ONLINE JUVENILE SEXUAL VICTIMIZATION AMONG COLLEGE STUDENTS

By

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To my parents. Thank you.

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Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Masters of Criminology, Law & Society

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Our study investigated the extent to which a sample of college students reported having experienced online sexual victimization while juveniles before entering college; the extent to which their routine on- and off-line activities effected the rate at which the respondents reported online sexual victimization as juveniles. The primary theoretical perspective of the study was routine activities theory with the hypothesis that one's ordinary activities with regard to online behavior would have an impact on a juvenile's risk of online victimization. Students from a large Southern University participated in an online survey about their computer and Internet habits and any online sexual victimization they may have experienced while juveniles. Logistic and OLS regression indicated that those who spent more time online engaging in a wider variety of activities were significantly more likely to have experienced sexual solicitations and/or sexual victimization. Females were significantly more likely to have experienced an unwanted sexual solicitation/victimization. Those who posted no information about themselves or posted false information about themselves were significantly more likely to have experienced an unwanted sexual solicitation/victimization than were those with truthful profiles. Respondents who had more online supervision were less likely to have experienced sexual solicitation/victimization. Implications of these findings for future research and for policy are explored.

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CHAPTER 1 PURPOSE OF THE STUDY

Research Questions

Research questions were as follows: do the routine activities juveniles engage in on the Internet make them more or less likely to be the victims of unwanted sexual solicitations?; do the routine online activities juveniles engage in change after experiencing a sexual victimization? For the purposes of this study, sexual victimization was defined as any type of unwanted sexual contact between the victim and the perpetrator; this included everything from unwanted questions about sex to sexual battery and rape. A sexual solicitation was defined as a subcategory of sexual victimization. This category encompassed unwanted requests for sexual information, unwanted attempts to engage in cybersex, and unwanted conversations about sex.

Purpose

Our study attempted to determine the characteristics of victims of online juvenile sexual victimization for a sample of undergraduate students from a large southern university. To date, there has been only one published study that looked at online sexual victimization from the victims' point of view. That study used a nationally representative sample of juveniles. The current study is unique. Online sexual victimization in a college sample has not yet been looked at. Further, the retrospective nature of the survey allowed comparisons to be made between past and present Internet usage and to determine the effect past online sexual victimization had on current usage.

It is important to gain the perspective of the victims of any crime. Who they are, how they look and behave, as well as their daily patterns of behavior, may tell researchers a lot about who a criminal is victimizing and why a criminal is victimizing that person in particular. Further,

conducting a study where respondents answer questions about prior victimization may give a victim a chance to tell someone anonymously about the crime, possibly for the first time.

Hypotheses

Based on the descriptive findings from extant research and the theoretical framework of routine activities theory, our study addressed three hypotheses: 1) college-bound youths whose online use is more closely monitored by a parent or guardian will experience less online sexual victimization; 2) college-bound youths who use the internet more frequently are more likely to receive sexual solicitations than those who use it less frequently; and, 3) respondents who were victimized by online sexual solicitations during their juvenile years will make less use of the Internet now than they did prior to their victimization.

CHAPTER 2 INTRODUCTION

Use of the Internet has changed the face of the world. Fifteen years ago no one had access to this worldwide phenomenon; now, approximately 47.5 million people from the Unites States alone log onto the Internet from the comfort and privacy of their homes (*How many people use the Internet today?*, n.d.). The Internet has turned the world into a global village where banking, romance, business, and pleasure are available with the click of a mouse. Unfortunately, these are not the only available pastimes on the Internet. Crime has also gone cyber. Not only have the traditional crimes of everyday life found their way onto the Internet, the very nature of such a vast online community has created some new crimes (Yar, 2005).

Adult sexual offenders who prey on children and adolescents are one group of offenders who make use of the vast playground found on the Internet (Finkelhor et al., 2000; Quayle & Taylor, 2003; Wolak et al., 2004). On the Internet, this group of offenders can find potential victims, communicate with them in complete anonymity, groom and seduce them, and set up offline meetings with them, and often no one is the wiser (Finkelhor, et al., 2000; Mitchell et al., 2005; Quayle & Taylor, 2002, 2003; Wolak, et al., 2004; Ybarra & Mitchell, 2004). Sometimes this group stops short of attempting a contact sexual offense and will use the vast collection of child pornography that exists on the Internet to assuage their pedophilic and hebophilic fantasies (Frei, Erenay, Dittman, & Graf, 2005; Quayle & Taylor, 2003; Taylor, 1999; Wolak, Finkelhor, & Mitchell, 2005). The relationship between the collecting of child pornography and the commission of sexual contact offenses against juveniles is still not understood, although there is likely

to be a link (Finkelhor & Ormrod, 2004; Quayle & Taylor, 2002, 2003; Taylor, 1999; Wolak et al., 2005).

It is important to develop an understanding of how and why adult sexual offenders make use of the Internet and who their victims are. It is important to know what characteristics distinguish those juveniles who are targeted by online by sexual offenders from those who are not. Do the activities a juvenile engages in online have any bearing upon subsequent victimization? Do online behaviors change after experiencing a sexual solicitation or sexual victimization? How widespread is the use of the Internet by adult sexual offenders? The literature discussed below is a start on answering the many questions that need to be asked about online child and juvenile sexual victimization.

CHAPTER 3 LITERATURE REVIEW

Theoretical Rationale and Literature Review: The Online Sexual Victimization of Children Studies

There have been only a handful of studies that have looked at Internet use by adult sexual offenders who prey upon children and adolescents (Finkelhor et al., 2000; Wolak, Mitchell & Finkelhor, 2003; Frei et al., 2005; Quayle & Taylor, 2002; Taylor, 1999.

These few studies will be reviewed here, along with other sources, to provide the background and set up the theoretical framework of the proposed study. What is known about Internet-related sexual offenses against minors is based on the results of these studies. The most notable are the National Juvenile Online Victimization Study (N-JOV), the Youth Internet Safety Survey (YISS), and the Combating Paedophile Information Networks in Europe (COPINE) Project.

Both the N-JOV Study and the YISS were conducted by the Crimes Against Children Research Center located at the University of New Hampshire and funded by the National Center for Missing & Exploited Children. The N-JOV Study used official data and official sources for information. The YISS used information gathered from victims. The COPINE Project was an international online child pornography and sexual exploitation of children study headed by the Department of Applied Psychology, University College, Cork, Ireland. This project gained most of its information from official sources and from offenders.

The N-JOV Study was conducted in the United States from July of 2000 through July of 2001, and involved reports from a nationally representative sample of law enforcement agencies and prosecutors regarding adult sexual offenders who victimized

juveniles and who were arrested for their crimes (Mitchell et al., 2005; Walsh & Wolak, 2005, Wolak et al., 2003; Wolak et al., 2004, 2005).

The YISS was conducted in the United States in 1999 and involved retrospective self-reports from a nationally representative sample (N=1,501) of youths (ages 10-17) on their Internet usage, online habits, and their online sexual victimization. Their parents were surveyed as to how they supervised their children's internet usage, what types of software they used to monitor their children's online activities, and how safety conscious they were about their children's Internet use (Finkelhor et al., 2000).

The COPINE Project ran from 1997 through 2007, establishing a child pornography database that was collected from arrested offenders with collections and from what could be found through searches on the Internet, and helping law enforcement agencies around the world to both comprehend and apprehend child pornography and pedophilic offenders (Quayle & Taylor, 2002, 2003; Taylor, 1999).

In the YISS study, of the 1,501 youths sampled, 74% of the sample was online at home; 76% had been online in the previous week, and 40% went online 2-4 days a week over the past year, although 61% spent an hour or less at a time online (Finkelhor et al., 2000).

One in five of the respondents, or 19% of the sample, received an unwanted sexual solicitation while online in 1999. One in thirty-three respondents (or about 3% of the sample) received an aggressive sexual solicitation, which involved being phoned, receiving mail, being asked to meet offline, or being sent money or gifts. Thirty-four percent of the aggressive solicitations came from adults, although in 27% of all the cases, the age of the offender was unknown. In 10% of the solicitations the offender asked to

meet the juvenile offline for sex. Less than 10% of all unwanted sexual solicitations were reported to an authority of some kind. Sixty-six percent of those targeted for sexual solicitations were female. Seventy-seven percent were aged 14 or older when they were propositioned (Finkelhor et al., 2000).

A parent of each youth interviewed was also surveyed in the YISS. When asked, most parents (83%) of the 1,501 youths surveyed stated they spoke to their children about being careful when talking to strangers on the Internet. Ninety-seven percent of the parents interviewed stated they would occasionally look at the computer screen to see what their child was doing, 80% stated they had rules about what their children could do on the Internet, and 63% stated they checked the history function on their computer in order to check on the websites their children had visited (Finkelhor et al., 2000).

The YISS is a retrospective study with all the drawbacks inherent in that design. Further, the authors did not ask respondents about completed sexual solicitations; it is unknown from this study what number of juveniles responded to the sexual advances of adults and met them offline for a sexual encounter. It is also unknown what number actually engaged in cybersex with those who asked or pressured them for it. The authors checked with parents of their respondents to determine what kind of rules and safety measures they employed for their children's use of the Internet, but they did not ask the youths themselves how effective those measures were. It is possible that parents have inflated the amount of supervision they give to their child's use of the Internet or overestimate how effective that supervision is (Finkelhor et al., 2000). Regardless, these measures are still inaccurate, as they specify no amount of time spent in any of these activities; children could conceivably have many unsupervised hours online before a

parent decided to check on what they were doing or checked on their activities after the fact.

