10	52.6%	4	17.4%	14	33.3%
19	2	10.5%	3	13.0%	5	11.9%
20	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Current Grade

	MALE		FEMALE		TOTAL	
9	1	5.3%	3	13.0%	4	9.5%
10	4	21.1%	6	26.1%	10	23.8%
11	5	26.3%	8	34.8%	13	31.0%
12	9	47.4%	6	26.1%	15	35.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	13	68.4%	8	34.8%	21	50.0%
Black / African American	0	0.0%	4	17.4%	4	9.5%
Hispanic/ Latino	1	5.3%	4	17.4%	5	11.9%
Asian/ Pacific Islander	4	21.1%	2	8.7%	6	14.3%
Other	1	5.3%	5	21.7%	6	14.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Language Spoken

	MALE		FEMALE		TOTAL	
English	17	89.5%	17	73.9%	34	81.0%
Other	2	10.5%	6	26.1%	8	19.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Living Situation

	MALE		FEMALE		TOTAL	
Lives with Father	16	84.2%	23	100.0%	39	92.9%
Lives with Mother	13	68.4%	12	52.2%	25	59.5%
Lives with Stepmother	0	0.0%	0	0.0%	0	0.0%
Lives with Stepfather	0	0.0%	2	8.7%	2	4.8%
Lives with other Related Adults	2	10.5%	3	13.0%	5	11.9%
Lives with Non-Related Adults	3	15.8%	0	0.0%	3	7.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Have Regular Job

	MALE		FEMALE		TOTAL	
Yes	8	42.1%	6	26.1%	14	33.3%
No	10	52.6%	17	73.9%	27	64.3%
Missing	1	5.3%	0	0.0%	1	2.4%

Belong to School Sport

	MALE		FEMALE		TOTAL	
Yes	8	42.1%	3	13.0%	11	26.2%
No	10	52.6%	16	69.6%	26	61.9%
Missing	1	5.3%	4	17.4%	5	11.9%

Non-School Affiliated Club/Program

	MALE		FEMALE		TOTAL	
Yes	8	42.1%	14	60.9%	22	52.4%
No	10	52.6%	5	21.7%	15	35.7%
Missing	1	5.3%	4	17.4%	5	11.9%

Belong to a School Club

	MALE		FEMALE		TOTAL	
Yes	8	42.1%	10	43.5%	18	42.9%
No	10	52.6%	9	39.1%	19	45.2%
Missing	1	5.3%	4	17.4%	5	11.9%

Extracurricular Activity

	MALE		FEMALE		TOTAL	
Yes	4	21.1%	7	30.4%	11	26.2%
No	14	73.7%	12	52.2%	26	61.9%
Missing	1	5.3%	4	17.4%	5	11.9%

Activities Outside School

	MALE		FEMALE		TOTAL	
Yes	3	15.8%	3	13.0%	6	14.3%
No	15	78.9%	16	69.6%	31	73.8%
Missing	1	5.3%	4	17.4%	5	11.9%

Table 1.2: Demographic Characteristics (Ohio Sample of Youth)

	MALE	FEMALE	TOTAL
	(23, 44.2%)	(29, 55.8%)	(N = 52)

Year of Birth

	MALE		FEMALE		TOTAL	
1991	0	0.0%	0	0.0%	0	0.0%
1992	2	8.7%	2	6.9%	4	7.7%
1993	7	30.4%	6	20.7%	13	25.0%
1994	6	26.1%	11	37.9%	17	32.7%
1995	2	8.7%	4	13.8%	6	11.5%
1996	5	21.7%	5	17.2%	10	19.2%
Missing	1	4.3%	1	3.4%	2	3.8%

Age

	MALE		FEMALE		TOTAL	
15	5	21.7%	5	17.2%	10	19.2%
16	2	8.7%	4	13.8%	6	11.5%
17	6	26.1%	11	37.9%	17	32.7%
18	7	30.4%	6	20.7%	13	25.0%
19	2	8.7%	2	6.9%	4	7.7%
20	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	1	3.4%	2	3.8%

Current Grade

	MALE		FEMALE		TOTAL	
9	4	17.4%	4	13.8%	8	15.4%
10	4	17.4%	5	17.2%	9	17.3%
11	8	34.8%	14	48.3%	22	42.3%
12	7	30.4%	6	20.7%	13	25.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	11	47.8%	22	75.9%	33	63.5%
Black / African American	8	34.8%	2	6.9%	10	19.2%
Hispanic/ Latino	1	4.3%	0	0.0%	1	1.9%
Asian/ Pacific Islander	2	8.7%	4	13.8%	6	11.5%
Other	1	4.3%	1	3.4%	2	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Language Spoken

	MALE		FEMALE		TOTAL	
English	23	100.0%	26	89.7%	49	94.2%
Other	0	0.0%	3	10.3%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Living Situation

	MALE		FEMALE		TOTAL	
Lives with Father	21	91.3%	28	96.6%	49	94.2%
Lives with Mother	16	69.6%	21	72.4%	37	71.2%
Lives with Stepmother	3	13.0%	1	3.4%	4	7.7%
Lives with Stepfather	5	21.7%	4	13.8%	9	17.3%
Lives with other Related Adults	1	4.3%	1	3.4%	2	3.8%
Lives with Non-Related Adults	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Have Regular Job

	MALE		FEMALE		TOTAL	
Yes	9	39.1%	6	20.7%	15	28.8%
No	13	56.5%	23	79.3%	36	69.2%
Missing	1	4.3%	0	0.0%	1	1.9%

Belong to School Sport

	MALE		FEMALE		TOTAL	
Yes	14	60.9%	17	58.6%	31	59.6%
No	4	17.4%	11	37.9%	15	28.8%
Missing	5	21.7%	1	3.4%	6	11.5%

Non-School Affiliated Club/Program

	MALE		FEMALE		TOTAL	
Yes	7	30.4%	15	51.7%	22	42.3%
No	11	47.8%	13	44.8%	24	46.2%
Missing	5	21.7%	1	3.4%	6	11.5%

Belong to a School Club

	MALE		FEMALE		TOTAL	
Yes	2	8.7%	14	48.3%	16	30.8%
No	16	69.6%	14	48.3%	30	57.7%
Missing	5	21.7%	1	3.4%	6	11.5%

Extracurricular Activity

	MALE		FEMALE		TOTAL	
Yes	3	13.0%	4	13.8%	7	13.5%
No	15	65.2%	24	82.8%	39	75.0%
Missing	5	21.7%	1	3.4%	6	11.5%

Activities Outside School

	MALE		FEMALE		TOTAL	
Yes	4	17.4%	8	27.6%	12	23.1%
No	14	60.9%	20	69.0%	34	65.4%
Missing	5	21.7%	1	3.4%	6	11.5%

Table 1.3: Demographic Characteristics (South Carolina Sample of Youth)

	MALE (13, 44.8%)		FEMALE (16, 55.2%)		TOTAL (N = 29)	

Year of Birth

	MALE		FEMALE		TOTAL	
1991	2	15.4%	0	0.0%	2	6.9%
1992	1	7.7%	4	25.0%	5	17.2%
1993	3	23.1%	4	25.0%	7	24.1%
1994	1	7.7%	4	25.0%	5	17.2%
1995	2	15.4%	2	12.5%	4	13.8%
1996	2	15.4%	2	12.5%	4	13.8%
Missing	2	15.4%	0	0.0%	2	6.9%

Age

	MALE		FEMALE		TOTAL	
15	2	15.4%	2	12.5%	4	13.8%
16	2	15.4%	2	12.5%	4	13.8%
17	1	7.7%	4	25.0%	5	17.2%
18	3	23.1%	4	25.0%	7	24.1%
19	1	7.7%	4	25.0%	5	17.2%
20	2	15.4%	0	0.0%	2	6.9%
Missing	2	15.4%	0	0.0%	2	6.9%

Current Grade

	MALE		FEMALE		TOTAL	
9	2	15.4%	2	12.5%	4	13.8%
10	3	23.1%	2	12.5%	5	17.2%
11	1	7.7%	6	37.5%	7	24.1%
12	6	46.2%	6	37.5%	12	41.4%
Missing	1	7.7%	0	0.0%	1	3.4%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	1	7.7%	2	12.5%	3	10.3%
Black / African American	10	76.9%	13	81.3%	23	79.3%
Hispanic/ Latino	0	0.0%	0	0.0%	0	0.0%
Asian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Other	1	7.7%	1	6.3%	2	6.9%
Missing	1	7.7%	0	0.0%	1	3.4%

Language Spoken

	MALE		FEMALE		TOTAL	
English	11	84.6%	16	100.0%	27	93.1%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

Living Situation

	MALE		FEMALE		TOTAL	
Lives with Father	6	46.2%	14	87.5%	20	69.0%
Lives with Mother	4	30.8%	5	31.3%	9	31.0%
Lives with Stepmother	0	0.0%	0	0.0%	0	0.0%
Lives with Stepfather	1	7.7%	2	12.5%	3	10.3%
Lives with other Related Adults	3	23.1%	2	12.5%	5	17.2%
Lives with Non-Related Adults	0	0.0%	0	0.0%	2	6.9%
Missing	2	15.4%	0	0.0%	2	6.9%

Have Regular Job

	MALE		FEMALE		TOTAL	
Yes	4	30.8%	3	18.8%	7	24.1%
No	7	53.8%	13	81.3%	20	69.0%
Missing	2	15.4%	0	0.0%	2	6.9%

Belong to School Sport

	MALE		FEMALE		TOTAL	
Yes	9	69.2%	6	37.5%	15	51.7%
No	1	7.7%	7	43.8%	8	27.6%
Missing	3	23.1%	3	18.8%	6	20.7%

Non-School Affiliated Club/Program

	MALE		FEMALE		TOTAL	
Yes	7	53.8%	6	37.5%	13	44.8%
No	3	23.1%	7	43.8%	10	34.5%
Missing	3	23.1%	3	18.8%	6	20.7%

Belong to a School Club

	MALE		FEMALE		TOTAL	
Yes	1	7.7%	3	18.8%	4	13.8%
No	9	69.2%	10	62.5%	19	65.5%
Missing	3	23.1%	3	18.8%	6	20.7%

Extracurricular Activity

	MALE		FEMALE		TOTAL	
Yes	2	15.4%	4	25.0%	6	20.7%
No	8	61.5%	9	56.3%	17	58.6%
Missing	3	23.1%	3	18.8%	6	20.7%

Activities Outside School

	MALE		FEMALE		TOTAL	
Yes	0	0.0%	2	12.5%	2	6.9%
No	10	76.9%	11	68.8%	21	72.4%
Missing	3	23.1%	3	18.8%	6	20.7%

	MALE (55, 44.7%)		FEMALE (68, 55.3%)		TOTAL (N = 123)	

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	40	72.7%	57	83.8%	97	78.9%
No	13	23.6%	11	16.2%	24	19.5%
Missing	2	3.6%	0	0.0%	2	1.6%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	53	96.4%	67	98.5%	120	97.6%
No	0	0.0%	1	1.5%	1	0.8%
Missing	2	3.6%	0	0.0%	2	1.6%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	31	56.4%	46	67.6%	77	62.6%
No	22	40.0%	22	32.4%	44	35.8%
Missing	2	3.6%	0	0.0%	2	1.6%

Own a Cellphone

	MALE		FEMALE		TOTAL	
Yes	50	90.9%	60	88.2%	110	89.4%
No	1	1.8%	1	1.5%	2	1.6%
Missing	4	7.3%	7	10.3%	11	8.9%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	35	63.6%	36	52.9%	71	57.7%
Cellphone	13	23.6%	21	30.9%	34	27.6%
Other portable device such as an iPad or iPod	1	1.8%	4	5.9%	5	4.1%
Other	4	7.3%	7	10.3%	11	8.9%
Missing	2	3.6%	0	0.0%	2	1.6%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	1	1.8%	2	2.9%	3	2.4%
1-2 days per week	1	1.8%	6	8.8%	7	5.7%
3-4 days per week	7	12.7%	6	8.8%	13	10.6%
5-6 days per week	8	14.5%	10	14.7%	18	14.6%
Every day	36	65.5%	44	64.7%	80	65.0%
Missing	0	0.0%	0	0.0%	2	1.6%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	19	34.5%	21	30.9%	40	32.5%
2-3 hours	21	38.2%	30	44.1%	51	41.5%
4-5 hours	10	18.2%	12	17.6%	22	17.9%
6 or more hours	3	5.5%	5	7.4%	8	6.5%
Missing	2	3.6%	0	0.0%	2	1.6%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	6	10.9%	11	16.2%	17	13.8%
Once in a while	23	41.8%	29	42.6%	52	42.3%
Most days	16	29.1%	11	16.2%	27	22.0%
One or two times a day	2	3.6%	10	14.7%	12	9.8%
3 or more times a day	8	14.5%	7	10.3%	15	12.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	17	30.9%	20	29.4%	37	30.1%
Once in a while	11	20.0%	22	32.4%	33	26.8%
Most days	10	18.2%	8	11.8%	18	14.6%
One or two times a day	3	5.5%	8	11.8%	11	8.9%
3 or more times a day	14	25.5%	9	13.2%	23	18.7%
Missing	0	0.0%	1	1.5%	1	0.8%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	2	3.6%	0	0.0%	2	1.6%
Once in a while	9	16.4%	6	8.8%	15	12.2%
Most days	10	18.2%	20	29.4%	30	24.4%
One or two times a day	14	25.5%	14	20.6%	28	22.8%
3 or more times a day	19	34.5%	28	41.2%	47	38.2%
Missing	1	1.8%	0	0.0%	1	0.8%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	14	25.5%	27	39.7%	41	33.3%
Once in a while	27	49.1%	30	44.1%	57	46.3%
Most days	9	16.4%	7	10.3%	16	13.0%
One or two times a day	3	5.5%	1	1.5%	4	3.3%
3 or more times a day	1	1.8%	3	4.4%	4	3.3%
Missing	1	1.8%	0	0.0%	1	0.8%

Doing Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	3	5.5%	1	1.5%	4	3.3%
Once in a while	11	20.0%	22	32.4%	33	26.8%
Most days	25	45.5%	21	30.9%	46	37.4%
One or two times a day	11	20.0%	14	20.6%	25	20.3%
3 or more times a day	5	9.1%	10	14.7%	15	12.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	2	3.6%	1	1.5%	3	2.4%
Once in a while	3	5.5%	19	27.9%	22	17.9%
Most days	18	32.7%	14	20.6%	32	26.0%
One or two times a day	17	30.9%	13	19.1%	30	24.4%
3 or more times a day	15	27.3%	21	30.9%	36	29.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	11	20.0%	36	52.9%	47	38.2%
Once in a while	22	40.0%	18	26.5%	40	32.5%
Most days	10	18.2%	4	5.9%	14	11.4%
One or two times a day	3	5.5%	5	7.4%	8	6.5%
3 or more times a day	9	16.4%	4	5.9%	13	10.6%
Missing	0	0.0%	1	1.5%	1	0.8%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	31	56.4%	39	57.4%	70	56.9%
Once in a while	13	23.6%	13	19.1%	26	21.1%
Most days	7	12.7%	4	5.9%	11	8.9%
One or two times a day	3	5.5%	4	5.9%	7	5.7%
3 or more times a day	1	1.8%	5	7.4%	6	4.9%
Missing	0	0.0%	3	4.4%	3	2.4%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	5	9.1%	9	13.2%	14	11.4%
Once in a while	15	27.3%	26	38.2%	41	33.3%
Most days	14	25.5%	13	19.1%	27	22.0%
One or two times a day	8	14.5%	12	17.6%	20	16.3%
3 or more times a day	13	23.6%	8	11.8%	21	17.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	1	1.8%	1	1.5%	2	1.6%
Once in a while	13	23.6%	14	20.6%	27	22.0%
Most days	10	18.2%	21	30.9%	31	25.2%
One or two times a day	14	25.5%	8	11.8%	22	17.9%
3 or more times a day	16	29.1%	24	35.3%	40	32.5%
Missing	1	1.8%	0	0.0%	1	0.8%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	22	40.0%	37	54.4%	59	48.0%
Once in a while	19	34.5%	20	29.4%	39	31.7%
Most days	7	12.7%	5	7.4%	12	9.8%
One or two times a day	3	5.5%	1	1.5%	4	3.3%
3 or more times a day	4	7.3%	5	7.4%	9	7.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	18	32.7%	24	35.3%	42	34.1%
Once in a while	12	21.8%	21	30.9%	33	26.8%
Most days	10	18.2%	5	7.4%	15	12.2%
One or two times a day	3	5.5%	5	7.4%	8	6.5%
3 or more times a day	12	21.8%	13	19.1%	25	20.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	15	27.3%	19	27.9%	34	27.6%
Once in a while	22	40.0%	29	42.6%	51	41.5%
Most days	8	14.5%	12	17.6%	20	16.3%
One or two times a day	3	5.5%	5	7.4%	8	6.5%
3 or more times a day	7	12.7%	3	4.4%	10	8.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	2	3.6%	4	5.9%	6	4.9%
Once in a while	2	3.6%	2	2.9%	4	3.3%
Most days	3	5.5%	5	7.4%	8	6.5%
One or two times a day	4	7.3%	2	2.9%	6	4.9%
3 or more times a day	44	80.0%	55	80.9%	99	80.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 2.1: Use of Technology and Internet (Massachusetts Sample of Youth)

	MALE (19, 45.2%)		FEMALE (23, 54.8%)		TOTAL (N = 42)	

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	14	73.7%	21	91.3%	34	81.0%
No	5	26.3%	1	4.3%	8	19.0%
Missing	0	0.0%	1	4.3%	0	0.0%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	19	100.0%	23	100.0%	42	100.0%
No	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	13	68.4%	16	69.6%	29	69.0%
No	6	31.6%	7	30.4%	13	31.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Own a Cellphone

	MALE		FEMALE		TOTAL	
Yes	18	94.7%	20	87.0%	39	92.9%
No	0	0.0%	3	13.0%	1	2.4%
Missing	1	5.3%	0	0.0%	2	4.8%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	13	68.4%	16	69.6%	29	69.0%
Cellphone	4	21.1%	4	17.4%	8	19.0%
Other portable device such as an iPad or iPod	0	0.0%	2	8.7%	2	4.8%
Other	2	10.5%	1	4.3%	3	7.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	0	0.0%	0	0.0%	0	0.0%
1-2 days per week	0	0.0%	1	4.3%	1	2.4%
3-4 days per week	1	5.3%	2	8.7%	3	7.1%
5-6 days per week	3	15.8%	4	17.4%	7	16.7%
Every day	15	78.9%	16	69.6%	31	73.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	7	36.8%	5	21.7%	12	28.6%
2-3 hours	7	36.8%	12	52.2%	19	45.2%
4-5 hours	4	21.1%	6	26.1%	10	23.8%
6 or more hours	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	1	5.3%	4	17.4%	5	4.1%
Once in a while	9	47.4%	11	47.8%	20	16.3%
Most days	5	26.3%	3	13.0%	8	6.5%
One or two times a day	2	10.5%	4	17.4%	6	4.9%
3 or more times a day	2	10.5%	1	4.3%	3	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	5	26.3%	8	34.8%	13	31.0%
Once in a while	2	10.5%	7	30.4%	9	21.4%
Most days	5	26.3%	3	13.0%	8	19.0%
One or two times a day	0	0.0%	3	13.0%	3	7.1%
3 or more times a day	7	36.8%	1	4.3%	8	19.0%
Missing	0	0.0%	1	4.3%	1	2.4%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	1	5.3%	0	0.0%	1	2.4%
Once in a while	2	10.5%	4	17.4%	6	14.3%
Most days	4	21.1%	4	17.4%	8	19.0%
One or two times a day	4	21.1%	8	34.8%	12	28.6%
3 or more times a day	8	42.1%	7	30.4%	15	35.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	2	10.5%	10	43.5%	12	28.6%
Once in a while	13	68.4%	10	43.5%	23	54.8%
Most days	2	10.5%	3	13.0%	5	11.9%
One or two times a day	2	10.5%	0	0.0%	2	4.8%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	2	10.5%	11	47.8%	13	31.0%
Most days	9	47.4%	7	30.4%	16	38.1%
One or two times a day	6	31.6%	3	13.0%	9	21.4%
3 or more times a day	2	10.5%	2	8.7%	4	9.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	2	10.5%	7	30.4%	9	21.4%
Most days	5	26.3%	6	26.1%	11	26.2%
One or two times a day	6	31.6%	8	34.8%	14	33.3%
3 or more times a day	6	31.6%	2	8.7%	8	19.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	3	15.8%	14	60.9%	17	40.5%
Once in a while	8	42.1%	9	39.1%	17	40.5%
Most days	3	15.8%	0	0.0%	3	7.1%
One or two times a day	2	10.5%	0	0.0%	2	4.8%
3 or more times a day	3	15.8%	0	0.0%	3	7.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	12	63.2%	14	60.9%	26	61.9%
Once in a while	4	21.1%	7	30.4%	11	26.2%
Most days	1	5.3%	6	26.1%	1	2.4%
One or two times a day	2	10.5%	4	17.4%	3	7.1%
3 or more times a day	0	0.0%	1	4.3%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	1	5.3%	4	17.4%	5	11.9%
Once in a while	5	26.3%	8	34.8%	13	31.0%
Most days	4	21.1%	6	26.1%	10	23.8%
One or two times a day	5	26.3%	4	17.4%	9	21.4%
3 or more times a day	4	21.1%	1	4.3%	5	11.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	4.3%	1	2.4%
Once in a while	4	21.1%	7	30.4%	11	26.2%
Most days	2	10.5%	8	34.8%	10	23.8%
One or two times a day	8	42.1%	2	8.7%	10	23.8%
3 or more times a day	5	26.3%	5	21.7%	10	23.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	6	31.6%	14	60.9%	20	47.6%
Once in a while	9	47.4%	8	34.8%	17	40.5%
Most days	2	10.5%	1	4.3%	3	7.1%
One or two times a day	1	5.3%	0	0.0%	1	2.4%
3 or more times a day	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	4	21.1%	9	39.1%	13	31.0%
Once in a while	6	31.6%	7	30.4%	13	31.0%
Most days	3	15.8%	1	4.3%	4	9.5%
One or two times a day	2	10.5%	2	8.7%	4	9.5%
3 or more times a day	4	21.1%	4	17.4%	8	19.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	3	15.8%	5	21.7%	8	19.0%
Once in a while	10	52.6%	14	60.9%	24	57.1%
Most days	3	15.8%	3	13.0%	6	14.3%
One or two times a day	2	10.5%	1	4.3%	3	7.1%
3 or more times a day	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	1	5.3%	4	17.4%	5	11.9%
Once in a while	2	10.5%	1	4.3%	1	2.4%
Most days	0	0.0%	2	8.7%	2	4.8%
One or two times a day	0	0.0%	1	4.3%	3	7.1%
3 or more times a day	16	84.2%	15	65.2%	31	73.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 2.2: Use of Technology and Internet (Ohio Sample of Youth)

