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**Contents**

**Guest Editor Commentary**

**Media and Youth Development: An Overview of Issues, Theory, and Research**

**[Article 140901GA001]** .....Page 6

*Ohannessian, Christine McCauley; Boyd, Michelle; Kirsh, Steven*

The homes of today’s youth are filled with a variety of media options, ranging from televisions (71%) and video game consoles (50%) in their bedrooms to portable handheld devices (e.g., iPods/mp3 players, 76%) and cell phones (71%) that can accompany youth wherever they go. Of course, youth also have access to centralized media found in homes, such as televisions (99% of homes) and computers with and without Internet access (93% and 84% of homes, respectively). Not surprisingly, youth consume media for about 7.5 hours per day, much of which involves using more than one media at the same time (i.e., multitasking), with adolescents consuming significantly more media than children (Lenhart, 2012; Rideout, Foehr, & Roberts, 2010).

**Theoretical Perspectives**

**Windows of Opportunity: Family Systems Theory and Developmental Considerations for Supporting Youth, Parents and Clinicians in the Digital Age**

**[Article 140901FA001]** .....Page 14

*Baretto, Steven; Adams, Sue K.; Daly, Jennifer*

Digital technology use is an integral part of children’s and adolescent’s lives. With the rapid evolution of technology, adult caregivers can easily feel overwhelmed by the daunting task of setting boundaries on technology use. Family systems theory offers a unique perspective for understanding how external factors (i.e., technology) can impede or enhance the family system, particularly when integrated into a developmental framework. Five clinical concepts are presented that weave together developmental tasks and family systems theory. This paper offers recommendations for clinicians to help parents understand the potentially harmful consequences of technology use across the developmental spectrum. We also provide recommendations for how to support parents in discussing technology use with their children and adolescents. Lastly, we offer suggestions for how the impact of technology use on development can be integrated into human service courses at the university level.

**The Role of Adolescent Development in Social Networking Site Use: Theory and Evidence [Article 140901FA002]** .....Page 29

*Cingel, Drew P.; Wartella, Ellen; Krcomr, Marina*

Using survey data collected from 260 children, adolescents, and young adults between the ages of 9 and 26, this paper offers evidence for a relationship between social networking site use and Imaginary Audience, a developmental variable in which adolescents believe others are thinking about them at all times. Specifically, after controlling for a number of variables, results indicate a significant, positive relationship between social networking site use and Imaginary Audience ideation. Additionally, results indicate a positive relationship between Imaginary Audience ideation and Facebook customization practices. Together, these findings provide evidence, based on Vygotskian developmental theory, for a general consideration of the role that currently available

tools, in this case social networking sites, can have on development. Thus, findings implicate both the role of development on social networking site use, as well as the role of social networking site use on development. Overall, these findings have important implications for the study of media and human development, which are discussed in detail.

### **Toward a Theory-Predicated Definition of Digital Literacy for Early Childhood**

**[Article 140901FA003]** ..... Page 41

*Kazakoff, Elizabeth R.*

Though young children are frequent users of digital technology, there is no comprehensive definition of early childhood digital literacy. Currently, digital literacy and related terms are defined with much older children and adults in mind. This paper aims to lay groundwork for redefining digital literacy in an early childhood context. Taking into account the unique developmental needs of early childhood when discussing digital literacy can provide a gateway to developing technological tools and curricula to prepare children in kindergarten through second grade to be more effective users of digital technologies throughout their lives.

### **Media Use and the Family**

**Youth Online Media Use: Associations with Youth Demographics, Parental Monitoring, and Parent-Child Relationships [Article 140901FA004]** .....Page 59

*Rudi, Jessie; Dworkin, Jodi*

As online media has become an increasingly important part of youths' daily lives, it is critical for the field to explore questions related to youth online media use in order to support youth workers, youth development practice and programming. Using a national sample of youth age 13-22 ( $N = 585$ ), the current study explored demographic differences in youth online media use, and examined associations between youth demographics, parental monitoring, parent-child relationship quality, and likelihood of being a frequent user of online activities. Although youth reported being frequent users of online media, Internet use was not the same for all youth. Online media use differed significantly by youth age, gender, race, and family relationship quality. The findings remind the field to consider the young people we are working with and how they use online media in their daily lives.

**Television and the Internet: The Role Digital Technologies Play in Adolescents' Audio-Visual Media Consumption. Young Television Audiences in Catalonia (Spain)**

**[Article 140901FA005]** .....Page 71

*Roca, Meritxell; Aranda, Daniel; Sánchez-Navarro, Jordi*

The aim of this reported study was to investigate adolescents TV consumption habits and perceptions. Although there appears to be no general consensus on how the Internet affects TV consumption by teenagers, and data vary depending on the country, according to our study, Spanish adolescents perceive television as a habit "of the past" and find the computer a device more suited to their recreational and audio-visual consumption needs. The data obtained from eight focus groups of teenagers aged between 12 and 18 and an online survey sent to their parents show that watching TV is an activity usually linked to the home's communal spaces. On the contrary, online audio-visual consumption (understood as a wider term not limited to just TV shows) is perceived by adolescents as a more convenient activity as it adapts to their own schedules and needs.

**"Be Careful Who You Friend:" Early Adolescents' Reports of Safety, Privacy, and Family Monitoring of Facebook Use [Article 140901FA006]** .....Page 86

*Charmaraman, Linda; Grossman, Jennifer M.*

With the growing popularity of social networking sites (SNS), parents, educators, youth development workers, researchers, and policymakers are increasingly concerned with Internet

safety issues. In this paper we highlight a study designed to understand how young people describe how much (or how little) social network monitoring is happening in their home life, including who is doing the monitoring, when, why, and how. Participants included 33 middle school youth (aged 11-14) who were participating in a 9-week sexual health curriculum. Teens reported that their parents were most concerned about “friending” the wrong people and swearing on Facebook postings. In contrast, teens talked more about using Facebook to keep in touch with their known social circle and were not as preoccupied with adding people they didn’t know or wanting to meet strangers online. Teens also reported that female family and community members were the most frequent monitors of their Facebook pages. Implications for youth development programs and future research directions are discussed.