It should also be noted that even with such a large, nationally representative sample, barely 3% of the youths reported aggressive sexual solicitations. From this, it might be easy to determine that the Internet is not being used by adult sexual offenders to find child and juvenile victims. However, this study was conducted in 1999 when the Internet was still relatively young. As the years have gone by, offenders have probably gotten more Internet and computer savvy along with everyone else. It is possible that offenders did not use the Internet to find victims as much in 1999 as they do now in 2008. Another point to be noted is that not all youths may have admitted to an aggressive encounter while being surveyed, or have viewed the encounter as such (Finkelhor et al., 2000).

The N-JOV Study involved a nationally representative sample of the nation's law enforcement agencies. Law enforcement agencies were first mailed a survey, and then a second telephone survey was conducted with all responding agencies that had relevant Internet crime cases. When possible, the interviewers also followed up with the case prosecutors in order to get their perspective on the case, the offenders, the victims, and the results of the prosecution (Mitchell et al., 2005; Walsh & Wolak, 2005; Wolak et al., 2003; Wolak et al., 2004, 2005).

Law enforcement agencies made an estimated 2,577 arrests for Internet-related sex crimes against minors from July, 2000 to July, 2001 (Wolak et al., 2003). One of the most surprising findings of the study is the fact that incidents of family and acquaintance sexual abuse involving the Internet were almost as common as were incidents involving

adult offenders finding their victims online. An estimated 460 arrests for Internet-related sex crimes against a minor by a family member or acquaintance were made in 2000 (Mitchell et al., 2005). This group of offenders accounted for 19% of all arrests discussed in the study, whereas Internet-initiated sexual assaults accounted for 20% of the arrests in the study (Wolak et al., 2003). For the most part, family/ acquaintance offenders and Internet-initiated offenders made use of the Internet in the same ways. Barring initiating contact with the victim, both groups used the Internet to communicate with their victims, to seduce their victims, to groom their victims, to show them child or adult pornography, and to set up offline meetings (Mitchell et al., 2005; Wolak et al., 2003).

Not surprisingly, 99% of the offenders in this study were male; 92% were White, and 86% were 26 years of age or older. Seventy-six percent of their victims were between the ages of 13 and 15. Most of the victims were female (75%), 81% were White, 61% lived with both biological parents, and 42% came from middle class families. Few of the offenders had to use deception (5%) or only used minor deceptions (25%) as part of their seduction of the victim. In half of the cases involving female victims, the victim described herself as being in love with the offender (Wolak et al., 2004).

Thirty-six percent of the arrests discussed in the N-JOV Study were for the possession, distribution, or trading of child pornography on the Internet. Sixty-seven percent of all the offenders in this study possessed child pornography. There were an estimated 1,713 arrests related to child pornography possession made during the study period. More than 99% of the offenders were male, 91% were White, 21% had at least some college education, 73% were employed full-time, and 41% made between \$20,000 and \$50,000 a year (Wolak et al., 2003; Wolak et al., 2005).

Most of the pornographic images possessed by the offenders were very explicit. Seventy-one percent had images showing sexual contact between a child and an adult.

Eighty-three percent possessed images of children aged 6 to 12, and 39% had images of children aged 3 to 5. Forty-eight percent of the offenders possessed over 100 images and 14% of those had over 1,000 images (Wolak et al., 2005).

The rest of the arrests disclosed by law enforcement to the N-JOV researchers involved undercover law enforcement agents posing as minors in chat rooms. Offenders struck up conversations with them, set up meetings for sex with them, and were subsequently arrested. Beyond this information, nothing more is discussed about this group of arrests (Wolak et al., 2003; Wolak et al., 2005).

There are several limitations to the N-JOV Study that should be discussed. The main drawback is that the data pertain only to those cases where arrests were made. It is likely that there were cases where there simply was not enough evidence or information for law enforcement to make an arrest. Even worse, there were probably many cases of sexual abuse by an adult against a minor that no one even knew about beyond the victim and perpetrator. This study cannot therefore be seen as being representative of all Internet sex crimes that were committed in 2000. On the positive side, because of all the documentation involved required for arrest procedures and prosecution of criminals, the details provided about offenders and their cases are more likely to be accurate than are other studies that do not employ this method of data collection (Wolak et al., 2003; Wolak et al., 2005).

It is the possession of child pornography by those who commit contact offenses against minors that is worrying to many (Taylor, 1999; Wolak, et al., 2000). The

relationship is not understood, and to date, no one has had access to a large enough sample of offenders in order to investigate this link (Taylor, 1999). Max Taylor (1999) does discuss some of the findings on child pornography possessors from the COPINE Project, but the sample used is very small.

New child pornography images were emerging on the Internet at a rate of 1-2 a month in 1999. The database of child pornography developed by COPINE possessed over 50,000 images at that time, when the Internet was a relatively new phenomenon. The images involved over 2,000 boys and girls in sexually explicit poses and roughly the same number of boys and girls posed in the nude.

Taylor (1999) estimates that out of those photos, about 300 to 350 children were sexually victimized in the making of the photos sometime during the past 10 to 15 years. The majority of the child pornography images found on the Internet are more than 30 years old; a lot of the old material was kept by child pornography collectors and scanned into some sort of electronic format.

Using a small sample (N=23) of child pornography offenders, arrested for child pornography and/ or sexual contact offenses with a minor, researchers from the COPINE Project, Quayle and Taylor (2003), discuss their mental state and Internet behavior. Most of the offenders started with a small number of child pornography images. As they spent more time online searching for those images, they gained confidence and reinforcement through the collecting of the images and through contact with other like-minded individuals.

Communication with other child pornography possessors, as well as the images themselves, served as justification for their behavior. If others were looking at pictures of

children engaged in sexual activities, they couldn't be that abnormal. If the children were smiling in the photos they possessed, they must have enjoyed the sexual activity, so their sexual desire for children couldn't be that wrong. They felt they were giving the children pleasure (Quayle & Taylor, 2003).

As their collections grew, many who had only possessed and traded child pornography moved on to become producers of it. Again, they used the existence of child pornography and the online network of pedophiles to justify their behavior. If others were making child pornography photos and videos, then they weren't doing anything that others also had not done. They felt that what they were doing was not that abnormal then (Quayle & Taylor, 2003).

The sample of offenders that Quayle and Taylor (2003) interviewed was too small and only contained those caught and arrested for their offenses for it to be considered representative of child sexual offenders as a whole. Yet, their responses do point to a possible link between child pornography possession and sexual contact offenses against minors. For at least some of the men interviewed, possession of sexual images of children led them to commit a sexual assault against a child for the purpose of making their own pornography. For these men at least, the possession of child pornography led directly to a sexual assault against a child.

In a somewhat similar study, Frei et al. (2005), found the link between child pornography possession and the commission of contact offenses to be not very strong. They interviewed 33 convicted child pornography possessors from the Swiss canton of Lucerne. Only one of the offenders had any type of criminal record at all, and while most of them possessed very graphic child pornography, the majority also possessed

pornography from other fields of sexual deviation as well, indicating that their sexual interests were not strictly in children. In this study, the relationship between possession of child pornography and the commission of contact offenses was explored through the existence of an official criminal record. It is possible that the men from this sample committed sexual offenses against children and were never caught for those offenses.

The problem with both the Quayle and Taylor (2003) and the Frei et al. (2005) studies is the size of the samples. With such small sample sizes, it is impossible to determine how representative of the whole these men are. It is also possible that those who are caught are not representative of this group of offenders as a whole. For these reasons, any relationship that exists between child pornography and the commission of contact offenses must be considered hypothetical. This is an area of study that needs to be explored in the future.

Routine Activities Theory

Routine activities theory originated from research conducted by Cohen and Felson (1979) on changes that were occurring in predatory personal and property crimes after World War II. They explained the increase in property offenses as due to an increase of women in the workforce, changes in leisure activities, and an increase in more portable property. The theory states that in order for crime to occur, three elements must occur in conjunction with one another; a *motivated offender* must be present with a *suitable target* in the absence of a *capable guardian*. The conjunction of the three elements necessary for crime occurs within a framework of the daily routine activities of both offenders and targets (victims). Both offenders and targets engage in the daily routine activities such as going to work, visiting friends, going out to eat, going to bars, etc. Motivated offenders will discover opportunities within this framework of daily activities. How suitable the

target is and whether or not capable guardians are present will determine whether or not the offender takes the opportunity to commit the crime (Cohen & Felson, 1979).

Routine activities theory takes the focus away from the offender and places it squarely upon the criminal act (Boetig, 2006). This is done because the changes that occur within communities and neighborhoods that cause changes in daily routine activities can cause crime to increase or decrease in particular places at particular times regardless of social or psychological conditions that cause offenders to be motivated (Boetig, 2006; Cohen & Felson, 1979).

In routine activities theory, motivated offenders are assumed to exist. The authors of the theory do not focus on social or psychological variables that could make a person an offender. According to Cohen and Felson (1979), anyone can become an offender if the situation is right. The theory focuses mainly on defining suitable targets and capable guardians. This focus has caused some criminologists to label it a theory of victimization (Akers & Sellers, 2004). Because the focus of routine activities theory is on the coming together of the three primary elements, the location in space and time of this conjunction is important. Thus the focus of the theory is on the specifics of the situation, not on offender motivation (Cohen & Felson, 1979).

A suitable target is defined in routine activities theory as any person or object likely to be taken or attacked by an offender. The authors use "target" in place of "victim" to insure that people and property receive equal emphasis as objects in a specific place and time (Clarke & Felson, 2004; Cohen & Felson, 1979). Capable guardians can be both formal guardians such as police and security guards, and informal guardians such as neighbors, bystanders, and guard dogs. Capable guardians can also be mechanical devices

such as security cameras, alarm systems, locks on doors, and public lighting. The authors place more emphasis upon informal guardians since police do not show up until after a crime is committed. By becoming better informal guardians, and paying attention to which of their routine activities increases their chances of becoming a crime target, people can reduce their chances of being the victims of predatory crimes (Cohen & Felson, 1979).