	MALE (23, 44.2%)		FEMALE (29, 55.8%)		TOTAL (N = 52)	

Left column

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	18	78.3%	23	79.3%	41	78.8%
No	0	0.0%	6	20.7%	11	21.2%
Missing	5	21.7%	0	0.0%	0	0.0%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	23	100.0%	29	100.0%	52	100.0%
No	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	14	60.9%	22	75.9%	36	69.2%
No	0	0.0%	7	24.1%	16	30.8%
Missing	9	39.1%	0	0.0%	0	0.0%

Own a Cellphone

	MALE		FEMALE		TOTAL	
Yes	22	95.7%	26	89.7%	48	92.3%
No	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	3	10.3%	4	7.7%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	15	65.2%	14	48.3%	29	55.8%
Cellphone	6	26.1%	11	37.9%	17	32.7%
Other portable device such as an iPad or iPod	1	4.3%	2	6.9%	3	5.8%
Other	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	1	4.3%	0	0.0%	1	1.9%
1-2 days per week	0	0.0%	3	10.3%	3	5.8%
3-4 days per week	1	4.3%	2	6.9%	3	5.8%
5-6 days per week	5	21.7%	4	13.8%	9	17.3%
Every day	16	69.6%	20	69.0%	36	69.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	8	34.8%	11	37.9%	19	36.5%
2-3 hours	10	43.5%	15	51.7%	25	48.1%
4-5 hours	4	17.4%	1	3.4%	5	9.6%
6 or more hours	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	2	8.7%	2	6.9%	4	7.7%
Once in a while	12	52.2%	14	48.3%	26	50.0%
Most days	8	34.8%	6	20.7%	14	26.9%
One or two times a day	0	0.0%	5	17.2%	5	9.6%
3 or more times a day	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	9	39.1%	10	34.5%	19	36.5%
Once in a while	7	30.4%	10	34.5%	17	32.7%
Most days	4	17.4%	3	10.3%	7	13.5%
One or two times a day	2	8.7%	4	13.8%	6	11.5%
3 or more times a day	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	5	21.7%	1	3.4%	6	11.5%
Most days	4	17.4%	12	41.4%	16	30.8%
One or two times a day	10	43.5%	6	20.7%	16	30.8%
3 or more times a day	3	13.0%	10	34.5%	13	25.0%
Missing	1	4.3%	0	0.0%	1	1.9%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	7	30.4%	13	44.8%	20	38.5%
Once in a while	9	39.1%	14	48.3%	23	44.2%
Most days	5	21.7%	1	3.4%	6	11.5%
One or two times a day	1	4.3%	1	3.4%	2	3.8%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

Right column

Doing Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	3	13.0%	0	0.0%	3	5.8%
Once in a while	7	30.4%	10	34.5%	17	32.7%
Most days	11	47.8%	11	37.9%	22	42.3%
One or two times a day	1	4.3%	5	17.2%	6	11.5%
3 or more times a day	1	4.3%	3	10.3%	4	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	1	4.3%	1	3.4%	2	3.8%
Once in a while	1	4.3%	10	34.5%	11	21.2%
Most days	8	34.8%	6	20.7%	14	26.9%
One or two times a day	8	34.8%	4	13.8%	12	23.1%
3 or more times a day	5	21.7%	8	27.6%	13	25.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	5	21.7%	19	65.5%	24	46.2%
Once in a while	10	43.5%	7	24.1%	17	32.7%
Most days	4	17.4%	2	6.9%	6	11.5%
One or two times a day	1	4.3%	1	3.4%	2	3.8%
3 or more times a day	3	13.0%	0	0.0%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	11	47.8%	20	69.0%	31	59.6%
Once in a while	8	34.8%	4	13.8%	12	23.1%
Most days	4	17.4%	0	0.0%	4	7.7%
One or two times a day	0	0.0%	1	3.4%	1	1.9%
3 or more times a day	0	0.0%	1	3.4%	1	1.9%
Missing	0	0.0%	3	10.3%	3	5.8%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	2	8.7%	4	13.8%	6	11.5%
Once in a while	9	39.1%	15	51.7%	24	46.2%
Most days	8	34.8%	5	17.2%	13	25.0%
One or two times a day	1	4.3%	4	13.8%	5	9.6%
3 or more times a day	3	13.0%	1	3.4%	4	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	1	4.3%	0	0.0%	1	1.9%
Once in a while	7	30.4%	6	20.7%	13	25.0%
Most days	6	26.1%	11	37.9%	17	32.7%
One or two times a day	5	21.7%	4	13.8%	9	17.3%
3 or more times a day	3	13.0%	8	27.6%	11	21.2%
Missing	1	4.3%	0	0.0%	1	1.9%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	9	39.1%	13	44.8%	22	42.3%
Once in a while	9	39.1%	10	34.5%	19	36.5%
Most days	4	17.4%	3	10.3%	7	13.5%
One or two times a day	0	0.0%	1	3.4%	1	1.9%
3 or more times a day	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	10	43.5%	13	44.8%	23	44.2%
Once in a while	6	26.1%	9	31.0%	15	28.8%
Most days	4	17.4%	2	6.9%	6	11.5%
One or two times a day	0	0.0%	3	10.3%	3	5.8%
3 or more times a day	3	13.0%	2	6.9%	5	9.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	8	34.8%	8	27.6%	16	30.8%
Once in a while	9	39.1%	9	31.0%	18	34.6%
Most days	4	17.4%	7	24.1%	11	21.2%
One or two times a day	1	4.3%	4	13.8%	5	9.6%
3 or more times a day	1	4.3%	1	3.4%	2	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	1	4.3%	1	3.4%	2	3.8%
Most days	2	8.7%	2	6.9%	4	7.7%
One or two times a day	0	0.0%	1	3.4%	1	1.9%
3 or more times a day	20	87.0%	25	86.2%	45	86.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 2.3: Use of Technology and Internet (South Carolina Sample of Youth)

	MALE (13, 44.8%)		FEMALE (16, 55.2%)		TOTAL (N = 29)	

Left column

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	8	61.5%	14	87.5%	22	75.9%
No	3	23.1%	2	12.5%	5	17.2%
Missing	2	15.4%	0	0.0%	2	6.9%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	11	84.6%	15	93.8%	26	89.7%
No	0	0.0%	1	6.3%	1	3.4%
Missing	2	15.4%	0	0.0%	2	6.9%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	4	30.8%	8	50.0%	12	41.4%
No	7	53.8%	8	50.0%	15	51.7%
Missing	2	15.4%	0	0.0%	2	6.9%

Own a Cellphone

	MALE		FEMALE		TOTAL	
Yes	10	76.9%	13	81.3%	23	79.3%
No	1	7.7%	0	0.0%	1	3.4%
Missing	2	15.4%	3	18.8%	5	17.2%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	7	53.8%	6	37.5%	13	44.8%
Cellphone	3	23.1%	6	37.5%	9	31.0%
Other portable device such as an iPad or iPod	0	0.0%	0	0.0%	5	17.2%
Other	1	7.7%	4	25.0%	2	6.9%
Missing	2	15.4%	0	0.0%	0	0.0%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	0	0.0%	2	12.5%	2	6.9%
1-2 days per week	1	7.7%	2	12.5%	3	10.3%
3-4 days per week	5	38.5%	2	12.5%	7	24.1%
5-6 days per week	0	0.0%	2	12.5%	2	6.9%
Every day	5	38.5%	8	50.0%	13	44.8%
Missing	2	15.4%	0	0.0%	2	6.9%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	4	30.8%	5	31.3%	9	31.0%
2-3 hours	4	30.8%	3	18.8%	7	24.1%
4-5 hours	2	15.4%	5	31.3%	7	24.1%
6 or more hours	1	7.7%	3	18.8%	4	13.8%
Missing	2	15.4%	0	0.0%	2	6.9%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	3	23.1%	5	31.3%	8	27.6%
Once in a while	2	15.4%	4	25.0%	6	20.7%
Most days	3	23.1%	2	12.5%	5	17.2%
One or two times a day	0	0.0%	1	6.3%	1	3.4%
3 or more times a day	5	38.5%	4	25.0%	9	31.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	3	23.1%	2	12.5%	5	17.2%
Once in a while	2	15.4%	5	31.3%	7	24.1%
Most days	1	7.7%	2	12.5%	3	10.3%
One or two times a day	1	7.7%	1	6.3%	2	6.9%
3 or more times a day	6	46.2%	6	37.5%	12	41.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	1	7.7%	0	0.0%	1	3.4%
Once in a while	2	15.4%	1	6.3%	3	10.3%
Most days	2	15.4%	4	25.0%	6	20.7%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	8	61.5%	11	68.8%	19	65.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	5	38.5%	4	25.0%	9	31.0%
Once in a while	5	38.5%	6	37.5%	11	37.9%
Most days	2	15.4%	3	18.8%	5	17.2%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	1	7.7%	3	18.8%	4	13.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Right column

Doing Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.3%	1	3.4%
Once in a while	2	15.4%	1	6.3%	3	10.3%
Most days	5	38.5%	3	18.8%	8	27.6%
One or two times a day	4	30.8%	6	37.5%	10	34.5%
3 or more times a day	2	15.4%	5	31.3%	7	24.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	1	7.7%	0	0.0%	1	3.4%
Once in a while	0	0.0%	2	12.5%	2	6.9%
Most days	5	38.5%	2	12.5%	7	24.1%
One or two times a day	3	23.1%	1	6.3%	4	13.8%
3 or more times a day	4	30.8%	11	68.8%	15	51.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	3	23.1%	3	18.8%	6	20.7%
Once in a while	4	30.8%	2	12.5%	6	20.7%
Most days	3	23.1%	2	12.5%	5	17.2%
One or two times a day	0	0.0%	4	25.0%	4	13.8%
3 or more times a day	3	23.1%	4	25.0%	7	24.1%
Missing	0	0.0%	1	6.3%	1	3.4%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	8	61.5%	5	31.3%	13	44.8%
Once in a while	1	7.7%	2	12.5%	3	10.3%
Most days	2	15.4%	4	25.0%	6	20.7%
One or two times a day	1	7.7%	2	12.5%	3	10.3%
3 or more times a day	1	7.7%	3	18.8%	4	13.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	2	15.4%	1	6.3%	3	10.3%
Once in a while	1	7.7%	3	18.8%	4	13.8%
Most days	2	15.4%	2	12.5%	4	13.8%
One or two times a day	2	15.4%	4	25.0%	6	20.7%
3 or more times a day	6	46.2%	6	37.5%	12	41.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	2	15.4%	1	6.3%	3	10.3%
Most days	2	15.4%	2	12.5%	4	13.8%
One or two times a day	1	7.7%	2	12.5%	3	10.3%
3 or more times a day	8	61.5%	11	68.8%	19	65.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	7	53.8%	10	62.5%	17	58.6%
Once in a while	1	7.7%	2	12.5%	3	10.3%
Most days	1	7.7%	1	6.3%	2	6.9%
One or two times a day	2	15.4%	0	0.0%	2	6.9%
3 or more times a day	2	15.4%	3	18.8%	5	17.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	7	53.8%	2	12.5%	6	20.7%
Once in a while	1	7.7%	5	31.3%	5	17.2%
Most days	1	7.7%	2	12.5%	5	17.2%
One or two times a day	2	15.4%	0	0.0%	1	3.4%
3 or more times a day	2	15.4%	7	43.8%	12	41.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	4	30.8%	6	37.5%	10	34.5%
Once in a while	0	0.0%	6	37.5%	9	31.0%
Most days	3	23.1%	2	12.5%	3	10.3%
One or two times a day	1	7.7%	0	0.0%	0	0.0%
3 or more times a day	5	38.5%	2	12.5%	7	24.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	1	7.7%	0	0.0%	1	3.4%
Once in a while	1	7.7%	0	0.0%	1	3.4%
Most days	1	7.7%	1	6.3%	2	6.9%
One or two times a day	2	15.4%	0	0.0%	2	6.9%
3 or more times a day	8	61.5%	15	93.8%	23	79.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 3: Phone-Based (Text) Messaging (Total Sample of Youth)

	MALE (55, 44.7%)		FEMALE (68, 55.3%)		TOTAL (N = 123)	

Say Hello or Causally Chat with Friends						
	MALE		FEMALE		TOTAL	
Rarely or never	5	9.1%	0	0.0%	5	4.1%
Once in a while	6	10.9%	5	7.4%	11	8.9%
Most days	15	27.3%	14	20.6%	29	23.6%
One or two times a day	5	9.1%	11	16.2%	16	13.0%
3 or more times a day	37	67.3%	25	36.8%	62	50.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Sharing Media						
	MALE		FEMALE		TOTAL	
Rarely or never	21	38.2%	12	17.6%	33	26.8%
Once in a while	20	36.4%	19	27.9%	39	31.7%
Most days	9	16.4%	13	19.1%	22	17.9%
One or two times a day	8	14.5%	9	13.2%	17	13.8%
3 or more times a day	9	16.4%	2	2.9%	11	8.9%
Missing	1	1.8%	0	0.0%	1	0.8%

Making Plans to Meet Up with Friends						
	MALE		FEMALE		TOTAL	
Rarely or never	4	7.3%	0	0.0%	4	3.3%
Once in a while	7	12.7%	7	10.3%	14	11.4%
Most days	21	38.2%	20	29.4%	41	33.3%
One or two times a day	14	25.5%	15	22.1%	29	23.6%
3 or more times a day	21	38.2%	13	19.1%	34	27.6%
Missing	1	1.8%	0	0.0%	1	0.8%

Detailed Message Exchanges						
	MALE		FEMALE		TOTAL	
Rarely or never	9	16.4%	8	11.8%	17	13.8%
Once in a while	17	30.9%	15	22.1%	32	26.0%
Most days	16	29.1%	16	23.5%	32	26.0%
One or two times a day	11	20.0%	8	11.8%	19	15.4%
3 or more times a day	15	27.3%	8	11.8%	23	18.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Parents or Other Adults						
	MALE		FEMALE		TOTAL	
Rarely or never	6	10.9%	7	10.3%	13	10.6%
Once in a while	8	14.5%	12	17.6%	20	16.3%
Most days	17	30.9%	18	26.5%	35	28.5%
One or two times a day	10	18.2%	12	17.6%	22	17.9%
3 or more times a day	26	47.3%	5	7.4%	31	25.2%
Missing	1	1.8%	1	1.5%	2	1.6%

Send Texts related to Schoolwork						
	MALE		FEMALE		TOTAL	
Rarely or never	13	23.6%	8	11.8%	21	17.1%
Once in a while	23	41.8%	26	38.2%	49	39.8%
Most days	14	25.5%	15	22.1%	29	23.6%
One or two times a day	9	16.4%	6	8.8%	15	12.2%
3 or more times a day	9	16.4%	0	0.0%	9	7.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 3.1: Phone-Based (Text) Messaging (Massachusetts Sample of Youth)

	MALE	FEMALE	TOTAL
	(19, 45.2%)	(23, 54.8%)	(N = 42)

Say Hello or Causally Chat with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	5	21.7%	5	11.9%
Once in a while	0	0.0%	1	4.3%	1	2.4%
Most days	6	31.6%	7	30.4%	13	31.0%
One or two times a day	5	26.3%	1	4.3%	6	14.3%
3 or more times a day	8	42.1%	9	39.1%	17	40.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Sharing Media

	MALE		FEMALE		TOTAL	
Rarely or never	3	15.8%	9	39.1%	12	28.6%
Once in a while	8	42.1%	9	39.1%	17	40.5%
Most days	4	21.1%	2	8.7%	6	14.3%
One or two times a day	4	21.1%	3	13.0%	7	16.7%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Making Plans to Meet Up with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	3	13.0%	3	7.1%
Once in a while	2	10.5%	4	17.4%	6	14.3%
Most days	5	26.3%	7	30.4%	12	28.6%
One or two times a day	6	31.6%	6	26.1%	12	28.6%
3 or more times a day	6	31.6%	3	13.0%	9	21.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Detailed Message Exchanges

	MALE		FEMALE		TOTAL	
Rarely or never	2	10.5%	3	13.0%	5	11.9%
Once in a while	4	21.1%	6	26.1%	10	23.8%
Most days	6	31.6%	8	34.8%	14	33.3%
One or two times a day	5	26.3%	3	13.0%	8	19.0%
3 or more times a day	2	10.5%	3	13.0%	5	11.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Parents or Other Adults

	MALE		FEMALE		TOTAL	
Rarely or never	4	21.1%	6	26.1%	10	23.8%
Once in a while	4	21.1%	5	21.7%	9	21.4%
Most days	6	31.6%	6	26.1%	12	28.6%
One or two times a day	5	26.3%	0	0.0%	5	11.9%
3 or more times a day	0	0.0%	6	26.1%	6	14.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Send Texts related to Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	2	10.5%	7	30.4%	9	21.4%
Once in a while	8	42.1%	9	39.1%	17	40.5%
Most days	7	36.8%	4	17.4%	11	26.2%
One or two times a day	2	10.5%	3	13.0%	5	11.9%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 3.2: Phone-Based (Text) Messaging (Ohio Sample of Youth)

	MALE	FEMALE	TOTAL
	(23, 44.2%)	(29, 55.8%)	(N = 52)

Say Hello or Causally Chat with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	3	13.0%	2	6.9%	5	9.6%
Most days	7	30.4%	7	24.1%	14	26.9%
One or two times a day	4	17.4%	3	10.3%	7	13.5%
3 or more times a day	9	39.1%	17	58.6%	26	50.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Sharing Media

	MALE		FEMALE		TOTAL	
Rarely or never	7	30.4%	8	27.6%	15	28.8%
Once in a while	8	34.8%	9	31.0%	17	32.7%
Most days	7	30.4%	6	20.7%	13	25.0%
One or two times a day	1	4.3%	2	6.9%	3	5.8%
3 or more times a day	0	0.0%	4	13.8%	4	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Making Plans to Meet Up with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	3	13.0%	2	6.9%	5	9.6%
Most days	11	47.8%	11	37.9%	22	42.3%
One or two times a day	6	26.1%	6	20.7%	12	23.1%
3 or more times a day	3	13.0%	10	34.5%	13	25.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Detailed Message Exchanges

	MALE		FEMALE		TOTAL	
Rarely or never	4	17.4%	1	3.4%	5	9.6%
Once in a while	5	21.7%	11	37.9%	16	30.8%
Most days	8	34.8%	6	20.7%	14	26.9%
One or two times a day	3	13.0%	6	20.7%	9	17.3%
3 or more times a day	3	13.0%	5	17.2%	8	15.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Parents or Other Adults

	MALE		FEMALE		TOTAL	
Rarely or never	1	4.3%	0	0.0%	1	1.9%
Once in a while	5	21.7%	3	10.3%	8	15.4%
Most days	8	34.8%	8	27.6%	16	30.8%
One or two times a day	5	21.7%	8	27.6%	13	25.0%
3 or more times a day	3	13.0%	9	31.0%	12	23.1%
Missing	1	4.3%	1	3.4%	2	3.8%

Send Texts related to Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	4	17.4%	3	10.3%	7	13.5%
Once in a while	12	52.2%	12	41.4%	24	46.2%
Most days	4	17.4%	5	17.2%	9	17.3%
One or two times a day	3	13.0%	3	10.3%	6	11.5%
3 or more times a day	0	0.0%	6	20.7%	6	11.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 3.3: Phone-Based (Text) Messaging (South Carolina Sample of Youth)

	MALE	FEMALE	TOTAL
	(13, 44.8%)	(16, 55.2%)	(N = 29)

Say Hello or Causally Chat with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	2	15.4%	3	18.8%	5	17.2%
Most days	1	7.7%	1	6.3%	2	6.9%
One or two times a day	2	15.4%	1	6.3%	3	10.3%
3 or more times a day	8	61.5%	11	68.8%	19	65.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Sharing Media

	MALE		FEMALE		TOTAL	
Rarely or never	2	15.4%	4	25.0%	6	20.7%
Once in a while	3	23.1%	2	12.5%	5	17.2%
Most days	2	15.4%	1	6.3%	3	10.3%
One or two times a day	4	30.8%	3	18.8%	7	24.1%
3 or more times a day	2	15.4%	5	31.3%	7	24.1%
Missing	0	0.0%	1	6.3%	1	3.4%

Making Plans to Meet Up with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.3%	1	3.4%
Once in a while	2	15.4%	1	6.3%	3	10.3%
Most days	4	30.8%	3	18.8%	7	24.1%
One or two times a day	3	23.1%	2	12.5%	5	17.2%
3 or more times a day	4	30.8%	8	50.0%	12	41.4%
Missing	0	0.0%	1	6.3%	1	3.4%

Detailed Message Exchanges

	MALE		FEMALE		TOTAL	
Rarely or never	2	15.4%	5	31.3%	7	24.1%
Once in a while	6	46.2%	0	0.0%	6	20.7%
Most days	2	15.4%	2	12.5%	4	13.8%
One or two times a day	0	0.0%	2	12.5%	2	6.9%
3 or more times a day	3	23.1%	7	43.8%	10	34.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Parents or Other Adults