**Without Television [Article 140901FA007] .....Page 100**

*Schwab, Keri A.; Brock, Barbara*

The purpose of this follow-up study was to learn more about the leisure choices, hobbies, and lifestyles of young adults who had grown up without a television. Study participants responded to an online questionnaire that asked about their health, physical activity habits, hobbies, and level of current television viewing. A mixed methods approach to gathering and analyzing data revealed a picture of young adults who live active lives, watch little television, and appear to have a strong sense of personal agency to direct their lives. Themes of agency, including forethought and intentionality, and self-regulation were evident in the qualitative responses, as well as creation and choosing challenging hobbies or activities. This study provided much information for future research to examine the influence of television on youth development, specifically agency, challenge and life-long habits.

**Media Use and Youth Adjustment**

**Adolescent Perceptions of Animation Violence as an Indication of Aggressive Attitudes and Behaviors [Article 140901FA008] .....Page 113**

*Barnett, Rosemary V.; Culen, Gerald R.; Jordan, Joy; Gibson, Heather; Hirsch, Joshua*

This reported study was designed to examine the beliefs and perceptions of adolescents on whether or not viewing violence on television contributes to an increase in adolescents’ abilities to learn aggressive attitudes and behaviors. It also explored the effects humor and satire used in the animated television series *The Simpsons* has on adolescents’ abilities to learn aggressive attitudes and behaviors. Finally, it examined to what extent the violence portrayed in *The Simpsons* was believed to be realistic and justified by adolescents viewing the show. Results indicate that adolescents were not affected by the violence they observed in *The Simpsons* animation: Further, they did not feel that it was acceptable for their favorite characters to use violence to solve problems. Youth did not have reactions to viewing the series that were violent, nor did they report becoming aggressive in response to viewing the violence on the *The Simpsons*. While the majority of the youth also reported that they did not use violence to solve a problem, 3.3% reported that they did. Overall, the study concluded that adolescents’ exposure to violent content by viewing it in animation in *The Simpsons* did not affect adolescents’ perceptions of their abilities to learn aggressive attitudes and behaviors. Youth did not perceive that the violence portrayed was realistic.

**The Changing Landscape of Peer Aggression: A Literature Review on Cyberbullying and Interventions [Article 140901FA009] ..... Page 129**

*Davis, Katie; Reich, Justin; James, Carrie*

While traditional forms of bullying have been steadily decreasing over the course of the last two decades, cyberbullying has emerged as a major concern among parents, teachers, and other professionals working with young people. Because cyberbullying is a relatively new phenomenon, its research base is not as well developed as research on traditional bullying. In this

literature review, the authors synthesize current knowledge on cyberbullying's prevalence among youth; its relationship to offline bullying; which youth are most likely to be perpetrators and victims; the negative effects of cyberbullying on victims; and the landscape of intervention efforts currently employed in the United States. In the process, they highlight areas in need of future research.

**A Longitudinal Examination of the Relationship Between Media Use and Self-Competence During Adolescence [Article 140901FA010] .....Page 143**

*Ohannessian, Christine McCauley*

The primary goal of this longitudinal study was to examine whether media use predicts adolescent self-competence and/or whether adolescent self-competence predicts media use. The sample included 1,031 10<sup>th</sup> and 11<sup>th</sup> grade boys and girls from the United States. The adolescents completed a self-report questionnaire in 2007 and 2008 to assess their media use (talking and texting on the phone, listening to music, e-mailing/IMing, playing video games, and working on the computer) and self-competence (social competence, scholastic competence, athletic competence, and perceived physical appearance). Path analysis results revealed that media use had a minimal effect on adolescent self-competence. In contrast, adolescent self-competence consistently predicted media use. Results from this study highlight the need to examine both directions of influence between adolescent media use and adjustment.

**At-Risk Youth in After-School Programs: How Does Their Use of Media for Learning About Community Issues Relate to Their Perceptions of Community Connectedness, Community Involvement, and Community Support?**

**[Article 140901FA011] .....Page 157**

*Barnett, Rosemary V.; Payne-Purvis, Caroline; Culen, Gerald R.; Neely, Jeffrey C.*

This paper highlights a study examining the impact of various media formats on at-risk youth to identify forms of media technology that might impact their community connectedness, community involvement, and community support. Over a three-year period, a sample of 133 youth enrolled in after-school programs in two communities completed a questionnaire annually consisting of the following areas: community support, community involvement, community connectedness, and media use for learning. Linear regression analysis indicated media use for learning about community issues was a predictor of student's perceptions of community support, community connectedness, and community involvement. The media format most identified for gaining knowledge about community issues by the youth was the Internet, while the use of print media increased over the course of the study. The most significant relationships were found between media use and perceptions of community overall with the most significant gains in media use during Y2, where youth knowledge of community issues increased.

**Resource Review**

**Bers's Theory of Positive Technological Development [Article 140901RR001]...Page 170**

*Worker, Steven*

This resource review provides an introduction to Mariana Bers' new book, *Designing Digital Experiences for Positive Youth Development* (2012). Bers applies the Six C model of Positive Youth Development (PYD) to the digital domain with her theoretical model, Positive Technological Development. The model may be particularly valuable for practitioners seeking to design digital experiences for youth, as well as for evaluators who assess the PYD outcomes associated with youth participation in these spaces.