It is the routine everyday behaviors, or lifestyle, a person engages in that may make them more or less suitable as a crime target. In this day and age, both men and women work. If both adult members of the household leave the house at a regular time everyday, likely offenders can take advantage of that empty house. Going out in the evenings for entertainment can put a person at risk for crime on the streets; carrying "plastic" instead of money these days does not even offer some protection, as criminals these days are just as likely to make use of credit and debit cards as they are of cold hard cash (Boetig, 2006; Clarke & Felson, 2004; Cohen & Felson, 1979).

Motivated offenders learn to take advantage of a person's routine activities; the work schedule leaving the house empty, evening and weekend entertainment outings to higher risk areas, trips to the ATM machine, or even stopping at a red light in an unsafe neighborhood are all routines that can be taken advantage of by an offender. Activities such as these can all make a person a suitable target. When a lack of capable guardianship is added into the equation- no alarm on the house, no dog to scare off prowlers, poor lighting by the ATM machine, or lack of police presence in the unsafe neighborhood- the crime will be committed (Boetig, 2006; Clarke & Felson, 2004; Cohen & Felson, 1979).

Routine Activities Theory, the Internet and Cybercrime

An important question to be asked is whether or not it is proper to apply routine activities theory to cybercrime. Research in this specific area is still very limited. Only one study applying routine activities theory to online crime was discovered while conducting the search for literature for the present research proposal. This article is an indepth conceptual analysis applying routine activities theory to general computer crimes by Majid Yar (2005). Yar (2005) finds that although many of the concepts from routine activities theory are applicable to cybercrime, there are enough important differences to limit the theory's utility when applied to this type of crime.

Thomas and Loader's definition (as cited in Yar, 2005) of cybercrime is:

"computer-mediated activities which are either illegal or considered illicit by certain parties and which can be conducted through global electronic networks." Yar (2005) then further breaks down cybercrime into two types; computer-assisted crimes which are crimes that occurred before the Internet came about but which can also be committed in new ways in cyberspace (fraud, money laundering, and pornography); and computer-focused crimes which are crimes that came about with or because of the Internet (hacking, viruses, etc.).

According to Yar (2005), one of the most difficult aspects of applying routine activities theory to cybercrime is the theory's dependence upon spatial and temporal convergence (Cohen & Felson, 1979). Virtual environments do not exist within actual space, and because of the global nature of the Internet, time does not exist as much of a barrier there. In essence, there is a question about whether or not a person "goes" anywhere when they get online, and whether or not the time they get online has any bearing. Further, it must be determined if a routine organization of online activities exists

and whether or not these activities increase the vulnerability and suitability while decreasing the guardianship of potential victims and help motivated offenders turn their inclinations for crime into action.

Yar (2005) argues that 'spatiality' exists within cyberspace for two reasons. First, cyberspace echoes the real world. Online activities are rooted in real world politics, economics, and culture. These ties create 'spatiality' that carries over into cyberspace in many ways. Access to the Internet follows real world lines of inclusion and exclusion, as tied to income, education, ethnicity, age, and disability; because of this, motivated offenders and suitable targets online reflect those of the real world. Second, Yar (2005) also argues that the organization of the Internet means not all websites are actually equidistant from each other. Depending upon what ISP and search engine is used, as well as how well a person knows what they are looking for or where they want to go, will all determine how quickly or slowly one may get from one cyberspace to another. This gives the Internet a sense of place and location, and perhaps also a sense of time, as determined by the length of time it takes to navigate from one site to another.

This author does feel that 'temporality' is an issue when applying routine activities theory to cybercrime, however. He feels that the Internet lacks the clear temporal sequence and order of events that occurs in the real world. This is because online activities span work and home and leisure activity and labor, meaning that there is no rhythm to daily online activities. Because there are no particular points in time at which specific actors can be assured of being generally present, it becomes difficult for offenders, targets, and capable guardians to assess the risk of any given situation (Yar, 2005).

Still, according to Yar (2005), online target suitability can be determined in other ways that do not include temporal order. Value, inertia, visibility, and accessibility are all necessary elements of online target suitability, and all can be determined in cyberspace. As in real world crime, value of the target is determined by a criteria arrived at by the motivated offender. Often this value escapes logic, being as much an intrinsic opinion as following extrinsic value systems. Online targets will also have problems with portability, or as Yar (2005) defines it, with inertia. For instance, if a motivated offender is hacking into a database for information, this data could be large in volume and this place limits upon its theft because the hacker would need to have enough space on a hard drive or a disk to store it. The data might also be so large that the length of time it would take to download it could be a liability as well.

As for the visibility of targets, this author finds that it actually be heightened in cyberspace, as so much of the Internet is global in nature and considered public domain. Many more people will see or speak or hear of the target than would be possible offline (Yar, 2005). For example, a person looking online for clothing stores may look through online catalogs for retail outlets in Hong Kong, France, and the United States, whereas this person would be limited to the retail stores in his or her own neighborhood if the shopping were conducted in the real world.

Accessibility to targets online is also similar to real world crime; there are capable guardians in both domains. Online guardians include passwords, firewalls, data encryption, and other such security devices. These online prevention devices take the place of real world guardians such as security guards, police, guard dogs, and lighting (Yar, 2005).

Overall, Yar (2005) finds that routine activities theory applies itself well to cybercrime. The problems that do exist do not so much lessen its utility for cybercrime so much as they indicate that cybercrime should in some ways be considered a new type of crime altogether. Because of this, the author feels that any theory applied to cybercrime will have limitations and will need adaptation in order to be workable.

Routine Activities and Online Sexual Victimizations

As mentioned earlier in discussing the results of the Youth Internet Safety Survey, 1 in 5 (19%) adolescents have received a sexual solicitation over the Internet, and about 3% have received an aggressive solicitation to meet with the offender. Unfortunately youths reported less than 10% of these cybersex crimes to law enforcement (Finkelhor et al., 2000; Ybarra & Mitchell, 2004). It is statistics such as these that make understanding how and why youths are victimized by adult sexual offenders while online so important. Routine activities theory offers a good theoretical framework for understanding the patterns of online victim behavior that make them appear as more suitable targets for adult sexual offenders who seek juvenile victims. No research applying routine activities theory specifically to any type of cybersex crime was discovered during the literature search conducted for this research. However, routine activities theory seems well suited to the application of online adult predatory sexual crimes against juveniles. The focus in this study will be upon suitable targets and lack of capable guardians. As in the original theory itself, motivated offenders will be assumed (Cohen & Felson, 1979).

As the Yar (2005) study pointed out, there are some difficulties with applying routine activities theory to online crimes. One of these issues is what he termed 'temporality.' The problem is that because the Internet is a global enterprise, there are no patterns of activity that hold for the entire Internet. For example, when it is 9:00am

according to Eastern Standard Time in the United States, it is 6:00am according to Pacific Standard Time. For those in the first time zone, the work day has already started; for those in the second time zone, it may not even be time to get out of bed. Because of the different time zones worldwide, there is no pattern that holds for all who use the Internet. The entire world does not rise at the same time, go to work at the same time, come home from work at the same time, and log onto the Internet at the same time. Nor does the entire world log onto the Internet for the same purposes.

Still, even without Yar's (2005) global pattern of temporality, there are observable rhythms to Internet use, especially for juveniles. While at school during the day, any use of the Internet will be for schoolwork, and will most likely be monitored by teachers. The majority of juveniles will go online for leisure activities after school, at night, and on the weekends (Finkelhor et al., 2000; Mitchell et al., 2005). Knowing this, a motivated offender who wishes to prey on children needs only to follow the general temporality established in his time zone in order to determine when children and juveniles will most likely be online without supervision.

Motivated offenders may find temporal patterns in online activities that can increase or decrease target suitability (Cohen & Felson, 1979). Adult sexual offenders interested in pre-pubescent and adolescent children will make note of the times when children are likely to be online without parental supervision (Finkelhor et al., 2000). If meeting children for sexual purposes is what they are after, most offenders will visit websites that children are most likely to frequent, and they will do so at when children are likely to be there at the time of day they are least likely to have supervision.

It is easy for adults who are sexually interested in children to enter chat rooms and strike up conversations with them. Many do not even attempt to deceive the children and adolescents about their age and most will spend many months building a relationship with the child (Finkelhor et al., 2000). It is also possible that they induce the child or juvenile to hide their communications from their parents. Most Internet service providers do not monitor their chat rooms and Newsgroups very well, although they will respond to complaints reported to them. Couple this lack of provider monitoring with the fact that most adolescents are online without constant parental supervision, and offenders have an ideal situation in which to groom and seduce their intended victims (Finkelhor et al., 2000).

Frequency of Internet use, how much parental supervision they receive, and what online activities a child or juvenile engages in may all have bearing on whether or not they are considered suitable targets by a motivated offender. For example, if a child or juvenile is online every day for many hours, and if most or all of that time online is unsupervised, they may be more vulnerable to victimization by adult sexual predators. A lack of supervision seems especially worrying, since without supervision, a child or juvenile may be going to websites that are inappropriate or that increase their risk of victimization. If they are going into adult pornographic sites, or going into adult sexually themed chat rooms, they may lack the sophistication to protect themselves from victimization.

Of course, truly motivated offenders will more than likely seek out children and juveniles at age appropriate sites; again, children and juveniles often lack the sophistication that is needed to determine when they need to be wary. Perhaps most

troubling of all is the idea that frequency of online use alone may increase a child or juvenile's risk of victimization at the hands of an adult sexual offender. What makes a victim a suitable online target is still too much an unknown area of research. It is for this reason that the present study was undertaken.