	MALE		FEMALE		TOTAL	
Rarely or never	2	15.4%	0	0.0%	2	6.9%
Once in a while	3	23.1%	0	0.0%	3	10.3%
Most days	4	30.8%	3	18.8%	7	24.1%
One or two times a day	2	15.4%	2	12.5%	4	13.8%
3 or more times a day	2	15.4%	11	68.8%	13	44.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Send Texts related to Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	2	15.4%	3	18.8%	5	17.2%
Once in a while	6	46.2%	2	12.5%	8	27.6%
Most days	4	30.8%	5	31.3%	9	31.0%
One or two times a day	1	7.7%	3	18.8%	4	13.8%
3 or more times a day	0	0.0%	3	18.8%	3	10.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 4: Phone Calls (Total Sample of Youth)

	MALE		FEMALE		TOTAL	
	(55, 44.7%)		(68, 55.3%)		(N = 123)	

Say Hello or Causally Chat with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	6	10.9%	13	19.1%	19	15.4%
Once in a while	22	40.0%	27	39.7%	49	39.8%
Most days	11	20.0%	6	8.8%	17	13.8%
One or two times a day	10	18.2%	11	16.2%	21	17.1%
3 or more times a day	6	10.9%	11	16.2%	17	13.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Making Plans to Meet Up with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	4	5.9%	4	3.3%
Once in a while	17	30.9%	23	33.8%	40	32.5%
Most days	20	36.4%	24	35.3%	44	35.8%
One or two times a day	12	21.8%	7	10.3%	19	15.4%
3 or more times a day	5	9.1%	10	14.7%	15	12.2%
Missing	1	1.8%	0	0.0%	1	0.8%

Detailed Message Exchanges

	MALE		FEMALE		TOTAL	
Rarely or never	13	23.6%	11	16.2%	24	19.5%
Once in a while	17	30.9%	26	38.2%	43	35.0%
Most days	12	21.8%	16	23.5%	28	22.8%
One or two times a day	9	16.4%	8	11.8%	17	13.8%
3 or more times a day	4	7.3%	7	10.3%	11	8.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Talk with Parents or Other Adults

	MALE		FEMALE		TOTAL	
Rarely or never	7	12.7%	1	1.5%	8	6.5%
Once in a while	12	21.8%	19	27.9%	31	25.2%
Most days	14	25.5%	17	25.0%	31	25.2%
One or two times a day	11	20.0%	15	22.1%	26	21.1%
3 or more times a day	11	20.0%	15	22.1%	26	21.1%
Missing	0	0.0%	1	1.5%	1	0.8%

Talk about Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	16	29.1%	32	47.1%	48	39.0%
Once in a while	31	56.4%	25	36.8%	56	45.5%
Most days	4	7.3%	7	10.3%	11	8.9%
One or two times a day	3	5.5%	1	1.5%	4	3.3%
3 or more times a day	1	1.8%	3	4.4%	4	3.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 4.1: Phone Calls (Massachusetts Sample of Youth)

	MALE		FEMALE		TOTAL	
	(19, 45.2%)		(23, 54.8%)		(N = 42)	

Say Hello or Causally Chat with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	1	5.3%	4	17.4%	5	11.9%
Once in a while	11	57.9%	12	52.2%	23	54.8%
Most days	1	5.3%	3	13.0%	4	9.5%
One or two times a day	3	15.8%	3	13.0%	6	14.3%
3 or more times a day	3	15.8%	1	4.3%	4	9.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Making Plans to Meet Up with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	2	8.7%	2	4.8%
Once in a while	6	31.6%	10	43.5%	16	38.1%
Most days	9	47.4%	9	39.1%	18	42.9%
One or two times a day	2	10.5%	2	8.7%	4	9.5%
3 or more times a day	2	10.5%	0	0.0%	2	4.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Detailed Message Exchanges

	MALE		FEMALE		TOTAL	
Rarely or never	4	21.1%	5	21.7%	9	21.4%
Once in a while	7	36.8%	11	47.8%	18	42.9%
Most days	4	21.1%	3	13.0%	7	16.7%
One or two times a day	3	15.8%	3	13.0%	6	14.3%
3 or more times a day	1	5.3%	1	4.3%	2	4.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Talk with Parents or Other Adults

	MALE		FEMALE		TOTAL	
Rarely or never	2	10.5%	0	0.0%	2	4.8%
Once in a while	5	26.3%	9	39.1%	14	33.3%
Most days	8	42.1%	9	39.1%	17	40.5%
One or two times a day	1	5.3%	5	21.7%	6	14.3%
3 or more times a day	3	15.8%	0	0.0%	3	7.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Talk about Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	5	26.3%	18	78.3%	23	54.8%
Once in a while	13	68.4%	5	21.7%	18	42.9%
Most days	0	0.0%	0	0.0%	0	0.0%
One or two times a day	1	5.3%	0	0.0%	1	2.4%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 4.2: Phone Calls (Ohio Sample of Youth)

	MALE		FEMALE		TOTAL	
	(23, 44.2%)		**(29, 55.8%)**		**(N = 52)**	

Say Hello or Causally Chat with Friends						
	MALE		**FEMALE**		**TOTAL**	
Rarely or never	5	21.7%	6	20.7%	11	21.2%
Once in a while	8	34.8%	14	48.3%	22	42.3%
Most days	9	39.1%	1	3.4%	10	19.2%
One or two times a day	0	0.0%	6	20.7%	6	11.5%
3 or more times a day	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Making Plans to Meet Up with Friends						
	MALE		**FEMALE**		**TOTAL**	
Rarely or never	0	0.0%	1	3.4%	1	1.9%
Once in a while	8	34.8%	9	31.0%	17	32.7%
Most days	7	30.4%	12	41.4%	19	36.5%
One or two times a day	6	26.1%	4	13.8%	10	19.2%
3 or more times a day	1	4.3%	3	10.3%	4	7.7%
Missing	1	4.3%	0	0.0%	1	1.9%

Detailed Message Exchanges						
	MALE		**FEMALE**		**TOTAL**	
Rarely or never	6	26.1%	4	13.8%	10	19.2%
Once in a while	8	34.8%	11	37.9%	19	36.5%
Most days	6	26.1%	9	31.0%	15	28.8%
One or two times a day	2	8.7%	3	10.3%	5	9.6%
3 or more times a day	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Talk with Parents or Other Adults						
	MALE		**FEMALE**		**TOTAL**	
Rarely or never	2	8.7%	1	3.4%	3	5.8%
Once in a while	3	13.0%	7	24.1%	10	19.2%
Most days	6	26.1%	4	13.8%	10	19.2%
One or two times a day	8	34.8%	10	34.5%	18	34.6%
3 or more times a day	4	17.4%	7	24.1%	11	21.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Talk about Schoolwork						
	MALE		**FEMALE**		**TOTAL**	
Rarely or never	7	30.4%	8	27.6%	15	28.8%
Once in a while	12	52.2%	16	55.2%	28	53.8%
Most days	2	8.7%	3	10.3%	5	9.6%
One or two times a day	1	4.3%	1	3.4%	2	3.8%
3 or more times a day	1	4.3%	1	3.4%	2	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 4.3: Phone Calls (South Carolina Sample of Youth)

	MALE	FEMALE	TOTAL
	(13, 44.8%)	(16, 55.2%)	(N = 29)

Say Hello or Causally Chat with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	3	18.8%	3	10.3%
Once in a while	3	23.1%	1	6.3%	4	13.8%
Most days	1	7.7%	2	12.5%	3	10.3%
One or two times a day	7	53.8%	2	12.5%	9	31.0%
3 or more times a day	2	15.4%	8	50.0%	10	34.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Making Plans to Meet Up with Friends

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.3%	1	3.4%
Once in a while	3	23.1%	4	25.0%	7	24.1%
Most days	4	30.8%	3	18.8%	7	24.1%
One or two times a day	4	30.8%	1	6.3%	5	17.2%
3 or more times a day	2	15.4%	7	43.8%	9	31.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Detailed Message Exchanges

	MALE		FEMALE		TOTAL	
Rarely or never	3	23.1%	2	12.5%	5	17.2%
Once in a while	2	15.4%	4	25.0%	6	20.7%
Most days	2	15.4%	4	25.0%	6	20.7%
One or two times a day	4	30.8%	2	12.5%	6	20.7%
3 or more times a day	2	15.4%	4	25.0%	6	20.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Talk with Parents or Other Adults

	MALE		FEMALE		TOTAL	
Rarely or never	3	23.1%	0	0.0%	3	10.3%
Once in a while	4	30.8%	3	18.8%	7	24.1%
Most days	0	0.0%	4	25.0%	4	13.8%
One or two times a day	2	15.4%	0	0.0%	2	6.9%
3 or more times a day	4	30.8%	8	50.0%	12	41.4%
Missing	0	0.0%	1	6.3%	1	3.4%

Talk about Schoolwork

	MALE		FEMALE		TOTAL	
Rarely or never	4	30.8%	6	37.5%	10	34.5%
Once in a while	6	46.2%	4	25.0%	10	34.5%
Most days	2	15.4%	4	25.0%	6	20.7%
One or two times a day	1	7.7%	0	0.0%	1	3.4%
3 or more times a day	0	0.0%	2	12.5%	2	6.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 5: Demographic Characteristics (Total Sample of Parents)

	MALE (16, 17.4%)		FEMALE (76, 82.6%)		TOTAL (N = 92)	

Median Age

	MALE	FEMALE	TOTAL
	50	47	47

Mean Age

	MALE	FEMALE	TOTAL
	47	47	47

Age

	MALE		FEMALE		TOTAL	
17-20	1	6.3%	0	0.0%	1	1.1%
21-30	0	0.0%	1	1.3%	1	1.1%
31-40	0	0.0%	12	15.8%	12	13.0%
41-50	8	50.0%	43	56.6%	51	55.4%
51-60	7	43.8%	16	21.1%	23	25.0%
61-70	0	0.0%	4	5.3%	4	4.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Housing Situation

	MALE		FEMALE		TOTAL	
Rent	1	6.3%	54	71.1%	21	22.8%
Own	15	93.8%	20	26.3%	69	75.0%
Other	0	0.0%	2	2.6%	2	2.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	14	87.5%	43	56.6%	57	62.0%
Black/African American	2	12.5%	27	35.5%	29	31.5%
Hispanic/Latino	0	0.0%	3	3.9%	3	3.3%
Asian/Pacific Islander	0	0.0%	1	1.3%	1	1.1%
Other	0	0.0%	2	2.6%	2	2.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Language Spoken

	MALE		FEMALE		TOTAL	
English	16	100.0%	63	82.9%	89	96.7%
Other	0	0.0%	3	3.9%	3	3.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Last Grade Completed in School

	MALE		FEMALE		TOTAL	
Grade School	0	0.0%	0	0.0%	0	0.0%
Some High School	0	0.0%	3	3.9%	3	3.3%
High School Graduate or GED	2	12.5%	8	10.5%	10	10.9%
Some College, No Degree	2	12.5%	16	21.1%	18	19.6%
Vocational Training/2 Year College	0	0.0%	11	14.5%	11	12.0%
4-Year College/Bachelor's Degree	7	43.8%	20	26.3%	27	29.3%
Some Postgraduate Work, No Degree	2	12.5%	4	5.3%	6	6.5%
2-3 Years of Postgraduate Work/Master's degree	1	6.3%	12	15.8%	13	14.1%
Doctoral/Law Degree	2	12.5%	2	2.6%	4	4.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Current Living Status

	MALE		FEMALE		TOTAL	
Married and Living with Spouse	14	87.5%	55	72.4%	69	75.0%
Never Married and Living with Adult Partner	0	0.0%	3	3.9%	3	3.3%
Divorced and Living without another Adult Partner	1	6.3%	4	5.3%	5	5.4%
Separated and Living without another Adult Partner	1	6.3%	2	2.6%	3	3.3%
Single, Never been Married and Living without an Adult Partner	0	0.0%	10	13.2%	10	10.9%
Widowed and Living without another Adult Partner	0	0.0%	2	2.6%	2	2.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Gross Annual Income

	MALE		FEMALE		TOTAL	
No Indication	1	6.3%	8	10.5%	9	9.8%
Less than $10,000	1	6.3%	11	14.5%	12	13.0%
$10,000-$19,999	0	0.0%	2	2.6%	2	2.2%
$20,000-$29,999	0	0.0%	4	5.3%	4	4.3%
$30,000-$39,999	0	0.0%	4	5.3%	4	4.3%
$40,000-$49,999	0	0.0%	4	5.3%	4	4.3%
$50,000-$59,999	0	0.0%	1	1.3%	1	1.1%
$60,000-$69,999	0	0.0%	2	2.6%	2	2.2%
$70,000-$79,000	1	6.3%	4	5.3%	5	5.4%
$80,000-$89,999	1	6.3%	6	7.9%	7	7.6%
$90,000-$99,999	0	0.0%	5	6.6%	5	5.4%
$100,000-$149,999	6	37.5%	11	14.5%	17	18.5%
$150,000 or more	6	37.5%	24	31.6%	20	21.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Employment Status

	MALE		FEMALE		TOTAL	
Employed full-time for wages	11	68.8%	30	39.5%	41	44.6%
Employed part-time for wages	1	6.3%	17	22.4%	18	19.6%
Self-employed	4	25.0%	4	5.3%	8	8.7%
Out of work and looking for work	0	0.0%	6	7.9%	6	6.5%
Out of work but not currently looking for work	0	0.0%	1	1.3%	1	1.1%
A homemaker	0	0.0%	6	7.9%	6	6.5%
A student	0	0.0%	1	1.3%	1	1.1%
Retired	0	0.0%	5	6.6%	5	5.4%
Unable to work	0	0.0%	1	1.3%	1	1.1%
Missing	0	0.0%	5	6.6%	5	5.4%

Age of Children (# of parents with kids in age group)

	MALE		FEMALE		TOTAL	
0 - 12	4	25.0%	22	28.9%	26	28.3%
13 - 17	14	87.5%	65	85.5%	79	85.9%
18 - 25	11	68.8%	33	43.4%	44	47.8%
26 +	0	0.0%	8	10.5%	8	8.7%
Missing	0	0.0%	0	0.0%	0	0.0%
None	0	0.0%	1	1.3%	1	1.1%

Gender of Children

	MALE		FEMALE		TOTAL	
No Children	0	0.0%	1	1.3%	1	1.1%
Male Children Only	3	18.8%	19	25.0%	22	23.9%
Female Children Only	4	25.0%	16	21.1%	20	21.7%
Both Male and Female Children	9	56.3%	39	51.3%	48	52.2%
Missing	0	0.0%	1	1.3%	1	1.1%

Table 5.1: Demographic Characteristics (Massachusetts Sample of Parents)

	MALE (5, 25.0%)	FEMALE (15, 75.0%)	TOTAL (N = 20)

Median Age

	MALE	FEMALE	TOTAL
	52	47	48

Mean Age

	MALE	FEMALE	TOTAL
	49	48	48

Age

	MALE		FEMALE		TOTAL	
17-20	0	0.0%	0	0.0%	0	0.0%
21-30	0	0.0%	0	0.0%	0	0.0%
31-40	0	0.0%	0	0.0%	0	0.0%
41-50	2	40.0%	11	73.3%	13	65.0%
51-60	3	60.0%	4	26.7%	7	35.0%
61-70	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Housing Situation

	MALE		FEMALE		TOTAL	
Rent	0	0.0%	0	0.0%	0	0.0%
Own	5	100.0%	15	100.0%	20	100.0%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	4	80.0%	12	80.0%	16	80.0%
Black/African American	1	20.0%	2	13.3%	3	15.0%
Hispanic/Latino	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	1	6.7%	1	5.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Language Spoken

	MALE		FEMALE		TOTAL	
English	5	100.0%	15	100.0%	20	100.0%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Last Grade Completed in School

	MALE		FEMALE		TOTAL	
Grade School	0	0.0%	0	0.0%	0	0.0%
Some High School	0	0.0%	0	0.0%	0	0.0%
High School Graduate or GED	1	20.0%	1	6.7%	2	10.0%
Some College, No Degree	0	0.0%	2	13.3%	2	10.0%
Vocational Training/2 Year College	0	0.0%	3	20.0%	3	15.0%
4-Year College/Bachelor's Degree	2	40.0%	3	20.0%	5	25.0%
Some Postgraduate Work, No Degree	2	40.0%	1	6.7%	3	15.0%
2-3 Years of Postgraduate Work/Master's degree	0	0.0%	4	26.7%	4	20.0%
Doctoral/Law Degree	0	0.0%	1	6.7%	1	5.0%
Missing	0	0.0%	0	0.0%	0	0.0%

	MALE (16, 17.4%)	FEMALE (76, 82.6%)	TOTAL (N = 92)

Current Living Status

	MALE		FEMALE		TOTAL	
Married and Living with Spouse	5	100.0%	14	93.3%	19	95.0%
Never Married and Living with Adult Partner	0	0.0%	0	0.0%	0	0.0%
Divorced and Living without another Adult Partner	0	0.0%	1	6.7%	1	5.0%
Separated and Living without another Adult Partner	0	0.0%	0	0.0%	0	0.0%
Single, Never been Married and Living without an Adult Partner	0	0.0%	0	0.0%	0	0.0%
Widowed and Living without another Adult Partner	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gross Annual Income

	MALE		FEMALE		TOTAL	
No Indication	0	0.0%	0	0.0%	0	0.0%
Less than $10,000	0	0.0%	0	0.0%	0	0.0%
$10,000-$19,999	0	0.0%	0	0.0%	0	0.0%
$20,000-$29,999	0	0.0%	0	0.0%	0	0.0%
$30,000-$39,999	0	0.0%	1	6.7%	1	5.0%
$40,000-$49,999	0	0.0%	1	6.7%	1	5.0%
$50,000-$59,999	0	0.0%	0	0.0%	0	0.0%
$60,000-$69,999	0	0.0%	0	0.0%	0	0.0%
$70,000-$79,000	1	20.0%	1	6.7%	2	10.0%
$80,000-$89,999	1	20.0%	3	20.0%	4	20.0%
$90,000-$99,999	0	0.0%	3	20.0%	3	15.0%
$100,000-$149,999	1	20.0%	2	13.3%	3	15.0%
$150,000 or more	2	40.0%	4	26.7%	6	30.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Employment Status

	MALE		FEMALE		TOTAL	
Employed full-time for wages	4	80.0%	7	46.7%	11	55.0%
Employed part-time for wages	0	0.0%	6	40.0%	6	30.0%
Self-employed	1	20.0%	0	0.0%	1	5.0%
Out of work and looking for work	0	0.0%	0	0.0%	0	0.0%
Out of work but not currently looking for work	0	0.0%	0	0.0%	0	0.0%
A homemaker	0	0.0%	0	0.0%	0	0.0%
A student	0	0.0%	0	0.0%	0	0.0%
Retired	0	0.0%	0	0.0%	0	0.0%
Unable to work	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	2	13.3%	2	10.0%

Age of Children (# of parents with kids in age group)

	MALE		FEMALE		TOTAL	
0 - 12	1	20.0%	5	33.3%	6	30.0%
13 - 17	5	100.0%	14	93.3%	19	95.0%
18 - 25	3	60.0%	8	53.3%	11	55.0%
26 +	0	0.0%	2	13.3%	2	10.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
No Children	0	0.0%	0	0.0%	0	0.0%
Male Children Only	1	20.0%	4	26.7%	5	25.0%
Female Children Only	0	0.0%	3	20.0%	3	15.0%
Both Male and Female Children	4	80.0%	8	53.3%	12	60.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 5.2: Demographic Characteristics (Ohio Sample of Parents)

	MALE (9, 19.6%)		FEMALE (37, 80.4%)		TOTAL (N = 46)	

Median Age

	MALE		FEMALE		TOTAL	
	47		47		48	

Mean Age

	MALE		FEMALE		TOTAL	
	45		48		47	

Age

	MALE		FEMALE		TOTAL	
17-20	1	11.1%	0	0.0%	1	2.2%
21-30	0	0.0%	0	0.0%	0	0.0%
31-40	0	0.0%	3	8.1%	3	6.5%
41-50	5	55.6%	25	67.6%	30	65.2%
51-60	3	33.3%	8	21.6%	11	23.9%
61-70	0	0.0%	1	2.7%	1	2.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Housing Situation

	MALE		FEMALE		TOTAL	
Rent	0	0.0%	6	16.2%	6	13.0%
Own	9	100.0%	31	83.8%	40	87.0%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	9	100.0%	24	64.9%	33	71.7%
Black/African American	0	0.0%	10	27.0%	10	21.7%
Hispanic/Latino	0	0.0%	2	5.4%	2	4.3%
Asian/Pacific Islander	0	0.0%	1	2.7%	1	2.2%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Language Spoken

	MALE		FEMALE		TOTAL	
English	9	100.0%	35	94.6%	44	95.7%
Other	0	0.0%	2	5.4%	2	4.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Last Grade Completed in School

	MALE		FEMALE		TOTAL	
Grade School	0	0.0%	0	0.0%	0	0.0%
Some High School	0	0.0%	0	0.0%	0	0.0%
High School Graduate or GED	0	0.0%	4	10.8%	4	8.7%
Some College, No Degree	2	22.2%	8	21.6%	10	21.7%
Vocational Training/2 Year College	0	0.0%	3	8.1%	3	6.5%
4-Year College/Bachelor's Degree	4	44.4%	11	29.7%	15	32.6%
Some Postgraduate Work, No Degree	0	0.0%	3	8.1%	3	6.5%
2-3 Years of Postgraduate Work/Master's degree	1	11.1%	7	18.9%	8	17.4%
Doctoral/Law Degree	2	22.2%	1	2.7%	3	6.5%
Missing	0	0.0%	0	0.0%	0	0.0%

	MALE (9, 19.6%)		FEMALE (37, 80.4%)		TOTAL (N = 46)	

Current Living Status

	MALE		FEMALE		TOTAL	
Married and Living with Spouse	8	88.9%	31	83.8%	39	84.8%
Never Married and Living with Adult Partner	0	0.0%	0	0.0%	0	0.0%
Divorced and Living without another Adult Partner	1	11.1%	1	2.7%	2	4.3%
Separated and Living without another Adult Partner	0	0.0%	0	0.0%	0	0.0%
Single, Never been Married and Living without an Adult Partner	0	0.0%	5	13.5%	5	10.9%
Widowed and Living without another Adult Partner	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gross Annual Income