CHAPTER 4 STUDY PROCEDURES

Methodology

Participants

The sample for our study was drawn from the University of Florida Department of Criminology, Law and Society's undergraduate participant pool. Undergraduates in this department are required by many of their professors to participate in the participant pool, either as part of the class curriculum, or for extra credit. Only students in the participant pool who were eighteen years of age or older at the time of the study were allowed to participate. Participation in our study was voluntary, making this a convenience sample (see Appendix A for Participant Pool Application).

The survey was posted online at Survey Monkey, www.surveymonkey.com, an online site where surveys can be created, maintained, and posted. Survey Monkey allows users to either utilize their free service or to pay either a monthly or yearly fee for an expanded service package. Due to the length of the survey, the complexity of many of the questions, and the desire to use SSL encryption to further protect survey participants, a paid monthly subscription to Survey Monkey was purchased.

The survey was available to participant pool members through the participant pool website, http://ufl-cls.sona-systems.com/, throughout the month of March 2008. To protect the students and to make them feel more comfortable discussing possible past sexual victimization, participation in the survey was kept anonymous. A password was given by the participant pool website for students to use to open the survey when they clicked the link to Survey Monkey. A record of their access was kept via their University of Florida e-mail address by the Participant Pool Administrator. This was required so that

students would get their class credit for participation. Their responses were not available to the Administrator or anyone else.

After entering in the password to access the survey, students were taken to a page with the informed consent form on it. In order to proceed, they had to indicate they had read the form and accepted the conditions. Students were not required to give any personal identifying information as part of the survey. All students who participated had the option of refusing to answer any question on the survey. All survey responses were stored at Survey Monkey's website where it was safe-guarded with SSL encryption, until it was downloaded onto a flash/ jump drive. The jump drive was purchased for the sole purpose of holding the study's data. The jump drive has been kept in a locked file cabinet in the researcher's home office. The jump drive was not placed onto any computer that was networked to others or that was currently linked to the Internet. This was in order to further protect all survey responses from being accessed by unauthorized persons.

Two hundred and thirty-five undergraduate participant pool members took the survey. Two were thrown out for failure to complete the Informed Consent form (final N=233). As students had the right to refuse to answer any question, not all questions have 233 responses. The failure to answer a question varied; demographic questions were answered by all participants. Typically 2 or 3 refused to answer any given question.

The demographics of study participants were quite similar to that of the overall undergraduate population at the University of Florida. The University of Florida had a student population of 51,913 in the fall of 2007, of which 34,612 were undergraduates. The ratio of females to males is 53:47. Twenty-six percent of the students are minorities;

about 7.9% are African American, around 11.2% are Hispanic, and about 7% are Asian American or Pacific Islanders (*University of Florida-Demographics*, nd.).

The sample of survey respondents used in our study was 63.5% female, 18% African American, 14.2% Hispanic, 3% Asian American, and 1.3% Other (of whom one respondent indicated Pacific Islander descent). Females and minorities were slightly over-represented in the study sample. This may mean that the sample, or undergraduates in the Department of Criminology, Law and Society are not representative of the general undergraduate student population at the University of Florida.

IRB Protocol

Submission to the Institutional Review Board occurred in January of 2008. The IRB protocol form, Informed Consent form, and the IRB approvals are located in Appendices B, C, and D. The study, designated protocol #2008-U-0006, was passed by IRB on January 18, 2008. On February 13, 2008, our study was defended orally at a thesis proposal defense. Several suggestions for improving the coherency and flow of the survey were made at that time. Also, it was decided to add one question to the survey. The revisions were undertaken and the survey went back to review before the University of Florida's IRB. The revisions to the survey were approved on February 27, 2008.

THE SURVEY

The questions used in our study were derived from several sources. Many came directly from the YISS-2 survey instrument, with the permission of one of its authors, Kimberly Mitchell (personal communication, November 19, 2007). The YISS-2 is a follow-up study to the YISS and many of the questions were updated. Other questions were inspired by the YISS instruments. The few questions not taken directly from or

inspired by the YISS or YISS-2 were designed to apply routine activities theory to the Internet and online sexual victimization. The main questions and their sources are listed in Table 4-1 below. As this table is too large to show in its entirety here, the questions and their sources for the entire survey can be found in Appendix D. The actual survey instrument can be seen in Appendix E.

Data Analysis

All analyses were done using SPSS version 15 for graduate students. Descriptive statistics for all variables as well as frequencies were run to determine case counts and variance. Below, Tables 4-2 through 4-4 lists the frequencies and percentages of many of the main variables. The complete set of tables can be found in Appendix F. Further analysis consisted of running two logistic regressions and one OLS linear regression as well as Factor Analyses. Listwise removal was used for all regression analyses.

Due to the relatively small sample size (N=233) and the fact that this is an exploratory study of a population not previously investigated for this subject, the level of significance will be .10. All p-values are discussed as necessary. Because significance levels cannot determine the magnitude of a variable's effect, standardized Beta scores (for OLS) and Odds Ratios (for Logistic Regression) are also presented and discussed.

Dependent Variables

The dependent variable for our study was a combined count of two of the survey question variables. The questions used to create the dependent variable were: Thinking back, between the ages of 10-17, did anyone on the Internet ever try to get you to talk online about sex when you did not want to? And, thinking back, between the ages of 10-17, did anyone on the Internet ask you for sexual information about yourself when you

did not want to answer such questions? A third question, thinking back, between the ages of 10-17, did anyone on the Internet ever ask you to do something sexual that you did not want to do, was considered for use in the dependent variable, but it was decided that conceptual differences existed between it and the two previous questions. It was not used.

Question	Response Choices	Source
Currently, how often do you use the Internet to: Go to web sites? Use e-mail? Use Instant Messages? Go to chat rooms? Play games? For school assignments? Download music, pictures, or videos from file sharing programs like Kazaz or Bear Share? Keep an online journal or blog at sites such as Facebook or My Space? Use an online dating or romantic site? Use YouTube?	Responses for the following questions are: 1- Never 2- Occasionally 3- Frequently 4- Often, but not every day 5- Daily	YISS-2- but altered question; reponse categories verbatim
Thinking back, between the ages of 10-17, how often did you use the Internet to: Go to web sites? Use e-mail? Use Instant Messages? Go to chat rooms? Play games? For school assignments? Download music, pictures, or videos from file sharing programs like Kazaz or Bear Share? Keep an online journal or blog at sites such as Facebook or My Space? Use an online dating or romantic site? Use YouTube?	Responses for the following questions are: 1- Never 2- Occasionally 3- Frequently 4- Often, but not every day 5- Daily	YISS-2- but altered question; reponse categories verbatim
Currently, how many days during a usual week do you use the Internet? Between the ages of 10-17, how many days a week do you typically remember using the Internet?	Choices are: 1-7 Choices are: 1-7	YISS, YISS-2- but altered YISS, YISS-2- but altered for retrospective
Thinking back to when you were between the ages of 10-17, how much adult supervision did you have while online using the access you checked in question 13?	None at all Very little Some A lot Constant supervision Don't know/ don't remember	Author- to determine capable guardianship

Table 4-1. Continued.

Question	Response Choices	Source
Thinking back to when you were aged 10-17, what types of supervision did your parent/ guardian/		
friend's parent/ guardian engage in to superivse your Internet use?	Watched what I did on the Internet	Author- to determine capable guardianship
	Asked me what I did on the Internet	
	Checked the history function after I got off the Internet	
	Read my e-mails to see who I was communicating with	
	Installed software to keep me away from certain sites	
Thinking back, between the ages of 10-17, did anyone on the Internet ever try to get you to talk online about sex when you did not want to?	Yes No	YISS, YISS-2- but altered question for retrospective
	Don't know/ don't remember	
Thinking back, between the ages of 10-17 did anyone on the Internet ask you for sexual information about yourself when you did not want to answer such questions?	Yes No	YISS, YISS-2- but altered question for retrospective; description removed
	Don't know/ don't remember	
Thinking back, between the ages of 10-17 did anyone on the Internet ever ask you to do something sexual that you did not want to do?	Yes No	YISS, YISS-2- but altered question for retrospective
	Don't know/ don't remember	
Thinking back, between the ages of 10-17 did anyone you met on the Internet try to get you to meet them offline for sexual purposes?	Yes	Inspired by YISS, YISS-2 follow-up questions
meet them offine for sexual purposes:	No Don't know/ don't remember	questions
		Inspired by YISS-2
If yes, did you agree to meet them?	Yes	follow-up questions
	No	
	Don't know/ don't remember	Inspired by YISS-2
If yes, did you actually meet them?	Yes No	follow-up questions
When you met this person offline, did you engage in any kind of sexual activity with this person?	Yes No	Inspired by YISS-2 follow-up questions
	Don't know/ don't remember	

The first two previously cited questions both had yes, no, don't know/ don't remember response choice categories. To make the dependent variable, the counts for respondents who replied yes to both questions were tallied. This variable was then dummy-coded. The yes to both questions category was coded 1. All other responses were coded as 0.

Several other questions in the survey were considered for use as a dependent variable. These questions were: Thinking back, between the ages of 10-17, did anyone you met on the Internet try to get you to meet them offline for sexual purposes?; if yes, did you agree to meet them?; and, if yes, did you actually meet them? Because the variance for these three questions was non-existent (virtually all responses were no or the respondent did not answer the question), information supplied by these variables is limited to frequencies and percentages. This information may be viewed in Tables 4-5 and 4-6 below, which list the frequencies and percentages of the dependent and independent variable characteristics.

In order to test the third hypothesis, a further regression was undertaken. In this regression, respondents' current Internet activities became the dependent variable and the variable formed from yes responses to the talked about sex and asked for sexual information questions, discussed above as the main dependent variable, became an independent variable.

The question used in the survey to determine how undergraduate respondents spent their time on the Internet was: Currently, how often did you use the Internet to: Go to web sites? Use e-mail? Use Instant Messages? Go to chat rooms? Play games? For

Table 4-2. Survey participant characteristics

Table 4-2. Survey participant characteristics			
Characteristics			
Gender	Frequency (%)		
Male	95 (26 5)		
Female	85 (36.5)		
remaie	148 (63.5)		
Current Age: 18	20 (8.6)		
19	48 (20.6)		
20	62 (26.6)		
21	58 (24.9)		
22	17 (7.3)		
23	11 (4.7)		
24	3 (1.3)		
25	5 (2.1)		
26	1 (0.4)		
27	3 (1.3)		
28	1 (0.4)		
29	1 (0.4)		
34	1 (0.4)		
Missing Values	1 (0.4)		
Age at 1 st Use: 4	1 (0.4)		
8	7 (3)		
9	7 (3)		
10	14 (6)		
11	13 (5.6)		
12	41 (17.6)		
13	18 (7.7)		
14	13 (5.6)		
15	7 (3)		
16	2 (0.9)		
17	3 (1.3)		
18	1 (0.4)		
19	2 (0.9)		
Don't Remember	102 (43.8)		
Missing Values	2 (0.9)		
Race: White	148 (63.5)		
African American	42 (18)		
Hispanic/ Latino	33 (14.2)		
Asian American	7 (3)		
Other	3 (1.3)		
Family Income: \$0-14,999	9 (3.9)		
\$15,000-29,999	29 (12.4)		
\$30,000-44,999	26 (11.2)		
\$45,000-59,999	30 (12.9)		
\$60,000-74,999	32 (13.7)		
\$75,000-\$89,999	23 (9.9)		

Table 4-2. Continued.

\$90,000-104,999	26 (11.2)
\$105,000 & Above	58 (24.9)
N= 233	

Table 4-3. Participant and routine activities characteristics

Characteristics	
Characteristics	Frequency
City Size	(%)
Small Town	34 (14.6)
Suburb of Large City	66 (28.3)
Rural Area	11 (4.7)
Large Town (25,000-100,000)	51 (21.9)
Large City (over 100,000)	68 (29.2)
Missing Values	3 (1.3)
Had Own Computer	
Yes	78 (33.5)
No	149 (63.9)
Don't Remember	3 (1.3)
Missing Values	3 (1.3)
Amount of Supervision	
None at All	37 (15.9)
Very Little	87 (37.3)
Some	67 (28.8)
A Lot	25 (10.7)
Constant Supervision	7 (3)
Don't Remember	5 (2.1)
Missing Values	5 (2.1)
Type of Supervision- Watched	
Yes	40 (17.2)
No	160 (68.7)
Missing Values	33 (14.2)
Type of Supervision- Asked	
Yes	151 (64.8)
No	49 (21)
Missing Values	33 (14.2)
Type of Supervision- Checked History	
Yes	52 (22.3)
No	148 (63.5)
Missing Values	33 (14.2)
Type of Supervision- Read E-mails	
Yes	11 (4.7)
No	189 (81.1)
Missing Values	33 (14.2)
Type of Supervision- Software	
Yes	41 (17.6)
No	159 (68.2)
Missing Values	33 (14.2)
Portrayal of Self Online	
As I Really Am	111 (47.6)
As Different than I Really Am	47 (20.2)
No Online Profile- No Personal Info	46 (19.7)
Missing Values	29 (12.4)
N=233	

Table 4-4. Routine activities characteristics

Characteristics

Characteristics	
	Frequency (%)
Current Usage- Days	
1	0 (0)
2	3 (1.3)
3	1 (0.4)
4	5 (2.1)
5	6 (2.6)
6	20 (8.6)
7	196 (84.1)
Missing Values	2 (0.9)
Remembered Usage- Days	
1	7 (3)
2	9 (3.9)
3	17 (7.3)
4	38 (16.3)
5	50 (21.5)
6	27 (11.6)
7	59 (25.3)
Don't Remember	23 (9.9)
Missing Values	3 (1.3)
Current Usage- Hours	
1 Hour or Less	8 (3.4)
1-3 Hours	90 (38.6)
3-5 Hours	75 (32.2)
5-7 Hours	38 (16.3)
More than 7 Hours	18 (7.7)
Missing Values	4 (1.7)
Remembered Usage- Hours	
1 Hour or Less	49 (21)
1-3 Hours	91 (39.1)
3-5 Hours	44 (18.9)
5-7 Hours	24 (10.3)
More than 7 Hours	8 (3.4)
Don't Remember	15 (6.4)
Missing Values	2 (0.9)
N= 233	

school assignments? Download music, pictures, or videos from file sharing programs like Kazaz or Bear Share? Keep an online journal or blog at sites such as Facebook or My Space? Use an online dating or romantic site? Use You Tube? Each of the sub-questions had a Likert-type scale for responses. A one indicated they had never used that service. A two indicated occasional use. A three indicated frequent use. A four indicated often, but not daily use. And a five indicated daily use.

The responses to these questions were checked for their frequencies. As described below in the independent variables section, the corresponding question for remembered use as a juvenile lacked enough variance on two of the sub-questions. Those sub-questions were dropped from the subsequently created scale. The sub-questions pertained to the remembered use of an online dating service and the remembered use of You Tube.

In order to make the current Internet uses variable comparable to the remembered Internet uses scale, the sub-questions relating to online dating service use and the use of You Tube were dropped from the current uses scale (as they were from the past uses scale). The responses to the other 8 sub-questions were scaled. The range on the scale goes from 8 to 40. A factor analysis using Principal Components Analysis was conducted to see whether the items all loaded on a single factor and what the reliability of the scale was. The Cronbach's Alpha for this scale was .968, indicating strong correlation. An Eigenvalue of 6.858 on the first item indicated that the scale items all loaded very strongly on one factor. The results of this Factor Analysis can be found with the complete set of tables in Appendix F. Because all items loaded so strongly on the one factor, it was

possible to label the scale as a current Internet uses scale. Responses on the scale ranged from 15 to the maximum value of 40.

Independent Variables

Standard independent variables for our study included gender, race/ ethnicity, and family income. There were problems with using an age variable. Current ages supplied by the respondents do not pertain to any past victimization and would not correlate to those victimizations. Further, many respondents who did reply yes to one of the two dependent variable questions were not able to supply an age for when the incident or incidents happened. These respondents either checked the "don't know/ don't remember" option or they did not answer the question at all. In consequence, the counts for each age were not large enough to be able to use as a variable in a logistic regression analysis.

The only other option available to keep an age variable in the model came from responses to the question: How old were you when you first started using the Internet? The counts for responses were large enough to allow this question to be used as the age variable. However, its relevancy to regression is questionable. It can be argued that those who started using the Internet at a younger age would be different in some way from other respondents and this difference may have been reflected whether or not they were victimized sexually while online. Because of the questionable nature of this variable, the regression was run both with it in and out of the model.

The independent variables pertaining to routine activities used in our study include the activities and amount of time spent on those activities on the Internet while juveniles, amount of privacy while on the Internet, parental supervision of Internet use, how much personal information the respondent posted on the Internet, and how the respondent presented themselves on the Internet. The portrayal of information variable was dummy

coded for the purpose conducting logistic regression. Answer choices of "no profile" and "presented myself as something other than I really am" were coded as 0. The answer choice of "I portrayed myself as I truly am" was coded as a 1. Other variables relating to the routine activities of the respondents were considered for use in the regression, but again, due to lack of variance, these questions could not be used.

The questions in the survey that were used to determine if parental supervision has an impact upon receipt of sexual solicitations are as follows- Question1: Where was your computer with Internet access located in your home? Response choices were: in my bedroom, in my parent's bedroom, in an area open to other members of my family, like the kitchen or living room. Responses to this question were dummy-coded with yes responses coded 1 and all other responses coded 0. Question 2: Thinking back to when you were between the ages of 10-17, how much adult supervision did you have while online using the access you checked in question #13 (where you MOST OFTEN used a computer to go online)? Responses ranged from none at all (1) to constant supervision (5). Responses to this question were left as they were, since the scale was already ordinal in nature. Question 3: Thinking back to when you were aged 10-17, what type of supervision did your parent/ guardian/ friend's parent/guardian engage in to supervise your Internet use? Response choices were: watched what I did on the Internet, asked me what I did on the Internet, checked the history function after I got off the Internet, read my e-mails to see who I was communicating with, and installed software to keep me from certain sites. Respondents were able to check all answers that applied to this question.

Because of this, responses were entered into SPSS as if each answer choice had been a separate question. Each answer was given a code for yes (1) or no (0). Responses

were then summed in a count and an index was created. A one response on the index indicated a yes response to the first question. A two on the index indicated respondents had answered yes to two of the questions. A three on the scale indicated that respondents had answered yes to any three questions. And so on, through the fifth question. All other responses than yes were coded as 0.

The independent variable pertaining to online activities and the amount of time juveniles spent at them was as follows: Thinking back, between the ages of 10-17, how often did you use the Internet to: Go to web sites? Use e-mail? Use Instant Messages? Go to chat rooms? Play games? For school assignments? Download music, pictures, or videos from file sharing programs like Kazaz or Bear Share? Keep an online journal or blog at sites such as Facebook or My Space? Use an online dating or romantic site? Use You Tube? Each of the sub-questions had a Likert-type scale for responses. A one indicated they had never used that service. A two indicated occasional use. A three indicated frequent use. A four indicated often, but not daily use. And a five indicated daily use. The responses to these questions were checked for their frequencies.