	MALE		FEMALE		TOTAL	
No Indication	1	11.1%	4	10.8%	5	10.9%
Less than $10,000	0	0.0%	2	5.4%	2	4.3%
$10,000-$19,999	0	0.0%	1	2.7%	1	2.2%
$20,000-$29,999	0	0.0%	1	2.7%	1	2.2%
$30,000-$39,999	0	0.0%	1	2.7%	1	2.2%
$40,000-$49,999	0	0.0%	3	8.1%	3	6.5%
$50,000-$59,999	0	0.0%	1	2.7%	1	2.2%
$60,000-$69,999	0	0.0%	1	2.7%	1	2.2%
$70,000-$79,000	0	0.0%	2	5.4%	2	4.3%
$80,000-$89,999	0	0.0%	2	5.4%	2	4.3%
$90,000-$99,999	0	0.0%	1	2.7%	1	2.2%
$100,000-$149,999	5	55.6%	9	24.3%	14	30.4%
$150,000 or more	3	33.3%	9	24.3%	12	26.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Employment Status

	MALE		FEMALE		TOTAL	
Employed full-time for wages	7	77.8%	15	40.5%	22	47.8%
Employed part-time for wages	0	0.0%	8	21.6%	8	17.4%
Self-employed	2	22.2%	3	8.1%	5	10.9%
Out of work and looking for work	0	0.0%	1	2.7%	1	2.2%
Out of work but not currently looking for work	0	0.0%	1	2.7%	1	2.2%
A homemaker	0	0.0%	5	13.5%	5	10.9%
A student	0	0.0%	1	2.7%	0	0.0%
Retired	0	0.0%	0	0.0%	1	2.2%
Unable to work	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	3	8.1%	3	6.5%

Age of Children (# of parents with kids in age group)

	MALE		FEMALE		TOTAL	
0 - 12	2	22.2%	7	18.9%	9	19.6%
13 - 17	7	77.8%	34	91.9%	41	89.1%
18 - 25	7	77.8%	3	8.1%	27	58.7%
26 +	0	0.0%	0	0.0%	3	6.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
No Children	0	0.0%	0	0.0%	0	0.0%
Male Children Only	2	22.2%	8	21.6%	10	21.7%
Female Children Only	3	33.3%	10	27.0%	13	28.3%
Both Male and Female Children	4	44.4%	18	48.6%	22	47.8%
Missing	0	0.0%	1	2.7%	1	2.2%

Table 5.3: Demographic Characteristics (South Carolina Sample of Parents)

	MALE (2, 7.7%)	FEMALE (24, 92.3%)	TOTAL (N = 26)

Median Age

MALE	FEMALE	TOTAL
52	44	46

Mean Age

MALE	FEMALE	TOTAL
52	44	45

Age

	MALE		FEMALE		TOTAL	
17-20	0	0.0%	0	0.0%	0	0.0%
21-30	0	0.0%	1	4.2%	1	3.8%
31-40	0	0.0%	9	37.5%	9	34.6%
41-50	0	0.0%	8	33.3%	8	30.8%
51-60	2	100.0%	3	12.5%	5	19.2%
61-70	0	0.0%	3	12.5%	3	11.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Housing Situation

	MALE		FEMALE		TOTAL	
Rent	1	50.0%	14	58.3%	15	57.7%
Own	1	50.0%	8	33.3%	9	34.6%
Other	0	0.0%	2	8.3%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	1	50.0%	7	29.2%	8	30.8%
Black/African American	1	50.0%	15	62.5%	16	61.5%
Hispanic/Latino	0	0.0%	1	4.2%	1	3.8%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	1	4.2%	1	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Language Spoken

	MALE		FEMALE		TOTAL	
English	2	100.0%	23	95.8%	25	96.2%
Other	0	0.0%	1	4.2%	1	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Last Grade Completed in School

	MALE		FEMALE		TOTAL		
Grade School	0	0.0%	0	0.0%	0	0.0%	
Some High School	0	0.0%	3	12.5%	3	11.5%	
High School Graduate or GED	1	50.0%	3	12.5%	4	15.4%	
Some College, No Degree	0	0.0%	6	25.0%	6	23.1%	73.1%
Vocational Training/2 Year College	0	0.0%	5	20.8%	5	19.2%	
4-Year College/Bachelor's Degree	1	50.0%	6	25.0%	7	26.9%	
Some Postgraduate Work, No Degree	0	0.0%	0	0.0%	0	0.0%	
2-3 Years of Postgraduate Work/Master's degree	0	0.0%	1	4.2%	1	3.8%	
Doctoral/Law Degree	0	0.0%	0	0.0%	0	0.0%	
Missing	0	0.0%	0	0.0%	0	0.0%	

Current Living Status

	MALE		FEMALE		TOTAL	
Married and Living with Spouse	1	50.0%	10	41.7%	11	42.3%
Never Married and Living with Adult Partner	0	0.0%	3	12.5%	3	11.5%
Divorced and Living without another Adult Partner	0	0.0%	2	8.3%	2	7.7%
Separated and Living without another Adult Partner	1	50.0%	2	8.3%	3	11.5%
Single, Never been Married and Living without an Adult Partner	0	0.0%	5	20.8%	5	19.2%
Widowed and Living without another Adult Partner	0	0.0%	2	8.3%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Gross Annual Income

	MALE		FEMALE		TOTAL	
No Indication	0	0.0%	4	16.7%	4	15.4%
Less than $10,000	1	50.0%	9	37.5%	10	38.5%
$10,000-$19,999	0	0.0%	1	4.2%	1	3.8%
$20,000-$29,999	0	0.0%	3	12.5%	3	11.5%
$30,000-$39,999	0	0.0%	2	8.3%	2	7.7%
$40,000-$49,999	0	0.0%	0	0.0%	0	0.0%
$50,000-$59,999	0	0.0%	0	0.0%	0	0.0%
$60,000-$69,999	0	0.0%	1	4.2%	1	3.8%
$70,000-$79,000	0	0.0%	1	4.2%	1	3.8%
$80,000-$89,999	0	0.0%	1	4.2%	1	3.8%
$90,000-$99,999	0	0.0%	1	4.2%	1	3.8%
$100,000-$149,999	0	0.0%	0	0.0%	0	0.0%
$150,000 or more	1	50.0%	1	4.2%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Employment Status

	MALE		FEMALE		TOTAL	
Employed full-time for wages	0	0.0%	8	33.3%	8	30.8%
Employed part-time for wages	1	50.0%	3	12.5%	4	15.4%
Self-employed	1	50.0%	1	4.2%	2	7.7%
Out of work and looking for work	0	0.0%	5	20.8%	5	19.2%
Out of work but not currently looking for work	0	0.0%	0	0.0%	0	0.0%
A homemaker	0	0.0%	1	4.2%	1	3.8%
A student	0	0.0%	1	4.2%	1	3.8%
Retired	0	0.0%	4	16.7%	4	15.4%
Unable to work	0	0.0%	1	4.2%	1	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Age of Children (# of parents with kids in age group)

	MALE		FEMALE		TOTAL	
0 - 12	1	50.0%	9	37.5%	10	38.5%
13 - 17	2	100.0%	18	75.0%	20	76.9%
18 - 25	1	50.0%	7	29.2%	8	30.8%
26 +	0	0.0%	3	12.5%	3	11.5%
Missing	0	0.0%	0	0.0%	0	0.0%
None	0	0.0%	1	4.2%	1	3.8%

Gender of Children

	MALE		FEMALE		TOTAL	
No Children	0	0.0%	1	4.2%	1	3.8%
Male Children Only	0	0.0%	8	33.3%	8	30.8%
Female Children Only	1	50.0%	4	16.7%	5	19.2%
Both Male and Female Children	1	50.0%	11	45.8%	12	46.2%
Missing	0	0.0%	0	0.0%	0	0.0%

	MALE (16, 17.4%)	FEMALE (76, 82.6%)	TOTAL (N = 92)		MALE (16, 17.4%)	FEMALE (76, 82.6%)	TOTAL (N = 92)

Telephone Communication at Home

	MALE		FEMALE		TOTAL	
Landline only	0	0.0%	2	2.6%	2	2.2%
Cellphone only	3	18.8%	18	23.7%	21	22.8%
Both	13	81.3%	55	72.4%	68	73.9%
Missing	0	0.0%	1	1.3%	1	1.1%

Comfort Using Computer

	MALE		FEMALE		TOTAL	
Not at all comfortable	0	0.0%	2	2.6%	2	2.2%
Not very comfortable	0	0.0%	3	3.9%	3	3.3%
Somewhat comfortable	3	18.8%	8	10.5%	11	12.0%
Very comfortable	13	81.3%	62	81.6%	75	81.5%
Missing	0	0.0%	1	1.3%	1	1.1%

Use of Internet

	MALE		FEMALE		TOTAL	
Never	0	0.0%	2	2.6%	2	2.2%
Hardly	1	6.3%	2	2.6%	3	3.3%
A few times a month	0	0.0%	2	2.6%	2	2.2%
A few times a week	1	6.3%	10	13.2%	11	12.0%
Once or more a day	14	87.5%	59	77.6%	73	79.3%
Missing	0	0.0%	1	1.3%	1	1.1%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	16	100.0%	74	97.4%	90	97.8%
No	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	2	2.6%	2	2.2%

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	13	81.3%	51	67.1%	64	69.6%
No	3	18.8%	23	30.3%	26	28.3%
Missing	0	0.0%	2	2.6%	2	2.2%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	11	68.8%	26	34.2%	37	40.2%
No	5	31.3%	48	63.2%	53	57.6%
Missing	0	0.0%	2	2.6%	2	2.2%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	15	93.8%	55	72.4%	70	76.1%
Cellphone	1	6.3%	11	14.5%	12	13.0%
Other portable device such as an Ipad or Ipod	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	8	10.5%	8	8.7%
Missing	0	0.0%	2	2.6%	2	2.2%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	1	6.3%	4	5.3%	5	5.4%
1-2 days per week	1	6.3%	7	9.2%	8	8.7%
3-4 days per week	0	0.0%	6	7.9%	6	6.5%
5-6 days per week	0	0.0%	3	3.9%	3	3.3%
Every day	14	87.5%	55	72.4%	69	75.0%
Missing	0	0.0%	1	1.3%	1	1.1%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	5	31.3%	20	26.3%	25	27.2%
2-3 hours	8	50.0%	38	50.0%	46	50.0%
4-5 hours	1	6.3%	11	14.5%	12	13.0%
6 or more hours	2	12.5%	6	7.9%	8	8.7%
Missing	0	0.0%	1	1.3%	1	1.1%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	1	6.3%	5	6.6%	6	6.5%
Once in a while	1	6.3%	10	13.2%	11	12.0%
Most days	1	6.3%	4	5.3%	5	5.4%
One or two times a day	0	0.0%	11	14.5%	11	12.0%
3 or more times a day	13	81.3%	46	60.5%	59	64.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	9	56.3%	33	43.4%	42	45.7%
Once in a while	3	18.8%	21	27.6%	24	26.1%
Most days	2	12.5%	4	5.3%	6	6.5%
One or two times a day	0	0.0%	5	6.6%	5	5.4%
3 or more times a day	2	12.5%	13	17.1%	15	16.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	4	25.0%	21	27.6%	25	27.2%
Once in a while	5	31.3%	20	26.3%	25	27.2%
Most days	6	37.5%	12	15.8%	18	19.6%
One or two times a day	0	0.0%	8	10.5%	8	8.7%
3 or more times a day	1	6.3%	15	19.7%	16	17.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	2	12.5%	17	22.4%	19	20.7%
Once in a while	10	62.5%	35	46.1%	45	48.9%
Most days	2	12.5%	13	17.1%	15	16.3%
One or two times a day	0	0.0%	5	6.6%	5	5.4%
3 or more times a day	1	6.3%	5	6.6%	6	6.5%
Missing	1	6.3%	1	1.3%	2	2.2%

Doing Work

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	5	6.6%	5	5.4%
Once in a while	2	12.5%	19	25.0%	21	22.8%
Most days	0	0.0%	12	15.8%	12	13.0%
One or two times a day	0	0.0%	8	10.5%	8	8.7%
3 or more times a day	14	87.5%	31	40.8%	45	48.9%
Missing	0	0.0%	1	1.3%	1	1.1%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	5	31.3%	19	25.0%	24	26.1%
Once in a while	7	43.8%	42	55.3%	49	53.3%
Most days	3	18.8%	6	7.9%	9	9.8%
One or two times a day	0	0.0%	5	6.6%	5	5.4%
3 or more times a day	1	6.3%	4	5.3%	5	5.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	13	81.3%	48	63.2%	61	66.3%
Once in a while	1	6.3%	13	17.1%	14	15.2%
Most days	1	6.3%	6	7.9%	7	7.6%
One or two times a day	1	6.3%	5	6.6%	6	6.5%
3 or more times a day	0	0.0%	4	5.3%	4	4.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	12	75.0%	54	71.1%	66	71.7%
Once in a while	3	18.8%	17	22.4%	20	21.7%
Most days	1	6.3%	3	3.9%	4	4.3%
One or two times a day	0	0.0%	2	2.6%	2	2.2%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	2	12.5%	5	6.6%	7	7.6%
Once in a while	1	6.3%	18	23.7%	19	20.7%
Most days	5	31.3%	21	27.6%	26	28.3%
One or two times a day	4	25.0%	18	23.7%	22	23.9%
3 or more times a day	4	25.0%	14	18.4%	18	19.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	1	6.3%	2	2.6%	3	3.3%
Once in a while	0	0.0%	4	5.3%	4	4.3%
Most days	0	0.0%	11	14.5%	11	12.0%
One or two times a day	0	0.0%	7	9.2%	7	7.6%
3 or more times a day	15	93.8%	51	67.1%	66	71.7%
Missing	0	0.0%	1	1.3%	1	1.1%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	7	43.8%	53	69.7%	60	65.2%
Once in a while	7	43.8%	17	22.4%	24	26.1%
Most days	2	12.5%	4	5.3%	6	6.5%
One or two times a day	0	0.0%	1	1.3%	0	0.0%
3 or more times a day	0	0.0%	1	1.3%	1	1.1%
Missing	0	0.0%	0	0.0%	1	1.1%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	9	56.3%	37	48.7%	46	50.0%
Once in a while	5	31.3%	18	23.7%	23	25.0%
Most days	1	6.3%	2	2.6%	3	3.3%
One or two times a day	0	0.0%	3	3.9%	3	3.3%
3 or more times a day	1	6.3%	13	17.1%	14	15.2%
Missing	0	0.0%	3	3.9%	3	3.3%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	1	6.3%	5	6.6%	6	6.5%
Once in a while	0	0.0%	10	13.2%	10	10.9%
Most days	1	6.3%	6	7.9%	7	7.6%
One or two times a day	0	0.0%	6	7.9%	6	6.5%
3 or more times a day	14	87.5%	47	61.8%	61	66.3%
Missing	0	0.0%	2	2.6%	2	2.2%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	5	6.6%	5	5.4%
Once in a while	3	18.8%	9	11.8%	12	13.0%
Most days	2	12.5%	11	14.5%	13	14.1%
One or two times a day	3	18.8%	3	3.9%	6	6.5%
3 or more times a day	7	43.8%	46	60.5%	53	57.6%
Missing	1	6.3%	2	2.6%	3	3.3%

Table 6.1: Use of Technology and Internet (Massachusetts Sample of Parents)

	MALE (5, 25.0%)		FEMALE (15, 75.0%)		TOTAL (N = 20)	

Telephone Communication at Home

	MALE		FEMALE		TOTAL	
Landline only	0	0.0%	0	0.0%	0	0.0%
Cellphone only	1	20.0%	0	0.0%	1	5.0%
Both	4	80.0%	15	100.0%	19	95.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Comfort Using Computer

	MALE		FEMALE		TOTAL	
Not at all comfortable	0	0.0%	0	0.0%	0	0.0%
Not very comfortable	0	0.0%	1	6.7%	1	5.0%
Somewhat comfortable	0	0.0%	3	20.0%	3	15.0%
Very comfortable	5	100.0%	11	73.3%	16	80.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Use of Internet

	MALE		FEMALE		TOTAL	
Never	0	0.0%	0	0.0%	0	0.0%
Hardly	0	0.0%	0	0.0%	0	0.0%
A few times a month	0	0.0%	0	0.0%	0	0.0%
A few times a week	1	20.0%	1	6.7%	2	10.0%
Once or more a day	4	80.0%	14	93.3%	18	90.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	5	100.0%	15	100.0%	20	100.0%
No	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	4	80.0%	11	73.3%	15	75.0%
No	1	20.0%	4	26.7%	5	25.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	5	100.0%	5	33.3%	10	50.0%
No	0	0.0%	10	66.7%	10	50.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	5	100.0%	11	73.3%	16	80.0%
Cellphone	0	0.0%	1	6.7%	1	5.0%
Other portable device such as an Ipad or Ipod	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	3	20.0%	3	15.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	1	20.0%	0	0.0%	1	5.0%
1-2 days per week	0	0.0%	1	6.7%	1	5.0%
3-4 days per week	0	0.0%	0	0.0%	0	0.0%
5-6 days per week	0	0.0%	0	0.0%	0	0.0%
Every day	4	80.0%	14	93.3%	18	90.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	2	40.0%	0	0.0%	2	10.0%
2-3 hours	2	40.0%	10	66.7%	12	60.0%
4-5 hours	1	20.0%	3	20.0%	4	20.0%
6 or more hours	0	0.0%	2	13.3%	2	10.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	0	0.0%	3	20.0%	3	15.0%
Most days	0	0.0%	0	0.0%	0	0.0%
One or two times a day	0	0.0%	1	6.7%	1	5.0%
3 or more times a day	5	100.0%	11	73.3%	16	80.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	3	60.0%	6	40.0%	9	45.0%
Once in a while	1	20.0%	4	26.7%	5	25.0%
Most days	0	0.0%	1	6.7%	1	5.0%
One or two times a day	0	0.0%	2	13.3%	2	10.0%
3 or more times a day	1	20.0%	2	13.3%	3	15.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.7%	1	5.0%
Once in a while	2	40.0%	2	13.3%	4	20.0%
Most days	2	40.0%	4	26.7%	6	30.0%
One or two times a day	0	0.0%	3	20.0%	3	15.0%
3 or more times a day	1	20.0%	5	33.3%	6	30.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.7%	1	5.0%
Once in a while	4	80.0%	9	60.0%	13	65.0%
Most days	0	0.0%	2	13.3%	2	10.0%
One or two times a day	0	0.0%	1	6.7%	1	5.0%
3 or more times a day	1	20.0%	2	13.3%	3	15.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Work

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.7%	1	5.0%
Once in a while	0	0.0%	5	33.3%	5	25.0%
Most days	0	0.0%	1	6.7%	1	5.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	5	100.0%	8	53.3%	13	65.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	4	26.7%	4	20.0%
Once in a while	3	60.0%	8	53.3%	11	55.0%
Most days	1	20.0%	2	13.3%	3	15.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	1	20.0%	1	6.7%	2	10.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	4	80.0%	9	60.0%	13	65.0%
Once in a while	0	0.0%	2	13.3%	2	10.0%
Most days	0	0.0%	3	20.0%	3	15.0%
One or two times a day	1	20.0%	0	0.0%	1	5.0%
3 or more times a day	0	0.0%	1	6.7%	1	5.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	2	40.0%	12	80.0%	14	70.0%
Once in a while	3	60.0%	3	20.0%	6	30.0%
Most days	0	0.0%	0	0.0%	0	0.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	1	20.0%	1	6.7%	2	10.0%
Once in a while	0	0.0%	2	13.3%	2	10.0%
Most days	0	0.0%	5	33.3%	5	25.0%
One or two times a day	3	60.0%	4	26.7%	7	35.0%
3 or more times a day	1	20.0%	3	20.0%	4	20.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	0	0.0%	1	6.7%	1	5.0%
Most days	0	0.0%	4	26.7%	4	20.0%
One or two times a day	0	0.0%	3	20.0%	3	15.0%
3 or more times a day	5	100.0%	7	46.7%	12	60.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	1	20.0%	11	73.3%	12	60.0%
Once in a while	3	60.0%	3	20.0%	6	30.0%
Most days	1	20.0%	1	6.7%	2	10.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	2	40.0%	6	40.0%	8	40.0%
Once in a while	3	60.0%	4	26.7%	7	35.0%
Most days	0	0.0%	1	6.7%	1	5.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	0	0.0%	4	26.7%	4	20.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	0	0.0%	0	0.0%
Once in a while	0	0.0%	3	20.0%	3	15.0%
Most days	0	0.0%	0	0.0%	0	0.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	5	100.0%	12	80.0%	17	85.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	6.7%	1	5.0%
Once in a while	2	40.0%	1	6.7%	3	15.0%
Most days	0	0.0%	2	13.3%	2	10.0%
One or two times a day	1	20.0%	0	0.0%	1	5.0%
3 or more times a day	2	40.0%	11	73.3%	13	65.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 6.2: Use of Technology and Internet (Ohio Sample of Parents)

	MALE (9, 19.6%)	FEMALE (37, 80.4%)	TOTAL (N = 46)

Telephone Communication at Home

	MALE		FEMALE		TOTAL	
Landline only	0	0.0%	1	2.7%	1	2.2%
Cellphone only	1	11.1%	5	13.5%	6	13.0%
Both	8	88.9%	30	81.1%	38	82.6%
Missing	0	0.0%	1	2.7%	1	2.2%

Comfort Using Computer

	MALE		FEMALE		TOTAL	
Not at all comfortable	0	0.0%	1	2.7%	1	2.2%
Not very comfortable	0	0.0%	0	0.0%	0	0.0%
Somewhat comfortable	2	22.2%	2	5.4%	4	8.7%
Very comfortable	7	77.8%	33	89.2%	40	87.0%
Missing	0	0.0%	1	2.7%	1	2.2%

Use of Internet

	MALE		FEMALE		TOTAL	
Never	0	0.0%	1	2.7%	1	2.2%
Hardly	0	0.0%	0	0.0%	0	0.0%
A few times a month	0	0.0%	0	0.0%	0	0.0%
A few times a week	0	0.0%	4	10.8%	4	8.7%
Once or more a day	9	100.0%	31	83.8%	40	87.0%
Missing	0	0.0%	1	2.7%	1	2.2%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	9	100.0%	35	94.6%	44	95.7%
No	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	2	5.4%	2	4.3%