If responses had enough variance, they were used to create an Internet use scale. Responses to the questions about use of online dating services or spending time at You Tube as a juvenile did not have enough variance. Most respondents indicated they had never used an online dating service. Only 7.7% (18) indicated any response to that question other than "never." There was slightly more variance for the You Tube question. While 153 respondents indicated they never used that service while a juvenile, 54 did indicate they used it occasionally. The other 3 responses had 24 (10.3%) counts only,

Table 4-5. Dependent variables: sexual victimization/ solicitation

Characteristics					
-	Frequency				
Asked to Meet for Sex	(%)				
Yes	15 (6.4)				
No	210 (90.1)				
Don't Remember	5 (2.1)				
Missing Values	3 (1.3)				
Agreed to Meet for Sex					
Yes	3 (1.3)				
No	11 (4.7)				
Missing Values/ Not					
Applicable	219 (93.9)				
Did Meet for Sex					
Yes	7 (3)				
No	4 (1.7)				
Missing Values/ Not Applicable	222 (95.3)				
Actually Had Sex	222 (73.3)				
Yes	3 (1.3)				
No	7 (3)				
Don't Remember	1 (0.4)				
Missing Values/ Not	1 (0.4)				
Applicable	222 (95.3)				
Type of Sex Contact					
Sexual Intercourse	0 (0)				
Oral Intercourse	2 (0.9)				
Anal Intercourse	1 (0.4)				
Fondling or Touching	1 (0.4)				
Kissing	1 (0.4)				
Other	0 (0)				
Don't Remember	1 (0.4)				
Missing Values/ Not	, ,				
Applicable	227 (97.4)				
Rating of Sex Experience					
1- Very Negative	1 (0.4)				
2- Somewhat Negative	2 (0.9)				
3-Neutral/So-so	8 (3.4)				
4- Somewhat Positive	1 (0.4)				
5- Very Positive	1 (0.4)				
Missing Values/ Not	220 (0.4.4)				
Applicable	220 (94.4)				

N= 233

Table 4-6. Independent variables: routine activities 1: past online activities

	Remembered Juvenile Internet Uses				
			Instant	Chat	Play
	Websites	E-mail	Messenger	Rooms	Games
	Frequency				
	(%)				
Never	9 (3.9)	20 (8.6)	34 (14.6)	87 (37.3)	34 (14.6)
Occasionally	38 (16.3)	47(20.2)	23 (9.9)	77 (33)	65 (27.9)
Frequently	31 (13.3)	32(13.7)	37 (15.9)	28 (12)	68 (29.2)
Often, Not					
Daily	63 (27)	60(25.8)	46 (19.7)	18 (7.7)	32(13.7)
Daily	90 (38.6)	72(30.9)	91 (39.1)	20 (8.6)	31 (13.3)
Missing					
Values	2 (0.9)	2 (0.9)	2 (0.9)	3 (1.3)	3 (1.3)

Table 4-6. Continued

	Remembered Juvenile Internet Uses				
				Dating	
	Schoolwork	Downloading	Blogging	Site	You Tube
Never	11 (4.7)	61 (26.2)	132 (56.7)	213 (91.4)	153 (65.7)
Occasionally	52 (22.3)	40 (17.2)	28 (12)	11 (4.7)	54 (23.2)
Frequently	72 (30.9)	51 (21.9)	23 (9.9)	2 (0.9)	14 (6)
Often, Not					
Daily	53 (22.7)	52 (22.3)	21 (9)	3 (1.3)	6 (2.6)
Daily	41 (17.6)	27 (11.6)	26 (11.2)	2 (0.9)	4 (1.7)
Missing					
Values	4 (1.7)	2 (0.9)	3 (1.3)	2 (0.9)	2 (0.9)

N= 233

Table 4-7. Independent variables: routine activities 2: current online activities

	Current Internet Uses				
			Instant	Chat	Play
	Websites	E-mail	Messenger	Rooms	Games
	Frequency				
	(%)				
Never	1 (0.4)	0(0)	47 (20.2)	168(79.8)	62 (26.6)
Occasionally	8 (3.4)	6 (2.6)	59 (25.3)	31 (13.3)	113(48.5)
Frequently	7 (3)	7 (3)	18 (7.7)	4 (1.7)	19 (8.2)
Often, Not					
Daily	13 (5.6)	12 (5.2)	27 (11.6)	3 (1.3)	21 (9)
Daily	202 (86.7)	206(88.4)	79 (33.9)	7 (3)	16 (6.9)
Missing					
Values	2 (0.9)	2 (0.9)	3 (1.3)	2 (0.9)	2 (0.9)

Table 4-7. Continued

	Current Internet Uses					
		Dating				
	Schoolwork	Downloading	Blogging	Site	You Tube	
Never	0(0)	62 (26.6)	68 (29.2)	212 (91)	11 (4.7)	
Occasionally	4 (1.7)	55 (23.6)	32 (13.7)	11 (4.7)	89 (38.2)	
Frequently	27 (11.6)	38 (16.3)	13 (5.6)	2(0.9)	60 (25.8)	
Often, Not						
Daily	62 (26.6)	41 (17.6)	27 (11.6)	3 (1.3)	50 (21.5)	
Daily	136 (58.4)	35 (15)	90 (38.6)	3 (1.3)	20 (8.6)	
Missing						
Values	4 (1.7)	2 (0.9)	3 (1.3)	2 (0.9)	3 (1.3)	

N= 233

however. The distribution was skewed enough to make the use of these variables questionable.

The responses to the other 8 sub-questions were scaled. The range on the scale goes from 8 to 40. A factor analysis using Principal Components Analysis was conducted to see whether the items all loaded on a single factor and what the reliability of the scale was. The Cronbach's Alpha for this scale was quite strong, a .805. Eigenvalues of 3.453 and 1.180 on the first two items indicated that the scale items were loading on two factors. The Components Matrix indicated that all items loaded particularly strongly on the first factor. Only one item loaded at a significant level (.63) on the second factor; as this item also loaded well on the first factor (.531) there is no reason to consider using more than one scale. The Factor Analysis is a confirmatory process anyway. Running the reliability analysis had already established that the items on this scale were highly correlated with one another. The Factor Analysis just confirms this.

The results of the Factor Analysis can be found with complete set of tables in Appendix F. Because all items loaded so strongly on the first factor, it was possible to label the scale as an Internet uses scale. Responses on the scale ranged from the minimum value of 8 to the maximum value of 40.

CHAPTER 5 FINDINGS

The majority of survey participants seem to have been fairly free of unwanted on-sexual solicitations. Sixty-four of the respondents had someone try to talk to them about sex online when they did not want to. About 26% (60) of respondents had someone online ask them for sexual information about themselves whom they did not want asking such questions. Only 11.6% (27) of respondents had someone online ask them to do something sexual when they did not want to.

Fifteen of the respondents received what could be termed an aggressive sexual solicitation; someone online asked them to meet offline for sexual purposes. Only 3 respondents agreed to meet the person offline for sexual purposes; although 7 of the respondents indicated they actually met a person offline for sexual purposes. The discrepancy in numbers between who indicated they would meet someone and who actually met someone offline for sexual purposes is most likely a result of persons refusing to answer the former question; they then went on to answer the latter question, for whatever reason. It appears that as the nature of the offense escalated, the number of such events decreased. It should be noted however, that the questions about meeting someone offline for sexual purposes were those that respondents left unanswered the most (5, 9, and 12 respondents refused to answer these questions, respectively).

The majority of respondents indicate they are online 7 days a week (84.1%). They generally spend between 1-5 hours online on the average day (70.8%). Twenty-four percent spend over 5 hours online on the average day. Internet activities vary widely in use and frequency. Web sites, e-mail, and instant messaging are services that many engage in on a regular basis; if not daily, then often (65.6%, 56.7%, and 58.8%

respectively). Refer back to Tables 4-6 through 4-9 for more information, or see Appendix F.

Results of the two regressions run to determine the variables affecting unwanted sexual solicitations are shown in Tables 5-1 and 5-2 below. Both regression models are significant at the global level. The results are somewhat surprising for both regressions. Only gender and the remembered Internet uses scale achieved significance in both models. The signs of the coefficients indicate that females are more likely than males to experience unwanted sexual solicitations online. Those who spend more time online engaged in a larger variety of activities are more likely than those who do not engage in so many activities to experience unwanted sexual solicitations.

Gender had an Odds Ratio of 3.936 in the first model and 3.349 in the second. Females are almost 4 times more likely to experience unwanted sexual solicitation or sexual victimization than males are. The remembered Internet uses variable had an Odds Ratio of 1.106 in the first model and 1.108 in the second model. Those who made more frequent use of the Internet were 1.1 times as likely to experience sexual victimization as those who did not use the Internet so much.

The fact that race did not achieve significance is most likely due to lack variance (the majority of students (63.5%) were White). It is also possibly a reflection of the anonymous and global nature of the Internet. Amount of supervision was significant at the .10 level in one of the models (.087 p-value). This was in the model including age at first computer use as one of the variables. Neither of the supervision variables was significant in the other model (model 2).

The Odds Ratio for the amount of supervision variable in the first model was .639. Remembering that the coefficient's sign was negative, this means that for every increase in the amount of supervision, the likelihood of becoming the victim of unwanted sexual solicitation or sexual victimization decreases by .639.

Two separate regressions involving alternating use of the supervision variables were done to see if results would change after taking into account the multicollinearity that was found between the two variables. Even separately, each still failed to achieve significance. There was enough variance in responses to each item that it is most likely that lack of significance was not affected by this.