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	8	88.9%	25	67.6%	33	71.7%
No	1	11.1%	10	27.0%	11	23.9%
Missing	0	0.0%	2	5.4%	2	4.3%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	5	55.6%	19	51.4%	24	52.2%
No	4	44.4%	16	43.2%	20	43.5%
Missing	0	0.0%	2	5.4%	2	4.3%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	8	88.9%	28	75.7%	36	78.3%
Cellphone	1	11.1%	4	10.8%	5	10.9%
Other portable device such as an Ipad or Ipod	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	3	8.1%	3	6.5%
Missing	0	0.0%	2	5.4%	2	4.3%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	0	0.0%	1	2.7%	1	2.2%
1-2 days per week	0	0.0%	1	2.7%	1	2.2%
3-4 days per week	0	0.0%	3	8.1%	3	6.5%
5-6 days per week	0	0.0%	2	5.4%	2	4.3%
Every day	9	100.0%	29	78.4%	38	82.6%
Missing	0	0.0%	1	2.7%	1	2.2%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	2	22.2%	9	24.3%	11	23.9%
2-3 hours	5	55.6%	17	45.9%	22	47.8%
4-5 hours	0	0.0%	7	18.9%	7	15.2%
6 or more hours	2	22.2%	3	8.1%	5	10.9%
Missing	0	0.0%	1	2.7%	1	2.2%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	2.7%	1	2.2%
Once in a while	1	11.1%	3	8.1%	4	8.7%
Most days	1	11.1%	2	5.4%	3	6.5%
One or two times a day	0	0.0%	4	10.8%	4	8.7%
3 or more times a day	7	77.8%	27	73.0%	34	73.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	5	55.6%	19	51.4%	24	52.2%
Once in a while	1	11.1%	8	21.6%	9	19.6%
Most days	2	22.2%	1	2.7%	3	6.5%
One or two times a day	0	0.0%	2	5.4%	2	4.3%
3 or more times a day	1	11.1%	7	18.9%	8	17.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	3	33.3%	10	27.0%	13	28.3%
Once in a while	3	33.3%	14	37.8%	17	37.0%
Most days	3	33.3%	6	16.2%	9	19.6%
One or two times a day	0	0.0%	3	8.1%	3	6.5%
3 or more times a day	0	0.0%	4	10.8%	4	8.7%
Missing	0	0.0%	0	0.0%	0	0.0%

	MALE (9, 19.6%)	FEMALE (37, 80.4%)	TOTAL (N = 46)

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	2	22.2%	7	18.9%	9	19.6%
Once in a while	4	44.4%	18	48.6%	22	47.8%
Most days	2	22.2%	6	16.2%	8	17.4%
One or two times a day	0	0.0%	3	8.1%	3	6.5%
3 or more times a day	0	0.0%	3	8.1%	3	6.5%
Missing	1	11.1%	0	0.0%	1	2.2%

Doing Work

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	2.7%	1	2.2%
Once in a while	1	11.1%	6	16.2%	7	15.2%
Most days	0	0.0%	6	16.2%	6	13.0%
One or two times a day	0	0.0%	5	13.5%	5	10.9%
3 or more times a day	8	88.9%	19	51.4%	27	58.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	4	44.4%	11	29.7%	15	32.6%
Once in a while	4	44.4%	18	48.6%	22	47.8%
Most days	1	11.1%	4	10.8%	5	10.9%
One or two times a day	0	0.0%	3	8.1%	3	6.5%
3 or more times a day	0	0.0%	1	2.7%	1	2.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	7	77.8%	27	73.0%	34	73.9%
Once in a while	1	11.1%	7	18.9%	8	17.4%
Most days	1	11.1%	0	0.0%	1	2.2%
One or two times a day	0	0.0%	2	5.4%	2	4.3%
3 or more times a day	0	0.0%	1	2.7%	1	2.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	9	100.0%	25	67.6%	34	73.9%
Once in a while	0	0.0%	9	24.3%	9	19.6%
Most days	0	0.0%	2	5.4%	2	4.3%
One or two times a day	0	0.0%	1	2.7%	1	2.2%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	2	5.4%	2	4.3%
Once in a while	1	11.1%	8	21.6%	9	19.6%
Most days	4	44.4%	10	27.0%	14	30.4%
One or two times a day	1	11.1%	8	21.6%	9	19.6%
3 or more times a day	3	33.3%	9	24.3%	12	26.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	2.7%	1	2.2%
Once in a while	0	0.0%	2	5.4%	2	4.3%
Most days	0	0.0%	5	13.5%	5	10.9%
One or two times a day	0	0.0%	2	5.4%	2	4.3%
3 or more times a day	9	100.0%	26	70.3%	35	76.1%
Missing	0	0.0%	1	2.7%	1	2.2%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	5	55.6%	22	59.5%	27	58.7%
Once in a while	3	33.3%	11	29.7%	14	30.4%
Most days	1	11.1%	3	8.1%	4	8.7%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	1	2.7%	1	2.2%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	5	55.6%	20	54.1%	25	54.3%
Once in a while	2	22.2%	7	18.9%	9	19.6%
Most days	1	11.1%	1	2.7%	2	4.3%
One or two times a day	0	0.0%	2	5.4%	2	4.3%
3 or more times a day	1	11.1%	4	10.8%	5	10.9%
Missing	0	0.0%	3	8.1%	3	6.5%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	2.7%	1	2.2%
Once in a while	0	0.0%	3	8.1%	3	6.5%
Most days	1	11.1%	3	8.1%	4	8.7%
One or two times a day	0	0.0%	3	8.1%	3	6.5%
3 or more times a day	8	88.9%	26	70.3%	34	73.9%
Missing	0	0.0%	1	2.7%	1	2.2%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	1	2.7%	1	2.2%
Once in a while	1	11.1%	5	13.5%	6	13.0%
Most days	2	22.2%	4	10.8%	6	13.0%
One or two times a day	2	22.2%	2	5.4%	4	8.7%
3 or more times a day	4	44.4%	23	62.2%	27	58.7%
Missing	0	0.0%	2	5.4%	2	4.3%

Table 6.3: Use of Technology and Internet (South Carolina Sample of Parents)

	MALE (2, 7.7%)	FEMALE (24, 92.3%)	TOTAL (N = 26)		MALE (2, 7.7%)	FEMALE (24, 92.3%)	TOTAL (N = 26)

Telephone Communication at Home

	MALE		FEMALE		TOTAL	
Landline only	0	0.0%	1	4.2%	1	3.8%
Cellphone only	1	50.0%	13	54.2%	14	53.8%
Both	1	50.0%	10	41.7%	11	42.3%
Missing	0	0.0%	0	0.0%	0	0.0%

Comfort Using Computer

	MALE		FEMALE		TOTAL	
Not at all comfortable	0	0.0%	1	4.2%	1	3.8%
Not very comfortable	0	0.0%	2	8.3%	2	7.7%
Somewhat comfortable	1	50.0%	3	12.5%	4	15.4%
Very comfortable	1	50.0%	18	75.0%	19	73.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Use of Internet

	MALE		FEMALE		TOTAL	
Never	0	0.0%	1	4.2%	1	3.8%
Hardly	1	50.0%	2	8.3%	3	11.5%
A few times a month	0	0.0%	2	8.3%	2	7.7%
A few times a week	0	0.0%	5	20.8%	5	19.2%
Once or more a day	1	50.0%	14	58.3%	15	57.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Desktop

	MALE		FEMALE		TOTAL	
Yes	2	100.0%	24	100.0%	26	100.0%
No	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Cellphone

	MALE		FEMALE		TOTAL	
Yes	1	50.0%	15	62.5%	16	61.5%
No	1	50.0%	9	37.5%	10	38.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Access to a Portable Device

	MALE		FEMALE		TOTAL	
Yes	1	50.0%	2	8.3%	3	11.5%
No	1	50.0%	22	91.7%	23	88.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Use Most Often to Access Internet

	MALE		FEMALE		TOTAL	
Desktop, laptop, or netbook computer	2	100.0%	16	66.7%	18	69.2%
Cellphone	0	0.0%	6	25.0%	6	23.1%
Other portable device such as an Ipad or Ipod	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	2	8.3%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Days in the Week Accessing Internet

	MALE		FEMALE		TOTAL	
Less than one day per week	0	0.0%	3	12.5%	3	11.5%
1-2 days per week	1	50.0%	5	20.8%	6	23.1%
3-4 days per week	0	0.0%	3	12.5%	3	11.5%
5-6 days per week	0	0.0%	1	4.2%	1	3.8%
Every day	1	50.0%	12	50.0%	13	50.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Time Spent on Internet

	MALE		FEMALE		TOTAL	
1 hour or less	1	50.0%	11	45.8%	12	46.2%
2-3 hours	1	50.0%	11	45.8%	12	46.2%
4-5 hours	0	0.0%	1	4.2%	1	3.8%
6 or more hours	0	0.0%	1	4.2%	1	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Sending or Receiving Email

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	4	16.7%	5	19.2%
Once in a while	0	0.0%	4	16.7%	4	15.4%
Most days	0	0.0%	2	8.3%	2	7.7%
One or two times a day	0	0.0%	6	25.0%	6	23.1%
3 or more times a day	1	50.0%	8	33.3%	9	34.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Chatting with Friends via Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	8	33.3%	9	34.6%
Once in a while	1	50.0%	9	37.5%	10	38.5%
Most days	0	0.0%	2	8.3%	2	7.7%
One or two times a day	0	0.0%	1	4.2%	1	3.8%
3 or more times a day	0	0.0%	4	16.7%	4	15.4%
Missing	0	0.0%	0	0.0%	0	0.0%

Interacting with Friends via Social Networking

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	10	41.7%	11	42.3%
Once in a while	0	0.0%	4	16.7%	4	15.4%
Most days	1	50.0%	2	8.3%	3	11.5%
One or two times a day	0	0.0%	2	8.3%	2	7.7%
3 or more times a day	0	0.0%	6	25.0%	6	23.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Looking for Things to Buy or Buying Online

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	9	37.5%	9	34.6%
Once in a while	2	100.0%	8	33.3%	10	38.5%
Most days	0	0.0%	5	20.8%	5	19.2%
One or two times a day	0	0.0%	1	4.2%	1	3.8%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	1	4.2%	1	3.8%

Doing Work

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	3	12.5%	3	11.5%
Once in a while	1	50.0%	8	33.3%	9	34.6%
Most days	0	0.0%	5	20.8%	5	19.2%
One or two times a day	0	0.0%	3	12.5%	3	11.5%
3 or more times a day	1	50.0%	4	16.7%	5	19.2%
Missing	0	0.0%	1	4.2%	1	3.8%

Accessing Entertainment

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	4	16.7%	5	19.2%
Once in a while	0	0.0%	16	66.7%	16	61.5%
Most days	1	50.0%	0	0.0%	1	3.8%
One or two times a day	0	0.0%	2	8.3%	2	7.7%
3 or more times a day	0	0.0%	2	8.3%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Playing Online Games

	MALE		FEMALE		TOTAL	
Rarely or never	2	100.0%	12	50.0%	14	53.8%
Once in a while	0	0.0%	4	16.7%	4	15.4%
Most days	0	0.0%	3	12.5%	3	11.5%
One or two times a day	0	0.0%	3	12.5%	3	11.5%
3 or more times a day	0	0.0%	2	8.3%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Doing Personal Creative Activities

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	17	70.8%	18	69.2%
Once in a while	0	0.0%	5	20.8%	5	19.2%
Most days	1	50.0%	1	4.2%	2	7.7%
One or two times a day	0	0.0%	1	4.2%	1	3.8%
3 or more times a day	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Gettings News or Information

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	2	8.3%	3	11.5%
Once in a while	0	0.0%	8	33.3%	8	30.8%
Most days	1	50.0%	6	25.0%	7	26.9%
One or two times a day	0	0.0%	6	25.0%	6	23.1%
3 or more times a day	0	0.0%	2	8.3%	2	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Talking on the Phone

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	1	4.2%	2	7.7%
Once in a while	0	0.0%	1	4.2%	1	3.8%
Most days	0	0.0%	2	8.3%	2	7.7%
One or two times a day	0	0.0%	2	8.3%	2	7.7%
3 or more times a day	1	50.0%	18	75.0%	19	73.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Online Conferencing

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	20	83.3%	21	80.8%
Once in a while	1	50.0%	3	12.5%	4	15.4%
Most days	0	0.0%	0	0.0%	0	0.0%
One or two times a day	0	0.0%	0	0.0%	0	0.0%
3 or more times a day	0	0.0%	1	4.2%	1	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

Instant Messaging

	MALE		FEMALE		TOTAL	
Rarely or never	2	100.0%	11	45.8%	13	50.0%
Once in a while	0	0.0%	7	29.2%	7	26.9%
Most days	0	0.0%	0	0.0%	0	0.0%
One or two times a day	0	0.0%	1	4.2%	1	3.8%
3 or more times a day	0	0.0%	5	20.8%	5	19.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Email

	MALE		FEMALE		TOTAL	
Rarely or never	1	50.0%	4	16.7%	5	19.2%
Once in a while	0	0.0%	4	16.7%	4	15.4%
Most days	0	0.0%	3	12.5%	3	11.5%
One or two times a day	0	0.0%	3	12.5%	3	11.5%
3 or more times a day	1	50.0%	9	37.5%	10	38.5%
Missing	0	0.0%	1	4.2%	1	3.8%

Text Messaging via Cellphone

	MALE		FEMALE		TOTAL	
Rarely or never	0	0.0%	3	12.5%	3	11.5%
Once in a while	0	0.0%	3	12.5%	3	11.5%
Most days	0	0.0%	5	20.8%	5	19.2%
One or two times a day	0	0.0%	1	4.2%	1	3.8%
3 or more times a day	1	50.0%	12	50.0%	13	50.0%
Missing	1	50.0%	0	0.0%	1	3.8%

Table 7: Demographic Characteristics (Total Sample of Practitioners)

	MALE (27, 23.1%)	FEMALE (90, 76.9%)	TOTAL (N = 117)

Left column

	MALE	FEMALE	TOTAL
Median Age	40	41	41

	MALE	FEMALE	TOTAL
Mean Age	42	43	43

Age

	MALE		FEMALE		TOTAL	
17-20	0	0.0%	0	0.0%	0	0.0%
21-30	4	14.8%	14	15.6%	18	15.4%
31-40	10	37.0%	28	31.1%	38	32.5%
41-50	7	25.9%	19	21.1%	26	22.2%
51-60	5	18.5%	24	26.7%	29	24.8%
61-70	1	3.7%	4	4.4%	5	4.3%
Missing	0	0.0%	1	1.1%	1	0.9%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	19	70.4%	68	75.6%	87	74.4%
Black/African American	6	22.2%	18	20.0%	24	20.5%
Hispanic/Latino	2	7.4%	1	1.1%	3	2.6%
Asian/Pacific Islander	0	0.0%	1	1.1%	1	0.9%
Other	0	0.0%	1	1.1%	1	0.9%
Missing	0	0.0%	1	1.1%	1	0.9%

Professional Role

	MALE		FEMALE		TOTAL	
Classroom Teacher	7	25.9%	17	18.9%	24	20.5%
Health/Wellness Educator	3	11.1%	8	8.9%	11	9.4%
Guidance Counselor	2	7.4%	16	17.8%	18	15.4%
Law Enforcement	10	37.0%	6	6.7%	16	13.7%
Other	5	18.5%	43	47.8%	48	41.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Years of Experience

	MALE		FEMALE		TOTAL	
Mean	13.38	49.6%	11.9	13.2%	12.1	10.3%
Median	14	51.9%	11	12.2%	11	9.4%
Less than 1	1	3.7%	2	2.2%	3	2.6%
1 to 10	10	37.0%	44	48.9%	54	46.2%
11 to 20	8	29.6%	26	28.9%	34	29.1%
21 and above	5	18.5%	17	18.9%	22	18.8%
Missing	3	11.1%	1	1.1%	4	3.4%

Right column

Level of Students currently working with

	MALE		FEMALE		TOTAL	
K to 5	9	33.3%	27	30.0%	36	30.8%
6 to 8	13	48.1%	42	46.7%	55	47.0%
9 to 12	24	88.9%	77	85.6%	101	86.3%
Missing	1	3.7%	0	0.0%	1	0.9%

Age of Children

	MALE		FEMALE		TOTAL	
Less than One Year	2	7.4%	1	1.1%	3	2.6%
1 to 4	8	29.6%	12	13.3%	20	17.1%
5 to 9	10	37.0%	18	20.0%	28	23.9%
10 to 14	5	18.5%	21	23.3%	26	22.2%
15 to 19	5	18.5%	23	25.6%	28	23.9%
20 to 24	4	14.8%	19	21.1%	23	19.7%
25 and above	6	22.2%	47	52.2%	53	45.3%
None	9	33.3%	25	27.8%	34	29.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
Male	20	74.1%	72	80.0%	92	78.6%
Female	20	74.1%	69	76.7%	89	76.1%
No Children	9	33.3%	25	27.8%	34	29.1%

Age of Children

	MALE		FEMALE		TOTAL	
0-12	11	40.7%	27	30.0%	38	32.5%
13-17	3	11.1%	14	15.6%	17	14.5%
18-25	5	18.5%	26	28.9%	31	26.5%
26+	3	11.1%	19	21.1%	22	18.8%
None	9	33.3%	25	27.8%	34	29.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
Male	3	11.1%	15	16.7%	18	15.4%
Female	4	14.8%	17	18.9%	21	17.9%
Both	11	40.7%	33	36.7%	44	37.6%
None	9	33.3%	25	27.8%	34	29.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 7.1: Demographic Characteristics (Massachusetts Sample of Practitioners)

	MALE (15, 28.3%)	FEMALE (38, 71.7%)	TOTAL (N = 53)

	MALE	FEMALE	TOTAL
Median Age	40	40	40

	MALE	FEMALE	TOTAL
Mean Age	41	41	41

Age

	MALE		FEMALE		TOTAL	
17-20	0	0.0%	0	0.0%	0	0.0%
21-30	3	20.0%	7	18.4%	10	18.9%
31-40	5	33.3%	14	36.8%	19	35.8%
41-50	5	33.3%	9	23.7%	14	26.4%
51-60	2	13.3%	7	18.4%	9	17.0%
61-70	0	0.0%	1	2.6%	1	1.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	13	86.7%	34	89.5%	47	88.7%
Black/African American	1	6.7%	2	5.3%	3	5.7%
Hispanic/Latino	1	6.7%	1	2.6%	2	3.8%
Asian/Pacific Islander	0	0.0%	1	2.6%	1	1.9%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Professional Role

	MALE		FEMALE		TOTAL	
Classroom Teacher	4	26.7%	3	7.9%	7	13.2%
Health/Wellness Educator	2	13.3%	5	13.2%	7	13.2%
Guidance Counselor	1	6.7%	11	28.9%	12	22.6%
Law Enforcement	8	53.3%	2	5.3%	10	18.9%
Other	0	0.0%	17	44.7%	17	32.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Years of Experience

	MALE		FEMALE		TOTAL	
Mean	11.6	-	12.1	-	11.9	-
Median	13	-	12.5	-	13	-
Less than 1	1	6.7%	1	2.6%	2	3.8%
1 to 10	5	33.3%	17	44.7%	22	41.5%
11 to 20	6	40.0%	12	31.6%	18	34.0%
21 and above	2	13.3%	7	18.4%	9	17.0%
Missing	1	6.7%	1	2.6%	2	3.8%

Level of Students currently working with

	MALE		FEMALE		TOTAL	
K to 5	5	33.3%	8	21.1%	13	24.5%
6 to 8	6	40.0%	17	44.7%	23	43.4%
9 to 12	13	86.7%	26	68.4%	39	73.6%
Missing	1	6.7%	0	0.0%	1	1.9%

Age of Children

	MALE		FEMALE		TOTAL	
0-12	7	46.7%	10	26.3%	17	32.1%
13-17	2	13.3%	6	15.8%	8	15.1%
18-25	2	13.3%	10	26.3%	12	22.6%
26+	0	0.0%	4	10.5%	4	7.5%
None	6	40.0%	14	36.8%	20	37.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
Male	1	6.7%	6	15.8%	7	13.2%
Female	2	13.3%	3	7.9%	5	9.4%
Both	6	40.0%	15	39.5%	21	39.6%
None	6	40.0%	14	36.8%	20	37.7%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 7.2: Demographic Characteristics (Ohio Sample of Practitioners)

	MALE (7, 21.2%)	FEMALE (26, 78.8%)	TOTAL (N = 33)

	MALE	FEMALE	TOTAL
Median Age	46	50	47

	MALE	FEMALE	TOTAL
Mean Age	46	43	47

Age

	MALE		FEMALE		TOTAL	
17-20	0	0.0%	0	0.0%	0	0.0%
21-30	0	0.0%	3	11.5%	3	9.1%
31-40	3	42.9%	5	19.2%	8	24.2%
41-50	2	28.6%	5	19.2%	7	21.2%
51-60	2	28.6%	11	42.3%	13	39.4%
61-70	0	0.0%	2	7.7%	2	6.1%
Missing	0	0.0%	0	0.0%	0	0.0%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	3	42.9%	16	61.5%	19	57.6%
Black/African American	4	57.1%	9	34.6%	13	39.4%
Hispanic/Latino	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	1	3.8%	1	3.0%

Professional Role

	MALE		FEMALE		TOTAL	
Classroom Teacher	0	0.0%	1	3.8%	1	3.0%
Health/Wellness Educator	1	14.3%	2	7.7%	3	9.1%
Guidance Counselor	1	14.3%	2	7.7%	3	9.1%
Law Enforcement	2	28.6%	4	15.4%	6	18.2%
Other	3	42.9%	17	65.4%	20	60.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Years of Experience

	MALE		FEMALE		TOTAL	
Mean	13.2	-	16.54	-	12.5	-
Median	15	-	11.5	-	12	-
Less than 1	0	0.0%	1	3.8%	1	3.0%
1 to 10	2	28.6%	11	42.3%	13	39.4%
11 to 20	2	28.6%	9	34.6%	11	33.3%
21 and above	1	14.3%	5	19.2%	6	18.2%
Missing	2	28.6%	0	0.0%	2	6.1%

Level of Students currently working with

	MALE		FEMALE		TOTAL	
K to 5	4	57.1%	12	46.2%	16	48.5%
6 to 8	6	85.7%	17	65.4%	23	69.7%
9 to 12	6	85.7%	25	96.2%	31	93.9%
Missing	0	0.0%	0	0.0%	0	0.0%

Age of Children

	MALE		FEMALE		TOTAL	
0-12	3	42.9%	7	26.9%	10	30.3%
13-17	1	14.3%	4	15.4%	5	15.2%
18-25	2	28.6%	10	38.5%	12	36.4%
26+	1	14.3%	9	34.6%	10	30.3%
None	1	14.3%	6	23.1%	7	21.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
Male	1	14.3%	5	19.2%	6	18.2%
Female	2	28.6%	7	26.9%	9	27.3%
Both	3	42.9%	8	30.8%	11	33.3%
None	1	14.3%	6	23.1%	7	21.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 7.3: Demographic Characteristics (South Carolina Sample of Practitioners)

	MALE (5, 16.1%)	FEMALE (26, 83.9%)	TOTAL (N = 31)

	MALE	FEMALE	TOTAL
Median Age	36	39	38

	MALE	FEMALE	TOTAL
Mean Age	43	41	41

Age

	MALE		FEMALE		TOTAL	
17-20	0	0.0%	0	0.0%	0	0.0%
21-30	1	20.0%	4	15.4%	5	16.1%
31-40	2	40.0%	9	34.6%	11	35.5%
41-50	0	0.0%	5	19.2%	5	16.1%
51-60	1	20.0%	6	23.1%	7	22.6%
61-70	1	20.0%	1	3.8%	2	6.5%
Missing	0	0.0%	1	3.8%	1	3.2%

Race/Ethnicity

	MALE		FEMALE		TOTAL	
White	3	60.0%	18	69.2%	21	67.7%
Black/African American	1	20.0%	7	26.9%	8	25.8%
Hispanic/Latino	1	20.0%	0	0.0%	1	3.2%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	1	3.8%	1	3.2%
Missing	0	0.0%	0	0.0%	0	0.0%

Professional Role

	MALE		FEMALE		TOTAL	
Classroom Teacher	3	60.0%	13	50.0%	16	51.6%
Health/Wellness Educator	0	0.0%	1	3.8%	1	3.2%
Guidance Counselor	0	0.0%	3	11.5%	3	9.7%
Law Enforcement	0	0.0%	0	0.0%	0	0.0%
Other	2	40.0%	9	34.6%	11	35.5%
Missing	0	0.0%	0	0.0%	0	0.0%

Years of Experience

	MALE		FEMALE		TOTAL	
Mean	18.4	-	11.31	-	12.45	-
Median	8	-	9.5	-	9	-
Less than 1	0	0.0%	0	0.0%	0	0.0%
1 to 10	3	60.0%	16	61.5%	19	61.3%
11 to 20	0	0.0%	5	19.2%	5	16.1%
21 and above	2	40.0%	5	19.2%	7	22.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Level of Students currently working with

	MALE		FEMALE		TOTAL	
K to 5	0	0.0%	7	26.9%	7	22.6%
6 to 8	1	20.0%	8	30.8%	9	29.0%
9 to 12	5	100.0%	26	100.0%	31	100.0%
Missing	0	0.0%	0	0.0%	0	0.0%

Age of Children

	MALE		FEMALE		TOTAL	
0-12	1	20.0%	9	34.6%	10	32.3%
13-17	0	0.0%	5	19.2%	5	16.1%
18-25	1	20.0%	6	23.1%	7	22.6%
26+	2	40.0%	6	23.1%	8	25.8%
None	2	40.0%	5	19.2%	7	22.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Gender of Children

	MALE		FEMALE		TOTAL	
Male	1	20.0%	4	15.4%	5	16.1%
Female	0	0.0%	7	26.9%	7	22.6%
Both	2	40.0%	10	38.5%	12	38.7%
None	2	40.0%	5	19.2%	7	22.6%
Missing	0	0.0%	0	0.0%	0	0.0%

Table 8: Sent a Sexually Suggestive Message (Total Sample of Youth)

	MALE	FEMALE	TOTAL
	(55, 44.7%)	(68, 55.3%)	(N = 123)

Sent a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	19	34.5%	33	48.5%	52	42.3%
Once or twice	20	36.4%	20	29.4%	40	32.5%
Several times	11	20.0%	11	16.2%	22	17.9%
Frequently	4	7.3%	3	4.4%	7	5.7%
Missing	1	1.8%	1	1.5%	2	1.6%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	23	41.8%	49	72.1%	72	58.5%
Once or twice	23	41.8%	11	16.2%	34	27.6%
Several times	6	10.9%	4	5.9%	10	8.1%
Frequently	2	3.6%	4	5.9%	6	4.9%
Missing	1	1.8%	0	0.0%	1	0.8%

… a friend

	MALE		FEMALE		TOTAL	
Never	37	67.3%	58	85.3%	95	77.2%
Once or twice	10	18.2%	8	11.8%	18	14.6%
Several times	5	9.1%	1	1.5%	6	4.9%
Frequently	1	1.8%	1	1.5%	2	1.6%
Missing	2	3.6%	0	0.0%	2	1.6%

… a stranger

	MALE		FEMALE		TOTAL	
Never	48	87.3%	66	97.1%	114	92.7%
Once or twice	1	1.8%	1	1.5%	2	1.6%
Several times	1	1.8%	1	1.5%	2	1.6%
Frequently	1	1.8%	0	0.0%	1	0.8%
Missing	4	7.3%	0	0.0%	4	3.3%

… a relative

	MALE		FEMALE		TOTAL	
Never	48	87.3%	67	98.5%	115	93.5%
Once or twice	1	1.8%	0	0.0%	1	0.8%
Several times	2	3.6%	0	0.0%	2	1.6%
Frequently	0	0.0%	1	1.5%	1	0.8%
Missing	4	7.3%	0	0.0%	4	3.3%

… somebody else

	MALE		FEMALE		TOTAL	
Never	41	74.5%	57	83.8%	98	79.7%
Once or twice	1	1.8%	2	2.9%	3	2.4%
Several times	2	3.6%	0	0.0%	2	1.6%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	11	20.0%	9	13.2%	20	16.3%

Table 8.1: Sent a Sexually Suggestive Message (Massachusetts Sample of Youth)

	MALE	FEMALE	TOTAL
	(19, 45.2%)	(23, 54.8%)	(N = 42)

Sent a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	7	36.8%	11	47.8%	18	42.9%
Once or twice	8	42.1%	7	30.4%	15	35.7%
Several times	4	21.1%	5	21.7%	9	21.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	9	47.4%	16	69.6%	25	59.5%
Once or twice	10	52.6%	5	21.7%	15	35.7%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	2	8.7%	2	4.8%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	14	73.7%	21	91.3%	35	83.3%
Once or twice	2	10.5%	1	4.3%	3	7.1%
Several times	2	10.5%	1	4.3%	3	7.1%
Frequently	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	18	94.7%	23	100.0%	41	97.6%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a relative

	MALE		FEMALE		TOTAL	
Never	18	94.7%	23	100.0%	41	97.6%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	5.3%	0	0.0%	1	2.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… somebody else

	MALE		FEMALE		TOTAL	
Never	16	84.2%	20	87.0%	36	85.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	15.8%	3	13.0%	6	14.3%

Table 8.2: Sent a Sexually Suggestive Message (Ohio Sample of Youth)

	MALE		FEMALE		TOTAL	
	(23, 44.2%)		**(29, 55.8%)**		**(N = 52)**	

Sent a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	11	47.8%	17	58.6%	28	53.8%
Once or twice	5	21.7%	7	24.1%	12	23.1%
Several times	5	21.7%	4	13.8%	9	17.3%
Frequently	2	8.7%	1	3.4%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	11	47.8%	22	75.9%	33	63.5%
Once or twice	8	34.8%	4	13.8%	12	23.1%
Several times	4	17.4%	3	10.3%	7	13.5%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	19	82.6%	25	86.2%	44	84.6%
Once or twice	1	4.3%	4	13.8%	5	9.6%
Several times	2	8.7%	0	0.0%	2	3.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

… a stranger

	MALE		FEMALE		TOTAL	
Never	20	87.0%	28	96.6%	48	92.3%
Once or twice	1	4.3%	0	0.0%	1	1.9%
Several times	0	0.0%	1	3.4%	1	1.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	8.7%	0	0.0%	2	3.8%

… a relative

	MALE		FEMALE		TOTAL	
Never	21	91.3%	29	100.0%	50	96.2%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	8.7%	0	0.0%	2	3.8%

… somebody else

	MALE		FEMALE		TOTAL	
Never	17	73.9%	26	89.7%	43	82.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	4.3%	0	0.0%	1	1.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	5	21.7%	3	10.3%	8	15.4%

Table 8.3: Sent a Sexually Suggestive Message (South Carolina Sample of Youth)

	MALE	FEMALE	TOTAL
	(13, 44.8%)	(16, 55.2%)	(N = 29)

Sent a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	1	7.7%	5	31.3%	6	20.7%
Once or twice	7	53.8%	6	37.5%	13	44.8%
Several times	2	15.4%	2	12.5%	4	13.8%
Frequently	2	15.4%	2	12.5%	4	13.8%
Missing	1	7.7%	1	6.3%	2	6.9%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	3	23.1%	11	68.8%	14	48.3%
Once or twice	5	38.5%	2	12.5%	7	24.1%
Several times	2	15.4%	1	6.3%	3	10.3%
Frequently	2	15.4%	2	12.5%	4	13.8%
Missing	1	7.7%	0	0.0%	1	3.4%

… a friend

	MALE		FEMALE		TOTAL	
Never	4	30.8%	12	75.0%	16	55.2%
Once or twice	7	53.8%	3	18.8%	10	34.5%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	1	7.7%	0	0.0%	1	3.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	10	76.9%	15	93.8%	25	86.2%
Once or twice	0	0.0%	1	6.3%	1	3.4%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	9	69.2%	15	93.8%	24	82.8%
Once or twice	1	7.7%	0	0.0%	1	3.4%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	2	15.4%	0	0.0%	2	6.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	8	61.5%	11	68.8%	19	65.5%
Once or twice	1	7.7%	2	12.5%	3	10.3%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	23.1%	3	18.8%	6	20.7%

Table 9: Received a Sexually Suggestive Message (Total Sample of Youth)

	MALE	FEMALE	TOTAL
	(55, 44.7%)	(68, 55.3%)	(N = 123)

Received a sexually suggestive message from …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	17	30.9%	30	44.1%	47	38.2%
Once or twice	20	36.4%	17	25.0%	37	30.1%
Several times	11	20.0%	13	19.1%	24	19.5%
Frequently	6	10.9%	7	10.3%	13	10.6%
Missing	1	1.8%	1	1.5%	2	1.6%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	20	36.4%	31	45.6%	51	41.5%
Once or twice	18	32.7%	19	27.9%	37	30.1%
Several times	11	20.0%	12	17.6%	23	18.7%
Frequently	5	9.1%	5	7.4%	10	8.1%
Missing	1	1.8%	1	1.5%	2	1.6%

… a friend

	MALE		FEMALE		TOTAL	
Never	27	49.1%	50	73.5%	77	62.6%
Once or twice	16	29.1%	10	14.7%	26	21.1%
Several times	7	12.7%	5	7.4%	12	9.8%
Frequently	3	5.5%	2	2.9%	5	4.1%
Missing	2	3.6%	1	1.5%	3	2.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	43	78.2%	55	80.9%	98	79.7%
Once or twice	5	9.1%	9	13.2%	14	11.4%
Several times	1	1.8%	3	4.4%	4	3.3%
Frequently	2	3.6%	0	0.0%	2	1.6%
Missing	4	7.3%	1	1.5%	5	4.1%

… a relative

	MALE		FEMALE		TOTAL	
Never	47	85.5%	66	97.1%	113	91.9%
Once or twice	2	3.6%	1	1.5%	3	2.4%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	1	1.8%	0	0.0%	1	0.8%
Missing	4	7.3%	1	1.5%	5	4.1%

… somebody else

	MALE		FEMALE		TOTAL	
Never	44	80.0%	56	82.4%	100	81.3%
Once or twice	1	1.8%	3	4.4%	3	2.4%
Several times	0	0.0%	0	0.0%	1	0.8%
Frequently	1	1.8%	0	0.0%	1	0.8%
Missing	9	16.4%	9	13.2%	18	14.6%

Table 9.1: Received a Sexually Suggestive Message (Massachusetts Sample of Youth)

	MALE		FEMALE		TOTAL	
	(19, 45.2%)		(23, 54.8%)		(N = 42)	

Received a sexually suggestive message from …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	6	31.6%	11	47.8%	17	40.5%
Once or twice	9	47.4%	6	26.1%	15	35.7%
Several times	4	21.1%	4	17.4%	8	19.0%
Frequently	0	0.0%	2	8.7%	2	4.8%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	9	47.4%	13	56.5%	22	52.4%
Once or twice	7	36.8%	5	21.7%	12	28.6%
Several times	3	15.8%	4	17.4%	7	16.7%
Frequently	0	0.0%	1	4.3%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	10	52.6%	18	78.3%	28	66.7%
Once or twice	4	21.1%	3	13.0%	7	16.7%
Several times	3	15.8%	2	8.7%	5	11.9%
Frequently	1	5.3%	0	0.0%	1	2.4%
Missing	1	5.3%	0	0.0%	1	2.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	17	89.5%	18	78.3%	35	83.3%
Once or twice	1	5.3%	4	17.4%	5	11.9%
Several times	0	0.0%	1	4.3%	1	2.4%
Frequently	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a relative

	MALE		FEMALE		TOTAL	
Never	18	94.7%	22	95.7%	40	95.2%
Once or twice	0	0.0%	1	4.3%	1	2.4%
Several times	1	5.3%	0	0.0%	1	2.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… somebody else

	MALE		FEMALE		TOTAL	
Never	16	84.2%	20	87.0%	36	85.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	15.8%	3	13.0%	6	14.3%

Table 9.2: Received a Sexually Suggestive Message (Ohio Sample of Youth)

	MALE		FEMALE		TOTAL	
	(23, 44.2%)		(29, 55.8%)		(N = 52)	
	Received a sexually suggestive message from …					

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	10	43.5%	17	58.6%	27	51.9%
Once or twice	6	26.1%	4	13.8%	10	19.2%
Several times	5	21.7%	6	20.7%	11	21.2%
Frequently	2	8.7%	2	6.9%	4	7.7%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	9	39.1%	14	48.3%	23	44.2%
Once or twice	7	30.4%	8	27.6%	15	28.8%
Several times	6	26.1%	5	17.2%	11	21.2%
Frequently	1	4.3%	2	6.9%	3	5.8%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	12	52.2%	23	79.3%	35	67.3%
Once or twice	9	39.1%	4	13.8%	13	25.0%
Several times	2	8.7%	2	6.9%	4	7.7%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	17	73.9%	26	89.7%	43	82.7%
Once or twice	3	13.0%	2	6.9%	5	9.6%
Several times	1	4.3%	1	3.4%	2	3.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	8.7%	0	0.0%	2	3.8%

… a relative

	MALE		FEMALE		TOTAL	
Never	20	87.0%	29	100.0%	49	94.2%
Once or twice	1	4.3%	0	0.0%	1	1.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	8.7%	0	0.0%	2	3.8%

… somebody else

	MALE		FEMALE		TOTAL	
Never	18	78.3%	26	89.7%	44	84.6%
Once or twice	1	4.3%	0	0.0%	1	1.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	4	17.4%	3	10.3%	7	13.5%

Table 9.3: Received a Sexually Suggestive Message (South Carolina Sample of Youth)

	MALE		FEMALE		TOTAL	
	(13, 44.8%)		(16, 55.2%)		(N = 29)	

Received a sexually suggestive message from …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	1	7.7%	2	12.5%	3	10.3%
Once or twice	5	38.5%	7	43.8%	12	41.4%
Several times	2	15.4%	3	18.8%	5	17.2%
Frequently	4	30.8%	3	18.8%	7	24.1%
Missing	1	7.7%	1	6.3%	2	6.9%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	2	15.4%	4	25.0%	6	20.7%
Once or twice	4	30.8%	6	37.5%	10	34.5%
Several times	2	15.4%	3	18.8%	5	17.2%
Frequently	4	30.8%	2	12.5%	6	20.7%
Missing	1	7.7%	1	6.3%	2	6.9%

… a friend

	MALE		FEMALE		TOTAL	
Never	5	38.5%	9	56.3%	14	48.3%
Once or twice	3	23.1%	3	18.8%	6	20.7%
Several times	2	15.4%	1	6.3%	3	10.3%
Frequently	2	15.4%	2	12.5%	4	13.8%
Missing	1	7.7%	1	6.3%	2	6.9%

… a stranger

	MALE		FEMALE		TOTAL	
Never	9	69.2%	11	68.8%	20	69.0%
Once or twice	1	7.7%	3	18.8%	4	13.8%
Several times	0	0.0%	1	6.3%	1	3.4%
Frequently	1	7.7%	0	0.0%	1	3.4%
Missing	2	15.4%	1	6.3%	3	10.3%

… a relative

	MALE		FEMALE		TOTAL	
Never	9	69.2%	15	93.8%	24	82.8%
Once or twice	1	7.7%	0	0.0%	1	3.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	1	7.7%	0	0.0%	1	3.4%
Missing	2	15.4%	1	6.3%	3	10.3%

… somebody else

	MALE		FEMALE		TOTAL	
Never	10	76.9%	10	62.5%	20	69.0%
Once or twice	0	0.0%	3	18.8%	3	10.3%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	1	7.7%	0	0.0%	1	3.4%
Missing	2	15.4%	3	18.8%	5	17.2%

Table 10: Forwarded a Sexually Suggestive Message (Total Sample of Youth)

	MALE (55, 44.7%)		FEMALE (68, 55.3%)		TOTAL (N = 123)	

Forwarded a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	48	87.3%	59	86.8%	107	87.0%
Once or twice	3	5.5%	4	5.9%	7	5.7%
Several times	2	3.6%	2	2.9%	4	3.3%
Frequently	0	0.0%	2	2.9%	2	1.6%
Missing	2	3.6%	1	1.5%	3	2.4%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	46	83.6%	59	86.8%	105	85.4%
Once or twice	5	9.1%	6	8.8%	11	8.9%
Several times	2	3.6%	0	0.0%	2	1.6%
Frequently	0	0.0%	2	2.9%	2	1.6%
Missing	2	3.6%	1	1.5%	3	2.4%

… a friend

	MALE		FEMALE		TOTAL	
Never	44	80.0%	56	82.4%	100	81.3%
Once or twice	5	9.1%	5	7.4%	10	8.1%
Several times	4	7.3%	4	5.9%	8	6.5%
Frequently	0	0.0%	2	2.9%	2	1.6%
Missing	2	3.6%	1	1.5%	3	2.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	49	89.1%	66	97.1%	115	93.5%
Once or twice	0	0.0%	1	1.5%	1	0.8%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	5	9.1%	1	1.5%	6	4.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	48	87.3%	65	95.6%	113	91.9%
Once or twice	0	0.0%	0	0.0%	4	3.3%
Several times	3	5.5%	1	1.5%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	4	7.3%	2	2.9%	6	4.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	44	80.0%	57	83.8%	101	82.1%
Once or twice	0	0.0%	2	2.9%	2	1.6%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	10	18.2%	9	13.2%	19	15.4%

Table 10.1: Forwarded a Sexually Suggestive Message (Massachusetts Sample of Youth)

	MALE (19, 45.2%)		FEMALE (23, 54.8%)		TOTAL (N = 42)	

Forwarded a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	19	100.0%	21	91.3%	40	95.2%
Once or twice	0	0.0%	1	4.3%	1	2.4%
Several times	0	0.0%	1	4.3%	1	2.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	19	100.0%	22	95.7%	41	97.6%
Once or twice	0	0.0%	1	4.3%	1	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	18	94.7%	21	91.3%	39	92.9%
Once or twice	1	5.3%	0	0.0%	1	2.4%
Several times	0	0.0%	1	4.3%	1	2.4%
Frequently	0	0.0%	1	4.3%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	19	100.0%	23	100.0%	42	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a relative

	MALE		FEMALE		TOTAL	
Never	19	100.0%	22	95.7%	41	97.6%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	1	4.3%	1	2.4%

… somebody else

	MALE		FEMALE		TOTAL	
Never	16	84.2%	20	87.0%	36	85.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	15.8%	3	13.0%	6	14.3%

Table 10.2: Forwarded a Sexually Suggestive Message (Ohio Sample of Youth)

	MALE (23, 44.2%)	FEMALE (29, 55.8%)	TOTAL (N = 52)

Forwarded a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	21	91.3%	25	86.2%	46	88.5%
Once or twice	1	4.3%	2	6.9%	3	5.8%
Several times	0	0.0%	1	3.4%	1	1.9%
Frequently	0	0.0%	1	3.4%	1	1.9%
Missing	1	4.3%	0	0.0%	1	1.9%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	19	82.6%	26	89.7%	45	86.5%
Once or twice	3	13.0%	2	6.9%	5	9.6%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	1	3.4%	1	1.9%
Missing	1	4.3%	0	0.0%	1	1.9%

… a friend

	MALE		FEMALE		TOTAL	
Never	17	73.9%	23	79.3%	40	76.9%
Once or twice	3	13.0%	4	13.8%	7	13.5%
Several times	2	8.7%	2	6.9%	4	7.7%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

… a stranger

	MALE		FEMALE		TOTAL	
Never	20	87.0%	29	100.0%	49	94.2%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	13.0%	0	0.0%	3	5.8%

… a relative

	MALE		FEMALE		TOTAL	
Never	20	87.0%	28	96.6%	48	92.3%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	4.3%	1	3.4%	2	3.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	8.7%	0	0.0%	2	3.8%