One possibility for the lack of significance of amount of supervision in the second model lies with the removed variable. Age at first computer use is the variable present in the first regression but not in the second. By its very definition, age of first computer use would have occurred when the respondents were much younger. As younger children and adolescents they most likely received more supervision than they did as juveniles. This is the most likely reason for the discrepancy.

Whether or not a respondent had their own private computer as a juvenile from which to access the Internet had no bearing on whether or not they received unwanted sexual solicitations. This finding is also somewhat surprising in light of routine activities theory. It was theorized that those with private access would be more likely to engage in dubious online activities thereby leaving themselves open to sexual solicitations, wanted or not. This has not proved to be the case. One problem however is that this variable is not ideal for measuring privacy. A better question about privacy of computer use would

Table 5-1. Logistic regression: sexual solicitation with age at 1st use

Logistic Regression- With Age at 1st Use

		Wald		
Variables	Coefficient	Score	P-value	Exp (B)
Gender	1.370	7.236	0.007***	3.936
Age at 1st Use	0.090	0.641	0.423	1.094
Race	-0.620	1.841	0.175	.538
Income	-0.132	1.582	0.208	.877
Remembered Uses				
Scale	0.100	7.464	0.006***	1.106
Had own Computer	-0.033	0.005	0.944	.967
Amount of				
Supervision	-0.448	2.935	0.087*	.639
Supervision Index	0.064	0.075	0.784	1.066
Self- Portrayal	-0.380	0.768	0.381	.684

Model Significance- Chi-Square Value= 25.548, p-value=.002***

^{*} Significant at the .10 Level

^{**} Significant at the .05 Level ***Significant at the .01 Level

Table 5-2. Logistic regression: sexual solicitation without age at 1st use

Logistic Regression- Without Age at 1st Use

		Wald		
Variables	Coefficient	Score	P-value	Exp (B)
Gender	1.209	11.412	0.001***	3.349
Race	-0.088	0.065	0.799	.916
Income	-0.120	2.519	0.112	.887
Remembered Uses				
Scale	0.102	15.061	0.000***	1.108
Had own Computer	-0.042	0.015	0.904	.959
Amount of				
Supervision	-0.061	0.098	0.754	.940
Supervision Index	0.026	0.018	0.894	1.026
Self- Portrayal	-0.531	2.817	0.093*	.588

Model Significance- Chi-Square Value= 37.769, p-value=.000***

^{*} Significant at the .10 Level

^{**} Significant at the .05 Level ***significant at the .01 Level

have been the question about where their computer was located, in their bedroom, a parent's bedroom, or in an open area like a kitchen or living room. Unfortunately, 154 (66%) respondents chose not to answer this question, rendering it meaningless for the purposes of regression analysis.

Family income, used to indicate a respondent's socio-economic status while still a juvenile living at home, did not achieve significance in either model. There was enough variance in responses that this was not a significant factor in failing to achieve significance. The results of both regressions seem to indicate that SES as determined by household income is not a factor in determining who will become the victim of unwanted online sexual solicitations. Again, this may reflect the anonymous and global nature of the Internet; if this is so, many demographic variables considered relevant to criminal victimization will need to be reconsidered when analyzing online crime.

How a respondent chose to portray him or herself while online was also investigated in both regression models. In the model without age at first use this variable was significant at the .10 level. The p-value was .093 and the negative sign on the coefficient indicated that those who portrayed themselves as other than they really are or who did not supply personal information at all were possibly more likely to experience unwanted online sexual victimization. The Odds Ratio for this variable in model 2 was .588, indicating that likelihood of experiencing sexual victimization or unwanted sexual solicitations is .588 times more likely for those who provide no information or some form of false information than for those who provide their correct personal information.

The lack of significance for this variable in the first model was most likely not caused by lack of variance. Responses for the dummy-coded variable were almost evenly

divided between "yes" and "all other responses" (47.6% versus 52.4%). What seems most probable is that sexual offenders looking for victims online look for specific characteristics. Those who provided correct information were most likely specifying some characteristic that the offender did not find appealing.

Why this variable was significant in the second model but not in the first is unclear. There does not seem to be a clear link between age at first computer use and the providing of personal information. One possibility is that sexual offenders who use the Internet are looking for older children; adolescents and juveniles. Again by definition, respondents were younger at age of first computer use. This is an area that should be investigated further in the future.

The results of the Ordinary Least Squares regression run to determine if past online sexual victimization affected the amount and type of current Internet usage are shown below in Table 5-3. Variables that achieved significance in this regression include current age and past Internet activities. No other variable achieved significance. The model itself was found to be significant with an F Score of 8.989 and a p-value of .000.

The negative sign of the coefficient for current age indicated that younger undergraduates tend to spend more time online in a larger variety of activities. The positive sign for the coefficient for remembered Internet uses variable indicated that those

Table 5-3. OLS linear regression: effects of past victimization on current use OLS Current Internet Use Regression

	Treme Intermet		810001011	
		t-		
Variables	Coefficient	score	P-value	Stand. Beta
		-		_
Gender	-0.708	1.174	0.242	075
		-		
Race	-0.688	1.153	0.250	074
Income	0.099	0.755	0.451	.049
		_		
Current age	-0.109	2.177	0.031**	.135
		_		
Past Online Solicitation	-0.534	0.850	0.396	.056
Remembered Uses Scale	0.295	6.833	0.000***	.446
	0.200	-	0.000	0
Past Self- Portrayal	-0.236	0.426	0.671	026

Model Significance- F Score= 8.989, p-value=.000***

* Significant at the .10 Level

** Significant at the .05 Level

***Significant at the .01 Level

who engaged in more online activities more frequently as juveniles were more likely to have a higher current level of Internet activities and usage. This finding was not surprising, since it has long been understood that the best predictor of future behavior is past behavior. What is surprising is that having a history of unwanted sexual solicitations did not even come close to achieving significance on this model. The standardized Beta for current age is .135 and for remembered Internet uses is .446. The standardized Betas for these 2 variables indicate that past use is a stronger predictor of the respondents' current Internet use than current age is.

Several possibilities for this finding come to mind. Least likely is the possibility that past online sexual victimization has no bearing upon future online behavior. It is more feasible that the variable used to measure past online sexual victimization is not a good measure of this type of victimization. It has already been stated that due to lack of variance, several variables that were should have been used in the analysis had to be left out. These variables include responses to the questions about receiving unwanted requests for online sex, requests to meet offline for sexual activities, and actually meeting someone offline for sexual activities. These variables would all probably been better measures of online sexual victimization.

The variables actually used were the ones that measured unwanted sexual solicitations; it can be posited that the effects of an unwanted solicitation would be less traumatic than would be the effects of actually meeting someone offline for sexual purposes. That is, if the experience is considered negatively. As stated previously, the N-JOV Study found that in cases involving female victims, over half of the girls considered themselves to be in love with the perpetrator (Wolak et al., 2004).

Support for the Hypotheses

Hypothesis 1 stated that college-bound youths whose online use is more closely monitored by a parent or guardian will experience less online sexual victimization.

Hypothesis 2 stated that college-bound youths who use the Internet more frequently are more likely to receive sexual solicitations than those who use it less frequently.

Hypothesis 3 stated that respondents who were victimized by online sexual solicitations during their juvenile years will make less use of the Internet now than they did prior to their victimization.

Hypothesis 1 was only partially supported by the model 1 logistic regression. As stated earlier, it is possible that the questions regarding the amount and type of supervision were not all-encompassing enough. Or it may just be that short of continually watching their child every moment they spend online, that a parent's supervision can do nothing to prevent unwanted online sexual solicitations to their children. In terms of routine activities theory, capable guardianship did help to prevent crime victimization but only when age at first use of the Internet was taken into account.

Hypothesis 2 was supported by both logistic regressions conducted for this analysis. The more activities a respondent engaged in as a juvenile while online, the more likely it was for them to become the victim of an unwanted sexual solicitation. This hypothesis basically states that heightened exposure places juveniles at risk. The more time a juvenile spends online and the more activities they engage in, the more opportunity a sexual offender has to prey upon them. In terms of routine activities theory, the routine, everyday activities do seem to help create opportunities by which motivated offenders can victimize others.

Hypothesis 3 was not supported by the OLS regression conducted for our study. Based upon the variables used to determine online juvenile sexual victimization, a past history of this type of behavior does not seem to cause a reduction in future online behavior. As discussed in the Findings section, this is most likely because of the variables used to determine online sexual victimization.

More research using better variables should be used to determine whether this finding is accurate or not. It is also possible that there is something about the sample of undergraduates used for our study that makes them more likely to make use of the Internet, regardless of any past Internet victimization they may have experienced. Or possibly there is something about college students in general that makes their outlook on such occurrences differ from non-college students. Regardless, it should be noted that the results of our study are not generalizable to the general public or even to other undergraduate student populations.

CHAPTER 6 CONCLUSION

Discussion

The purpose of our study was to determine the characteristics of victims of online juvenile sexual victimization for a sample of undergraduate students from a large southern university. The main research questions that were investigated were: do the routine activities juveniles engage in on the Internet make them more or less likely to be the victims of unwanted sexual solicitations?; and, do the routine online activities juveniles engage in change after experiencing a sexual victimization?

The level of sexual victimization reported in our study was quite low; for purposes of analysis, reports of unwanted online sexual solicitations were used instead. The analyses showed that even then, college-bound youths do not experience a high level of unwanted online sexual solicitations. About 28% of the sample experienced unwanted talk about sex while online and about 26% of the sample experienced unwanted solicitations for personal sexual information. Only 11.6% of the respondents experienced unwanted online solicitations for acts of sex.