… somebody else

	MALE		FEMALE		TOTAL	
Never	19	82.6%	26	89.7%	45	86.5%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	4	17.4%	3	10.3%	7	13.5%

Table 10.3: Forwarded a Sexually Suggestive Message (South Carolina Sample of Youth)

	MALE	FEMALE	TOTAL
	(13, 44.8%)	(16, 55.2%)	(N = 29)

Forwarded a sexually suggestive message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	8	61.5%	13	81.3%	21	72.4%
Once or twice	2	15.4%	1	6.3%	3	10.3%
Several times	2	15.4%	0	0.0%	2	6.9%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	1	7.7%	1	6.3%	2	6.9%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	8	61.5%	11	68.8%	19	65.5%
Once or twice	2	15.4%	3	18.8%	5	17.2%
Several times	2	15.4%	0	0.0%	2	6.9%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	1	7.7%	1	6.3%	2	6.9%

… a friend

	MALE		FEMALE		TOTAL	
Never	9	69.2%	12	75.0%	21	72.4%
Once or twice	1	7.7%	1	6.3%	2	6.9%
Several times	2	15.4%	1	6.3%	3	10.3%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	1	7.7%	1	6.3%	2	6.9%

… a stranger

	MALE		FEMALE		TOTAL	
Never	10	76.9%	14	87.5%	24	82.8%
Once or twice	0	0.0%	1	6.3%	1	3.4%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	1	6.3%	3	10.3%

… a relative

	MALE		FEMALE		TOTAL	
Never	9	69.2%	15	93.8%	24	82.8%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	2	15.4%	0	0.0%	2	6.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	1	6.3%	3	10.3%

… somebody else

	MALE		FEMALE		TOTAL	
Never	9	69.2%	11	68.8%	20	69.0%
Once or twice	0	0.0%	2	12.5%	2	6.9%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	23.1%	3	18.8%	6	20.7%

Table 11: Sent a Nude/Semi-Nude Message (Total Sample of Youth)

	MALE	FEMALE	TOTAL
	(55, 44.7%)	(68, 55.3%)	(N = 123)

Sent a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	39	70.9%	49	72.1%	88	71.5%
Once or twice	7	12.7%	12	17.6%	19	15.4%
Several times	7	12.7%	5	7.4%	12	9.8%
Frequently	1	1.8%	2	2.9%	3	2.4%
Missing	1	1.8%	0	0.0%	1	0.8%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	40	72.7%	56	82.4%	96	78.0%
Once or twice	9	16.4%	10	14.7%	19	15.4%
Several times	5	9.1%	2	2.9%	7	5.7%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	1.8%	0	0.0%	1	0.8%

… a friend

	MALE		FEMALE		TOTAL	
Never	48	87.3%	63	92.6%	111	90.2%
Once or twice	4	7.3%	4	5.9%	8	6.5%
Several times	2	3.6%	1	1.5%	3	2.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	1.8%	0	0.0%	1	0.8%

… a stranger

	MALE		FEMALE		TOTAL	
Never	50	90.9%	65	95.6%	115	93.5%
Once or twice	0	0.0%	3	4.4%	3	2.4%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	1	1.8%	0	0.0%	1	0.8%
Missing	3	5.5%	0	0.0%	3	2.4%

… a relative

	MALE		FEMALE		TOTAL	
Never	51	92.7%	68	100.0%	119	96.7%
Once or twice	0	0.0%	0	0.0%	1	0.8%
Several times	1	1.8%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	5.5%	0	0.0%	3	2.4%

… somebody else

	MALE		FEMALE		TOTAL	
Never	44	80.0%	59	86.8%	103	83.7%
Once or twice	0	0.0%	0	0.0%	2	1.6%
Several times	2	3.6%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	9	16.4%	9	13.2%	18	14.6%

Table 11.1: Sent a Nude/Semi-Nude Message (Massachusetts Sample of Youth)

	MALE	FEMALE	TOTAL
	(19, 45.2%)	(23, 54.8%)	(N = 42)

Sent a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	16	84.2%	17	73.9%	33	78.6%
Once or twice	3	15.8%	5	21.7%	8	19.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	1	4.3%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	16	84.2%	21	91.3%	37	88.1%
Once or twice	3	15.8%	1	4.3%	4	9.5%
Several times	0	0.0%	1	4.3%	1	2.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	19	100.0%	23	100.0%	42	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	18	94.7%	22	95.7%	40	95.2%
Once or twice	0	0.0%	1	4.3%	1	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a relative

	MALE		FEMALE		TOTAL	
Never	19	100.0%	23	100.0%	42	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… somebody else

	MALE		FEMALE		TOTAL	
Never	16	84.2%	19	82.6%	35	83.3%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	15.8%	4	17.4%	7	16.7%

Table 11.2: Sent a Nude/Semi-Nude Message (Ohio Sample of Youth)

	MALE (23, 44.2%)	FEMALE (29, 55.8%)	TOTAL (N = 52)

Sent a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	20	87.0%	21	72.4%	41	78.8%
Once or twice	0	0.0%	4	13.8%	4	7.7%
Several times	3	13.0%	4	13.8%	7	13.5%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	18	78.3%	23	79.3%	41	78.8%
Once or twice	3	13.0%	6	20.7%	9	17.3%
Several times	2	8.7%	0	0.0%	2	3.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	22	95.7%	26	89.7%	48	92.3%
Once or twice	0	0.0%	3	10.3%	3	5.8%
Several times	1	4.3%	0	0.0%	1	1.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	22	95.7%	28	96.6%	50	96.2%
Once or twice	0	0.0%	1	3.4%	1	1.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	22	95.7%	29	100.0%	51	98.1%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	18	78.3%	26	89.7%	44	84.6%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	4.3%	0	0.0%	1	1.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	4	17.4%	3	10.3%	7	13.5%

Table 11.3: Sent a Nude/Semi-Nude Message (South Carolina Sample of Youth)

	MALE		FEMALE		TOTAL	
	(13, 44.8%)		(16, 55.2%)		(N = 29)	

Sent a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	3	23.1%	11	68.8%	14	48.3%
Once or twice	4	30.8%	3	18.8%	7	24.1%
Several times	4	30.8%	1	6.3%	5	17.2%
Frequently	1	7.7%	0	0.0%	2	6.9%
Missing	1	7.7%	1	6.3%	1	3.4%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	6	46.2%	12	75.0%	18	62.1%
Once or twice	3	23.1%	3	18.8%	6	20.7%
Several times	3	23.1%	1	6.3%	4	13.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	7.7%	0	0.0%	1	3.4%

… a friend

	MALE		FEMALE		TOTAL	
Never	7	53.8%	14	87.5%	21	72.4%
Once or twice	4	30.8%	1	6.3%	5	17.2%
Several times	1	7.7%	1	6.3%	2	6.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	7.7%	0	0.0%	1	3.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	10	76.9%	15	93.8%	25	86.2%
Once or twice	0	0.0%	1	6.3%	1	3.4%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	10	76.9%	16	100.0%	26	89.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	10	76.9%	14	87.5%	24	82.8%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	2	12.5%	4	13.8%

Table 12: Received a Nude/Semi-Nude Message (Total Sample of Youth)

	MALE	FEMALE	TOTAL
	(55, 44.7%)	(68, 55.3%)	(N = 123)

Received a nude/semi-nude message from …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	29	52.7%	46	67.6%	75	61.0%
Once or twice	15	27.3%	10	14.7%	25	20.3%
Several times	8	14.5%	7	10.3%	15	12.2%
Frequently	2	3.6%	5	7.4%	7	5.7%
Missing	1	1.8%	0	0.0%	1	0.8%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	31	56.4%	46	67.6%	77	62.6%
Once or twice	13	23.6%	10	14.7%	23	18.7%
Several times	8	14.5%	7	10.3%	15	12.2%
Frequently	2	3.6%	5	7.4%	7	5.7%
Missing	1	1.8%	0	0.0%	1	0.8%

… a friend

	MALE		FEMALE		TOTAL	
Never	39	70.9%	55	80.9%	94	76.4%
Once or twice	10	18.2%	8	11.8%	18	14.6%
Several times	5	9.1%	5	7.4%	10	8.1%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	1.8%	0	0.0%	1	0.8%

… a stranger

	MALE		FEMALE		TOTAL	
Never	48	87.3%	60	88.2%	108	87.8%
Once or twice	1	1.8%	7	10.3%	8	6.5%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	1	1.8%	1	1.5%	2	1.6%
Missing	4	7.3%	0	0.0%	4	3.3%

… a relative

	MALE		FEMALE		TOTAL	
Never	50	90.9%	67	98.5%	117	95.1%
Once or twice	0	0.0%	1	1.5%	1	0.8%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	4	7.3%	0	0.0%	4	3.3%

… somebody else

	MALE		FEMALE		TOTAL	
Never	44	80.0%	57	83.8%	101	82.1%
Once or twice	1	1.8%	3	4.4%	4	3.3%
Several times	1	1.8%	0	0.0%	1	0.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	9	16.4%	8	11.8%	17	13.8%

Table 12.1: Received a Nude/Semi-Nude Message (Massachusetts Sample of Youth)

	MALE	FEMALE	TOTAL
	(19, 45.2%)	(23, 54.8%)	(N = 42)

Received a nude/semi-nude message from …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	12	63.2%	17	73.9%	29	69.0%
Once or twice	7	36.8%	4	17.4%	11	26.2%
Several times	0	0.0%	1	4.3%	1	2.4%
Frequently	0	0.0%	1	4.3%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	13	68.4%	16	69.6%	29	69.0%
Once or twice	6	31.6%	3	13.0%	9	21.4%
Several times	0	0.0%	3	13.0%	3	7.1%
Frequently	0	0.0%	1	4.3%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	15	78.9%	22	95.7%	37	88.1%
Once or twice	4	21.1%	1	4.3%	5	11.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	17	89.5%	19	82.6%	36	85.7%
Once or twice	1	5.3%	4	17.4%	5	11.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	1	5.3%	0	0.0%	1	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%

… a relative

	MALE		FEMALE		TOTAL	
Never	19	100.0%	22	95.7%	41	97.6%
Once or twice	0	0.0%	1	4.3%	1	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… somebody else

	MALE		FEMALE		TOTAL	
Never	16	84.2%	20	87.0%	36	85.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	15.8%	3	13.0%	6	14.3%

Table 12.2: Received a Nude/Semi-Nude Message (Ohio Sample of Youth)

	MALE (23, 44.2%)	FEMALE (29, 55.8%)	TOTAL (N = 52)

Received a nude/semi-nude message from …

... a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	15	65.2%	20	69.0%	35	67.3%
Once or twice	4	17.4%	4	13.8%	8	15.4%
Several times	4	17.4%	4	13.8%	8	15.4%
Frequently	0	0.0%	1	3.4%	1	1.9%
Missing	0	0.0%	0	0.0%	0	0.0%

... a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	15	65.2%	20	69.0%	35	67.3%
Once or twice	3	13.0%	5	17.2%	8	15.4%
Several times	5	21.7%	2	6.9%	7	13.5%
Frequently	0	0.0%	2	6.9%	2	3.8%
Missing	0	0.0%	0	0.0%	0	0.0%

... a friend

	MALE		FEMALE		TOTAL	
Never	19	82.6%	24	82.8%	43	82.7%
Once or twice	2	8.7%	3	10.3%	5	9.6%
Several times	2	8.7%	2	6.9%	4	7.7%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

... a stranger

	MALE		FEMALE		TOTAL	
Never	21	91.3%	28	96.6%	49	94.2%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	1	3.4%	1	1.9%
Missing	2	8.7%	0	0.0%	2	3.8%

... a relative

	MALE		FEMALE		TOTAL	
Never	21	91.3%	29	100.0%	50	96.2%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	8.7%	0	0.0%	2	3.8%

... somebody else

	MALE		FEMALE		TOTAL	
Never	19	82.6%	26	89.7%	45	86.5%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	4	17.4%	3	10.3%	7	13.5%

Table 12.3: Received a Nude/Semi-Nude Message (South Carolina Sample of Youth)

	MALE	FEMALE	TOTAL
	(13, 44.8%)	(16, 55.2%)	(N = 29)

Received a nude/semi-nude message from …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	2	15.4%	9	56.3%	11	37.9%
Once or twice	4	30.8%	2	12.5%	6	20.7%
Several times	4	30.8%	2	12.5%	6	20.7%
Frequently	2	15.4%	3	18.8%	5	17.2%
Missing	1	7.7%	0	0.0%	1	3.4%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	3	23.1%	10	62.5%	13	44.8%
Once or twice	4	30.8%	2	12.5%	6	20.7%
Several times	3	23.1%	2	12.5%	5	17.2%
Frequently	2	15.4%	2	12.5%	4	13.8%
Missing	1	7.7%	0	0.0%	1	3.4%

… a friend

	MALE		FEMALE		TOTAL	
Never	5	38.5%	9	56.3%	14	48.3%
Once or twice	4	30.8%	4	25.0%	8	27.6%
Several times	3	23.1%	3	18.8%	6	20.7%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	7.7%	0	0.0%	1	3.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	10	76.9%	13	81.3%	23	79.3%
Once or twice	0	0.0%	3	18.8%	3	10.3%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	10	76.9%	16	100.0%	26	89.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	9	69.2%	11	68.8%	20	69.0%
Once or twice	1	7.7%	3	18.8%	4	13.8%
Several times	1	7.7%	0	0.0%	1	3.4%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	2	12.5%	4	13.8%

Table 13: Forwarded a Nude/Semi-Nude Message (Total Sample of Youth)

	MALE	FEMALE	TOTAL
	(55, 44.7%)	(68, 55.3%)	(N = 123)

Forwarded a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	50	90.9%	63	92.6%	113	91.9%
Once or twice	2	3.6%	4	5.9%	6	4.9%
Several times	2	3.6%	0	0.0%	2	1.6%
Frequently	0	0.0%	1	1.5%	1	0.8%
Missing	1	1.8%	0	0.0%	1	0.8%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	51	92.7%	66	97.1%	117	95.1%
Once or twice	1	1.8%	1	1.5%	2	1.6%
Several times	2	3.6%	0	0.0%	2	1.6%
Frequently	0	0.0%	1	1.5%	1	0.8%
Missing	1	1.8%	0	0.0%	1	0.8%

… a friend

	MALE		FEMALE		TOTAL	
Never	46	83.6%	59	86.8%	105	85.4%
Once or twice	5	9.1%	7	10.3%	12	9.8%
Several times	3	5.5%	2	2.9%	5	4.1%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	1.8%	0	0.0%	1	0.8%

… a stranger

	MALE		FEMALE		TOTAL	
Never	51	92.7%	66	97.1%	117	95.1%
Once or twice	1	1.8%	2	2.9%	3	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	5.5%	0	0.0%	3	2.4%

… a relative

	MALE		FEMALE		TOTAL	
Never	51	92.7%	66	97.1%	117	95.1%
Once or twice	1	1.8%	2	2.9%	3	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	5.5%	0	0.0%	3	2.4%

… somebody else

	MALE		FEMALE		TOTAL	
Never	46	83.6%	58	85.3%	104	84.6%
Once or twice	1	1.8%	2	2.9%	3	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	8	14.5%	8	11.8%	16	13.0%

Table 13.1: Forwarded a Nude/Semi-Nude Message (Massachusetts Sample of Youth)

	MALE	FEMALE	TOTAL
	(19, 45.2%)	(23, 54.8%)	(N = 42)

Forwarded a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	19	100.0%	22	95.7%	41	97.6%
Once or twice	0	0.0%	1	4.3%	1	2.4%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	19	100.0%	23	100.0%	42	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	18	94.7%	21	91.3%	39	92.9%
Once or twice	1	5.3%	2	8.7%	3	7.1%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	19	100.0%	23	100.0%	42	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a relative

	MALE		FEMALE		TOTAL	
Never	19	100.0%	23	100.0%	42	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… somebody else

	MALE		FEMALE		TOTAL	
Never	16	84.2%	20	87.0%	36	85.7%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	15.8%	3	13.0%	6	14.3%

Table 13.2: Forwarded a Nude/Semi-Nude Message (Ohio Sample of Youth)

	MALE (23, 44.2%)	FEMALE (29, 55.8%)	TOTAL (N = 52)

Forwarded a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	23	100.0%	26	89.7%	49	94.2%
Once or twice	0	0.0%	3	10.3%	3	5.8%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	23	100.0%	29	100.0%	52	100.0%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a friend

	MALE		FEMALE		TOTAL	
Never	21	91.3%	25	86.2%	46	88.5%
Once or twice	2	8.7%	3	10.3%	5	9.6%
Several times	0	0.0%	1	3.4%	1	1.9%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	0	0.0%	0	0.0%	0	0.0%

… a stranger

	MALE		FEMALE		TOTAL	
Never	22	95.7%	29	100.0%	51	98.1%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	22	95.7%	28	96.6%	50	96.2%
Once or twice	0	0.0%	1	3.4%	1	1.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	4.3%	0	0.0%	1	1.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	20	87.0%	26	89.7%	46	88.5%
Once or twice	0	0.0%	0	0.0%	0	0.0%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	3	13.0%	3	10.3%	6	11.5%

Table 13.3: Forwarded a Nude/Semi-Nude Message (South Carolina Sample of Youth)

	MALE	FEMALE	TOTAL
	(13, 44.8%)	(16, 55.2%)	(N = 29)

Forwarded a nude/semi-nude message to …

… a boy/girlfriend

	MALE		FEMALE		TOTAL	
Never	8	61.5%	15	93.8%	23	79.3%
Once or twice	2	15.4%	0	0.0%	2	6.9%
Several times	2	15.4%	0	0.0%	2	6.9%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	1	7.7%	0	0.0%	1	3.4%

… a boy/girl interested in

	MALE		FEMALE		TOTAL	
Never	9	69.2%	14	87.5%	23	79.3%
Once or twice	1	7.7%	1	6.3%	2	6.9%
Several times	2	15.4%	0	0.0%	2	6.9%
Frequently	0	0.0%	1	6.3%	1	3.4%
Missing	1	7.7%	0	0.0%	1	3.4%

… a friend

	MALE		FEMALE		TOTAL	
Never	7	53.8%	13	81.3%	20	69.0%
Once or twice	2	15.4%	2	12.5%	4	13.8%
Several times	3	23.1%	1	6.3%	4	13.8%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	1	7.7%	0	0.0%	1	3.4%

… a stranger

	MALE		FEMALE		TOTAL	
Never	10	76.9%	14	87.5%	24	82.8%
Once or twice	1	7.7%	2	12.5%	3	10.3%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… a relative

	MALE		FEMALE		TOTAL	
Never	10	76.9%	15	93.8%	25	86.2%
Once or twice	1	7.7%	1	6.3%	2	6.9%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	0	0.0%	2	6.9%

… somebody else

	MALE		FEMALE		TOTAL	
Never	10	76.9%	12	75.0%	22	75.9%
Once or twice	1	7.7%	2	12.5%	3	10.3%
Several times	0	0.0%	0	0.0%	0	0.0%
Frequently	0	0.0%	0	0.0%	0	0.0%
Missing	2	15.4%	2	12.5%	4	13.8%

APPENDIX 3

DATA COLLECTION INSTRUMENTS

Building a Prevention Framework to Address Teen "Sexting" Behaviors

Pre-Group Questionnaire (Teens)

INSTRUCTIONS

- **Do not put your name anywhere on this form.**

- Please answer the questions in the order they appear.

- Provide the best possible answer to each question.

- There are no right or wrong answers.

- Your answers are CONFIDENTIAL. Please be honest and accurate with your responses.

Study ID#_____
(Do not put your name anywhere on this form)

This first series of questions asks you to provide some basic information about your background and your activities.

1. What is your gender? __ Male   __ Female

2. In what year were you born? (write in)_____

3. What grade are you in?
__9th   __10th   __11th   __12th

4. What of the following would you use to describe yourself? (check all that are true)
__American Indian or Alaskan Native
__Asian or Pacific Islander
__Black or African American
__Hispanic or Latino
__White
__Other (write in)_____

5. What is the primary language spoken at home?
__English
__ Other (write in): _____

6. Who do you live with? (check all that are true)
__Your Mother
__Your Father
__Your Stepmother
__Your Stepfather
__Other adult relatives such as grandparents or aunts/uncles (write in)_____
__Other adults not related to you such as foster parents or family friends (write in)_____

7. Do you have a regular job outside of school?
__ Yes   __ No (skip to #9)

8. If you answered "yes" above, about how many hours do you work in a typical week?
__1-8 Hours
__ 9-16 Hours
__ 17-24 Hours
__Greater than 24 hours per week

9. Do you currently participate in any of the following? (check all that apply)
__A school club like drama or language club
__A school sports program
__Some other extracurricular activity, like band
__ A club or sports program that is NOT affiliated with your school, like a church youth group, recreation league or volunteer organization in your community
__Other activities outside of school (write in)_____

This next set of questions asks you to provide some information about your use of technology such as cellphones, the internet, and social networking. Please pick the most appropriate response for each question.

10. Which of the following have you ever used to access the internet? (check all that apply)
__Desktop, laptop, or netbook computer
__Cellphone
__Other portable device such as an Ipad or an Ipod Touch
__Other (write in)_____

11. Which of the following do you use <u>most often</u> to access the internet? (check <u>only one</u> option)
__Desktop, laptop, or netbook computer
__Cellphone
__Other portable device such as a tablet or an Ipod Touch
__Other (write in)_____

12. How many days in a typical week do you access the internet (browsing the web, social networking, gaming, emailing, etc.)?
__Less than one day per week
__1-2 days per week
__3-4 days per week
__5-6 days per week
__Every day

13. On average, for those days that you use the internet, how much time do you spend on the internet (browsing the web, social networking, gaming, emailing, etc.)?
__ 1 hour or less
__ 2-3 hours
__ 4-5 hours
__6 or more hours

14. Listed below are several ways in which people use the internet. For each item, check the box indicating how often (if at all) you personally use the internet for that purpose:

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Sending or receiving email					
Chatting with friends via instant messaging (IM)					
Interacting with friends via social networking sites such as Facebook, My Space, or Twitter					
Looking for things to buy or buying things online					
Doing schoolwork such as research or homework					
Accessing entertainment such as music or video content					
Playing online games					
Doing personal creative activities such as blogging or creating media					
Getting news or information (weather, news, sports scores, etc.)					

15. Listed below are several ways that people use to communicate. For each item, check the box that most closely reflects how often you use that method of communication.

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Talking on phone					
Online conferencing (such as Skype or iChat)					
Instant messaging (IM)					
E-Mail					
Text messaging via cellphone					
Other (specify)_____					

Study ID#_____
(Do not put your name anywhere on this form)

16. Rank the following modes of communication from 1 through 5, with #1 being the one that you use most often, and #5 being the one you use least often.

	Rank order (1 through 5)
Talking on phone	
Online conferencing (Skype, iChat)	
Email	
Instant messaging (IM)	
Text messaging via cellphone	

17. Do you have your own cellphone?
___Yes
___No, but I sometimes have access to one
___No, and I do not have access to one

18. Listed below are several ways that people use <u>phone-based (text)</u> messaging. For each item, check the box indicating how often (if at all) you personally use texting for that purpose:

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Say hello or casually chat with friends					
Sharing media such as videos, photos, links, or music					
Making plans to meet up with friends					
Have detailed message exchanges to discuss personal matters					
Text your parents or other adults					
Send texts related to schoolwork					

Study ID#_____
(Do not put your name anywhere on this form)

19. Listed below are several ways that people use <u>phone calls</u> (on your cellphone or home phone). For each item, check the box indicating how often (if at all) you personally use voice calls for that purpose:

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Say hello or casually chat with friends					
Making plans to meet up with friends					
Have detailed conversations to discuss personal matters					
Talk with your parents or other adults					
Talk about schoolwork					

Building a Prevention Framework to Address Teen "Sexting" Behaviors

Post-Group Questionnaire (Teens)

INSTRUCTIONS

- **Do not put your name anywhere on this form.**

- Please answer the questions in the order they appear.

- Provide the best possible answer to each question.

- There are no right or wrong answers.

- Your answers are CONFIDENTIAL. Please be honest and accurate with your responses.

Thank you for participating in our focus group. As a final step, we would like to ask you a few final questions about your personal experience with or exposure to sexting. Please remember that all answers to these questions are confidential, and will only be assigned to your study number and not your name.

1. Please indicate how often, if at all, you have **sent** a sexually suggestive message (text, IM, email) **to someone in each of the listed categories** (check the most appropriate box for each line):

	Never	Once or twice	Several times	Frequently
A boyfriend or girlfriend				
A boy or girl who you were interested in				
A friend				
A stranger				
A relative				
Somebody else (specify relationship)				

2. Please indicate how often, if at all, you have **received** a sexually suggestive message (text, IM, email) **from someone in each of the listed categories** (check the most appropriate box for each line):

	Never	Once or twice	Several times	Frequently
A boyfriend or girlfriend				
A boy or girl who you think was interested in you				
A friend				
A stranger				
A relative				
Somebody else (specify relationship)				

3. Please indicate how often, if at all, you have **forwarded** a sexually suggestive message (text, IM, email) that you received from somebody else **to someone in each of the listed categories** (check the most appropriate box for each line):

	Never	Once or twice	Several times	Frequently
A boyfriend or girlfriend				
A boy or girl who you were interested in				
A friend				
A stranger				
A relative				
Somebody else (specify relationship)				

4. Please indicate how often, if at all, you have **sent a sexually suggestive nude or semi-nude picture or video of yourself** to someone in each of the listed categories (check the most appropriate box for each line):

	Never	Once or twice	Several times	Frequently
A boyfriend or girlfriend				
A boy or girl who you were interested in				
A friend				
A stranger				
A relative				
Somebody else (specify relationship)				

5. Please indicate how often, if at all, you have **received a sexually suggestive nude or semi-nude picture or video directly from someone in each of the listed categories** (check the most appropriate box for each line):

	Never	Once or twice	Several times	Frequently
A boyfriend or girlfriend				
A boy or girl who you think was interested in you				
A friend				
A stranger				
A relative				
Somebody else (specify relationship)				

6. Please indicate how often, if at all, you have **forwarded a sexually suggestive nude or semi-nude picture or video that you received from somebody else to someone in each of the listed categories** (check the most appropriate box for each line):

	Never	Once or twice	Several times	Frequently
A boyfriend or girlfriend				
A boy or girl who you were interested in				
A friend				
A stranger				
A relative				
Somebody else (specify relationship)				

The next two questions call for you to do some writing. Please take time to answer each question as thoughtfully as possible. Don't rush, but give yourself time to write the full story. If you need more space, feel free to write on the back of the page.

7. If you have ever **sent or received** a sexually suggestive nude or semi-nude photo, can you tell the story of the most recent time this has happened?

8. What one piece of advice you could give to your parents, teachers or other adults about this issue of teens sending sexually suggestive photos?

9. **This is the final set of questions: Please tell us what you thought of participating in this study. Circle all that apply:**

I learned a lot about sexting:	Yes	No
I enjoyed participating:	Yes	No
I was bored:	Yes	No
I was anxious	Yes	No
I was happy:	Yes	No
I was angry:	Yes	No
I was fine:	Yes	No
I would tell my friends to participate in a study like this:	Yes	No
I would consider participating in another study like this:	Yes	No

Thank you for participating in this focus group!
Remember to get your gift card from the focus group facilitator.

Building a Prevention Framework to Address Teen "Sexting" Behaviors

Questionnaire (Educators and School-based Professionals)

INSTRUCTIONS

- **Do not put your name anywhere on this form.**

- Please answer the questions in the order they appear.

- Provide the best possible answer to each question.

- There are no right or wrong answers.

- Your answers are CONFIDENTIAL. Please be honest and accurate with your responses.

This first series of questions asks you to provide some basic information about your background and your professional activities.

1. What is your gender?   __ Male   __ Female

2. What is your age? _____

3. Which of the following would you use to describe yourself? (check all that apply)
__American Indian or Alaskan Native
__Asian or Pacific Islander
__Black or African American
__Hispanic or Latino
__White
__Other (write in)_____

4. Which of the following best describes your current professional role? (check all that apply)
_____ Classroom teacher
_____ Health/wellness educator
_____ Guidance counselor
_____ School-based administrator (e.g. principal, assistant principal)
_____ District-based administrator (e.g. superintendent, deputy superintendent)
_____ Student services (e.g. attendance, court liaison, family liaison)
_____ Law enforcement (e.g. school resource officer)
_____ Licensed mental health professional
_____ Other (specify)_____

5. Approximately how many years have you worked in your current field?_____

6. What level of students do you currently work with?   (check all that apply)
___Grades K-5
___Grades 6-8
___Grades 9-12

This next set of questions asks you to provide some information about your use of technology such as cellphones, the internet, and social networking. Please pick the most appropriate response for each question.

7. Which form of telephone communication do you have at home?
__ Landline Only
__ Cell Phone Only
__ Both Landline and Cell Phone

8. Generally speaking, how comfortable do you feel using a computer?
___ Very comfortable
___ Somewhat comfortable
___ Not very comfortable
___ Not at all comfortable

9. How often do you use the Internet?
___ Once or more a day
___ A few times a week
___ A few times a month
___ Hardly ever
___ Never

10. Which of the following have you ever used to access the internet? (check all that apply)
__Desktop, laptop, or netbook computer
__Cellphone
__Other portable device such as an Ipad or an Ipod Touch
__Other (write in)_____

11. Which of the following do you use <u>most often</u> to access the internet? (check <u>only one</u> option)
__Desktop, laptop, or netbook computer
__Cellphone
__Other portable device such as a tablet or an Ipod Touch
__Other (write in)_____

12. How many days in a typical week do you access the internet (browsing the web, social networking, gaming, emailing, etc.)?
__Less than one day per week
__1-2 days per week
__3-4 days per week
__5-6 days per week
__Every day

13. On average, for those days that you use the internet, how much time do you spend on the internet (browsing the web, social networking, gaming, emailing, etc.)?
__ 1 hour or less
__ 2-3 hours
__ 4-5 hours
__ 6 or more hours

14. Listed below are several ways in which people use the internet. For each item, check the box indicating how often (if at all) you personally use the internet for that purpose:

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Sending or receiving email					
Chatting with friends/family via instant messaging (IM)					
Interacting with friends/family via social networking sites such as Facebook, My Space, or Twitter					
Looking for things to buy or buying things online					
Doing work					
Accessing entertainment such as music or video content					
Playing online games					
Doing personal creative activities such as blogging or creating media					
Getting news or information (weather, news, sports scores, etc.)					

15. Listed below are several ways that people use to communicate. For each item, check the box that most closely reflects how often you use that method of communication.

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Talking on phone					
Online conferencing (such as Skype or iChat)					
Social networking (e.g. Facebook, Twitter) or instant messaging (IM)					
Email					
Text messaging via cellphone					
Other (specify)_____					

16. Which local school district are you affiliated with? _____

(Note: The identities of all participants and school districts will remain confidential. Your response to this question will be used solely to gather supplemental data regarding the demographic profile of your student population. It will not be used directly in any analysis, nor will it be identified in any study results. You have the option of not responding to this question.)

Building a Prevention Framework to Address Teen "Sexting" Behaviors

Questionnaire (Parents/Caregivers)

INSTRUCTIONS

- **Do not put your name anywhere on this form.**

- Please answer the questions in the order they appear.

- Provide the best possible answer to each question.

- There are no right or wrong answers.

- Your answers are CONFIDENTIAL. Please be honest and accurate with your responses.

This first series of questions asks you to provide some basic information about your background and your activities.

1. What is your gender? __ Male __ Female

2. What is your age? _____

3. Which of the following would you use to describe yourself? (check all that are true)
__American Indian or Alaskan Native
__Asian or Pacific Islander
__Black or African American
__Hispanic or Latino
__White
__Other (write in)_____

4. What is the primary language spoken in your home?
__ English
__ Other (write in): _____

5. What is the last grade that you completed in school?
___ Grade School
___ Some High School
___ High School Graduate or GED
___ Some College, No Degree
___ Vocational Training/2-Year College
___ 4-Year College/Bachelor's Degree
___ Some Postgraduate Work, No Degree
___ 2-3 Years of Postgraduate Work/Master's Degree
___ Doctoral/Law Degree

6. What is your current living status?
____ Currently married and living with spouse
____ Never married and living with an adult partner
____ Divorced and living without another adult partner
____ Separated and living without another adult partner
____ Single, Never been married and living without an adult partner
____ Widowed and living without another adult partner
____Other (Specify)_____

7. Which of the following best describes your housing situation?
____ Own
____ Rent
____ Other: _____

8. Please list the genders and ages of your children.

_____ I have no children

Child	Gender	Age		Child	Gender	Age
1				6		
2				7		
3				8		
4				9		
5				10		

9. Which of the following best describes your employment status?
____ Employed full-time for wages
____ Employed part-time for wages
____ Self-employed
____ Out of work and looking for work
____ Out of work but not currently looking for work
____ A homemaker
____ A student
____ Retired
____ Unable to work

10. What is your household's gross annual income?
____ I would rather not indicate my income
____ Less than $10,000
____ $10,000 to $19,999
____ $20,000 to $29,999
____ $30,000 to $39,999
____ $40,000 to $49,999
____ $50,000 to $59,999
____ $60,000 to $69,999
____ $70,000 to $79,999
____ $80,000 to $89,999
____ $90,000 to $99,999
____ $100,000 to $149,999
____ $150,000 or more

This next set of questions asks you to provide some information about your use of technology such as cellphones, the internet, and social networking. Please pick the most appropriate response for each question.

11. Which form of telephone communication do you have at home?
__ Landline Only
__ Cell Phone Only
__ Both Landline and Cell Phone

12. Generally speaking, how comfortable do you feel using a computer?
___ Very comfortable
___ Somewhat comfortable
___ Not very comfortable
___ Not at all comfortable

13. How often do you use the Internet?
___ Once or more a day
___ A few times a week
___ A few times a month
___ Hardly ever
___ Never

14. Which of the following have you ever used to access the internet? (check all that apply)
__Desktop, laptop, or netbook computer
__Cellphone
__Other portable device such as an Ipad or an Ipod Touch
__Other (write in)_____

15. Which of the following do you use <u>most often</u> to access the internet? (check <u>only one</u> option)
__Desktop, laptop, or netbook computer
__Cellphone
__Other portable device such as a tablet or an Ipod Touch
__Other (write in)_____

16. How many days in a typical week do you access the internet (browsing the web, social networking, gaming, emailing, etc.)?
__Less than one day per week
__1-2 days per week
__3-4 days per week
__5-6 days per week
__Every day

17. On average, for those days that you use the internet, how much time do you spend on the internet (browsing the web, social networking, gaming, emailing, etc.)?
__ 1 hour or less
__ 2-3 hours
__ 4-5 hours
__ 6 or more hours

18. Listed below are several ways in which people use the internet. For each item, check the box indicating how often (if at all) you personally use the internet for that purpose:

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Sending or receiving email					
Chatting with friends/family via instant messaging (IM)					
Interacting with friends/family via social networking sites such as Facebook, My Space, or Twitter					
Looking for things to buy or buying things online					
Doing work					
Accessing entertainment such as music or video content					
Playing online games					
Doing personal creative activities such as blogging or creating media					
Getting news or information (weather, news, sports scores, etc.)					

19. Listed below are several ways that people use to communicate. For each item, check the box that most closely reflects how often you use that method of communication.

	Rarely or never	Once in a while	Most days	One or two times a day	3 or more times a day
Talking on phone					
Online conferencing (such as Skype or iChat)					
Instant messaging (IM)					
E-Mail					
Text messaging via cellphone					
Other (specify)_____					

Youth Focus Group Question Prompts

I. Teen Technology Practices (10 minutes maximum)
1. *Tell me how you use technology* (such as cell phones, texting, Skype, Facebook or MySpace, email, instant messaging) *in your life.*
   a. Additional prompts: For example: Social interactions with friends (interpersonal interactions); Homework/school work; Recreational use (music, videos)
2. *How important are these technologies to you?*

II. Teen Definitions/Perceptions of Sexting (15 minutes)
3. *What does the term sexting mean to you?*
   a. Where have you heard the term sexting?
4. *When you hear the term sexting, what specific actions/acts come to mind?*
   a. Additional prompts: Sending/receiving sexually-explicit pictures, messages, videos?
   b. Who is sexting? – Age? Gender?
   c. In what context? – Romantic relationships, friendships,
      i. Prompts: Peer pressure? Bullying? Online Encounters? Forwarding?
5. *How common do you think sexting is becoming among people your age?*

III. Teen Perceived Motivators of Sexting (20 minutes)
6. *What do you think motivates young people to engage in sexting?*
      i. Additional prompts:
         - Good reasons/benefits?
            a. Additional prompts: Status? Trophy? Self esteem? Attention?
         - Bad reasons/negative consequences?
   a. Gender differences and perceptions
      ii. For Girl Groups
         - *Why do you think girls in particular engage in sexting?*
            - Good reasons/benefits?
            - Bad reasons/negative consequences?
         - *Why do you think boys engage in sexting?*
            - Good reasons/benefits?
            - Bad reasons/negative consequences?
      iii. For Boy Groups
         - *Why do you think boys in particular engage in sexting?*
            - Good reasons/benefits?
            - Bad reasons/ negative consequences?
         - *Why do you think girls engage in sexting?*
            - Good reasons/benefits?
            - Bad reasons/negative consequences?

IV.   Talking About Issues Related to Sexting: Youth and Adult Perspectives (15-20 minutes)

7. *How do you think teens talk about sexting with their parents/guardians?*
8. *How do you think teens talk about sexting with adults in your school (e.g., teachers, counselors, principals) about sexting?*
9. *What do you think are adults' opinions about sexting?*
    a. How do these opinions differ from people your age?
        i. Do you think adults get it? Why or why not?

V.   Means of Addressing Behavior and Consequences (15-20 minutes)

10. *Do you and your friends ever talk about the issue of sexting?*
    a. Additional prompts: In school/class? With your friends?
11. *Are you aware of the legal consequences of sexting?*
    a. Additional prompts: What do you think of these consequences? Do you think that tougher laws have an impact on decisions that young people make? Why or why not?
12. *What do you think should be done about sexting?*
    a. Additional prompts: What should schools be doing?   What should parents/families be doing?

VI.   Anything else to share with the group? Any final thoughts?

Building a Prevention Framework to Address Teen Sexting Behaviors
Focus Group Instruments

Parent Focus Group Question Prompts

I.   Teen Technology Practices (5-10 minutes maximum)
1.   *Tell me about the role of technology in your teen's life? (cell phones, texting, Skype, Facebook, email, instant messaging)*

2. *How important do you think these technologies are to your teen?*

II.   Parent Technology Practices (5-10 minutes maximum)
1.   *Tell me about your use of technology (cell phones, texting, Skype, Facebook, email, instant messaging, etc.)?*

2. *How do you think adults and teens differ in the use of these technologies?*

III.   Parent Perceptions of the Behaviors of Sexting (15 minutes)
1. *When you hear the term sexting, what comes to mind?*
    a.   Where did you first hear about it?
    b.   Additional prompts: Sending/receiving sexually-explicit pictures, messages, videos?
2. *When you hear about sexting among teens what comes to mind?*
    a.   Among teens, who is sexting?
    b.   What gender?
    c.   What age?
    d.   In what context? – Romantic relationships, friendships,
        i.   Prompts: Peer pressure? Bullying? Online Encounters? Forwarding?

3. *How common do you think sexting is becoming among teens?*

IV.   Parent Perceived Motivators of Sexting (20 minutes)
1.   *Why do you think teens engage in these behaviors?*
        i.   Additional prompts:
            • Good reasons/benefits?
                a.   Additional prompts: Status? Trophy? Self esteem? Attention?
            • Bad reasons/negative consequences?
2. *How do boys and girls differ in terms of their motivations?*

3. *Do you think there is a difference in motivation between older teens and younger teens?*

V.   Communicating About Issues Related to Sexting (15-20 minutes)
1. *What do you think the opinions of teens are about sexting?*

2. *How do these opinions differ from those of people your age?*

3. *How do you think teens communicate about sexting with their parents/guardians?*

4. *How do you think teens communicate about sexting with adults in their schools (e.g., teachers, counselors, principals)?*

5. How do you think teens communicate about sexting with their friends?

6. Have you ever spoken with other adults about the issue of sexting? Please describe.

VI.   Means of Addressing Behavior and Consequences (15-20 minutes)
1. *Are you aware of any legal consequences of sexting?*
a. Additional prompts: What do you think of these consequences?

2. *Do you think teens are aware of any legal consequences of sexting?*
   a. Additional prompts: What do you think their views are about these consequences? Do you think they believe that tougher laws have an impact on decisions that young people make? Why or why not?

3. *What do you think should be done about sexting?*
   a. Additional prompts: What should schools be doing?   What should parents/families be doing?   What advice would you give to policymakers?

4. **Anything else to share with the group? Any final thoughts?**

Educator/School Personnel Focus Group Question Prompts

I. Teen vs. Adult Technology Practices (5-10 minutes maximum)
1. *Based on your professional experiences, how would you characterize the role of communication technology in the social lives of teens?*
2. *What is the role of technology in your interactions with your colleagues, family, and friends?   How do you think it differs from that of teens?*
3. *How well do you think adults (such as parents and educators) understand the role of communication technology in teens' social lives?*

II. Defining Sexting Behaviors (15 minutes)
1. *When you hear the term "sexting", what comes to mind?*
    a. Where did you first hear about it?
    b. Additional prompts (drill down to specific behaviors): Sending/receiving sexually-explicit pictures, messages, videos?
2. *How common do you think sexting is among teens?*
3. *What are the contexts in which these behaviors commonly occur?*
    a. *Prompts: Romance/courtship, peer pressure, bullying, online encounters*
4. *What are the characteristics of young people who engage in these behaviors?*
    a. Gender?
    b. Age?
    c. Student characteristics (academic achievement, disciplinary issues, mental health or family issues)?

IV. Perceived Motivators of Sexting (15 minutes)
1.   *Why do you think teens engage in these behaviors?*
    a. Additional prompts:
        o Good reasons/benefits?
            ▪ Additional prompts: Status? Trophy? Self esteem? Attention?
        o Bad reasons/negative consequences?

2. *How do boys and girls differ in terms of their motivations?*

3. *Do you think there is a difference in motivation between older teens and younger teens?*

V. Communicating About Issues Related to Sexting (15 minutes)
1. *What do you think the opinions of teens are about sexting?*

2. *How do these opinions differ from those of people your age?*

3. *How do you think teens communicate about sexting with their parents/guardians?*

4. *How do you think teens communicate about sexting with adults in their schools (e.g., teachers, counselors, principals)?*

5. *How do you think teens communicate about sexting with their friends?*

6. *Have you ever spoken with other adults about the issue of sexting? Please describe.*
   a. *Prompts: Discussions with colleagues, discussions with parents, other adults*

VI. Means of Addressing Behavior and Consequences (15-20 minutes)

1. *How does your school respond to specific incidents involving sexting?*
   a. *Additional prompts: Protocols, involvement of parents, involvement of law enforcement,*
2. *What preventive approaches, if any, has your school district attempted to address the issue of teen sexting?*
   a. Additional prompts: Standalone programs? Integration into sex education, wellness, or internet safety programs?
   b. **How effective do you think these approaches have been?**

3. *Are you aware of any legal consequences of sexting?*
   a. Additional prompts: What do you think of these consequences?
   Note: Massachusetts participants will be receiving an overview of legal consequences as part of the program on the day of the focus groups. Some will have received this BEFORE the group, and some will receive it after. Discussion should be tailored accordingly (e.g. those who have received the overview might be asked whether they learned anything new and/or how attuned they think their peers are to these issues).

4. *Do you think teens are aware of any legal consequences of sexting?*
   a. Additional prompts: What do you think their views are about these consequences? Do you think they believe that tougher laws have an impact on decisions that young people make? Why or why not?

5. *What do you think should be done about sexting?*
   a. Additional prompts: What should schools be doing?   What should parents/families be doing?   What advice would you give to policymakers?

6. **Anything else to share with the group? Any final thoughts?**