The extent of online sexual victimization and sexual solicitation among juveniles bound for college may be much higher than our study reports. As stated previously, there may be something about this particular sample of undergraduates that makes them ungeneralizable to the broader undergraduate population. There were issues with the data such as lack of variance and missing data that make the results of our study suspect. Further, the survey questions respondents answered may not have been ideal for determining online sexual victimization. The questions were modeled after those in the national online juvenile sexual victimization studies (YISS, YISS-2) that have been

conducted to date (Finkelhor et al., 2000). That lends the questions a certain amount of legitimacy.

It is also possible that college-bound juveniles experience less online sexual victimization than other juveniles do. If this is the case, it must be determined why they experience less online sexual victimization. Future research is needed to replicate both the national online juvenile sexual victimization studies, as well as our study investigating the online sexual victimization of college-bound juveniles. If a difference is discovered, future studies should investigate why the difference exists.

Routine activities theory states that crime occurs when a *motivated offender* is in the presence of a *suitable target* that lacks a *capable guardian* (Cohen & Felson, 1979). Our study attempted to investigate whether the routine online daily activities of collegebound juveniles made suitable targets for online sexual victimization. The routine activities that college-bound juveniles were found to engage in daily included: going to Internet websites (38.6%), sending and receiving e-mail (30.9%), using instant messenger services (39.1%), and playing games (13.3%). Along with juvenile's online behavior, the supervision their online activities received was also investigated. What the study was trying to get at was, do those juveniles whose routine activities make them suitable targets become less suitable targets when they have capable guardianship? This is the most basic assumption made by routine activities theory (Cohen & Felson, 1979).

For our study, the assumption of capable guardianship making a target appear less suitable to a motivated offender did not hold true. This assumption was tested under the first hypothesis. Both the type of supervision juveniles received while engaging in their online activities, as well as the amount of supervision they received while engaging in

these activities, were studied. Logistic regression showed that, at least for our study, the amount of supervision a juvenile received was related to their online sexual victimization. Capable guardianship is an assumption of routine activities that was upheld by our study, but only when age at first use of the computer was taken into account.

The other routine activities assumption that was upheld by our study was that of routine activities making one more or less of a suitable target. The frequency and type of activities a juvenile engaged in online had a bearing on whether a juvenile became the victim of online sexual solicitations. This assumption was tested under the second hypothesis. Those juveniles, who spent more time online in a wider variety of activities, were more likely to be the victims of sexual solicitation. The fact that they were *there*, online, for longer periods of time, engaging in more activities than others might do, is what increased their suitability as a target. This assumption of routine activities theory was also upheld by the study.

Because this was a victimization study, offenders were not included. It was therefore not possible to determine the presence or absence of motivated offenders; they were assumed. Based on the two aspects of routine activities theory that were studied it seems this theory lent itself adequately to the study of online sexual victimization crimes. Future studies should attempt to replicate our study in order to determine if the findings regarding routine activities theory are correct.

Hypothesis 3 stated that respondents who were victimized by online sexual solicitations during their juvenile years will make less use of the Internet now than they did prior to their victimization. This hypothesis was also not supported.

Limitations and Implications

While all studies have limitations, our study had more than most. The study was retrospective, a type of study that is considered as less valid than cross-sectional or longitudinal studies. The sample that was studied did not report a high enough level of online sexual victimization in order to make this a feasible dependent variable. Instead, unwanted online sexual solicitations became the dependent variable. Many of the variables to be studied lacked variance; many lacked valid responses. For these reasons, this is not an ideal data set from which further questions might be investigated.

However, the limitations of our study do not necessarily invalidate the findings. There are implications to the finding that supervision was not related to victimization. What can then be done to protect children and juveniles from online sexual predators? Parents should not assume that there is nothing they can do to protect their children. As was pointed out earlier, the issue of having a private computer was deemed very important for our study. However, due to missing data and lack of variance, the responses to the question that asked where in the house the computer they used was located could not be used. Instead, responses to the question about whether as juveniles they had their own computer had to be substituted in. It is entirely possible that the results of the regression analyses would have been different if the desired variable had been used. Where the computer a child or juvenile is located in the house may be more important than the amount or type of supervision the child receives. It may be that the presence of a parent in the same room while the child or juvenile is online may keep them from wandering into less acceptable web-sites or in continuing questionable conversations with strangers.

Parents should consider the location of the computer in their homes, as well as how they supervise the use of it. The best protection against online victimization would be to have the computer in the room with the highest household traffic, as well as engaging in more traditional types of supervision such as checking the history function. Parents should also talk to their children about online sexual victimization so that they would know what to aware of and what to do if the situation did arise.

Parents, children, and juveniles can report an online sexual victimization or solicitation to the CyberTipline. The CyberTipline is a congressionally mandated reporting mechanism for many types of child sexual exploitation, including child pornography and "online enticement of children for sex acts" (*What is the CyberTipline?* nd.). The CyberTipline can be located at the website for the National Center for Missing & Exploited Children.

Future studies should be conducted using college populations in order to determine their rate of online sexual victimization compared to a national sample. Future studies should also seek to establish to what extent privacy of computer use affects online sexual victimization. Other areas that should be explored in future studies include the extent that those who report unwanted online sexual solicitations also report attempts by sex offenders to meet offline for sexual purposes.

APPENDIX A PARTICIPANT POOL APPLICATION

Application for use of the Criminology, Law and Society Department Participant Pool

** NOTE: You must submit the following things with this application:

- 1) A copy of your full IRB application (This application may be submitted prior to IRB approval, however, you may not run any participants until you have submitted a copy of your IRB approval letter to the coordinator)
- 2) A full copy of your survey/stimulus etc. You should submit everything that you will be presenting to participants. If your study is online, you may submit a link to your online study, and the participant coordinator must be able to run through your study.

I. General Information

1. TITLE of this research project (this will be the title shown to the participants. Keep in mind that if your study involves deception, this may not match your IRB title):

Online Juvenile Sexual Victimization Among College Students

2. PROJECT DESCRIPTION – TO BE PROVIDED TO POTENTIAL PARTICIPANTS (250 character maximum):

To examine rates of online juvenile sexual victimization as retrospectively self-reported college students. To examine the routine online activities that may make some juveniles more exposed to victimization by sexual offenders while online.

3. NAME of the responsible researcher: Stacy Burweger

E-MAIL: kithain@ufl.edu

PHONE & ROOM #: cell 386.569.1823

Have you attended a training session for participant pool researchers? No, but I have spoken with John Boman about it.

4. CATEGORY of this research project: (check only one)

	Doctoral dissertation research (limited to <u>2 terms</u>)
	Grant funded (grants with overhead) faculty research
	(must provide funding source)
_X	MA thesis research

	Senior thesis research			
	Full-time faculty member research Independent graduate student research			
	Adjunct faculty research			
	Other (please explain)			
5.	FACULTY SPONSOR (if applicable): Dr. Ronald Akers (Note: Faculty Sponsor is the person taking primary responsibility for the			
	treatment of participants. If dissertation research or other student research, please note faculty advisor)			
6.	NAMES AND E-MAIL ADDRESSES of all members of the research team who will be authorized to use the participant pool for your project and you want to receive direct communication from the Participant Pool Coordinator (NOTE: you will be responsible for disseminating all communication from the Participant Pool Coordinator to the other members of your research team):			
	Name E-mail			
	Stacy Burweger kithain@ufl.edu			
II.	Project Information			
1.	TOTAL NUMBER of participants required: MAXIMUM of 1,000 students			
2.	TIME required of EACH participant: 30 minutes to 1 hour NOTE: This will be double checked by the participant pool coordinator. Studies must take at least 10 minutes. If your collection time is shorter than ten minutes, you must double with another researcher. If you need help finding another research project to double with, please check with the participant pool coordinator.			
3.	Students will be awarded: (please check one)			
	X Units only			
	Combination of units and money			
	Option of units or money			

	Note:	1 unit = $10 - 30$ minutes of participation 2 units = $31 - 60$ minutes 3 units = $61 - 90$ minutes 4 units = $91 - 120$ minutes 5 units = $121 - 150$ minutes 6 units = $151-180$ minutes	pation
5.	2	TOTAL NUMBER OF UNITS	REQUESTED
6.	0.00	TOTAL AMOUNT OF MONE	Y to be awarded to EACH participant
7.	SIGN	UP/CANCELLATION NOTIFIC	CATION
	Would	d you like to be notified by email	when participants sign up/cancel?
	Yes: X	K No	
8.	ONLI	NE SURVEY INFORMATION	
	•	r study includes an online survey nation below:	, please provide the website
	www.s	surveymonkey.com	
9.		IAL REQUIREMENTS, if any, fe list: e.g., females only, right-ha	
	a) part	icipants must be 18 years of age	d)
	b)		e)
	c)		f)
10.	possib times/ are ab	ole). If you do not have a location, days you would prefer to run you	vill be conducted (be as specific as please indicate this here, and list ar study and how many students you n and any special requirements (e.g., s, desks, etc.):

4. Proposed TOTAL NUMBER OF units to be awarded to EACH participant: 2 units, although I suppose 1 unit is more likely

Location: this is an online survey; students may take it when and where they will

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 (7:25-8:15)					
2 (8:30-9:20)					
3 (8:30-9:20)					
4 (8:30-9:20)					
5 (8:30-9:20)					
6 (12:50-1:40)					
7 (1:55-2:45)					
8 (3:00-3:50)					
9 (4:05-4:55)					
10 (5:10-6:00)					
11 (6:15-7:05)					
E1 (7:20-8:10)					
E2 (8:20-9:10)					
E3 (9:20-					
10:10)					

11. ANTICIPATED TIMELINE OF PROJECT: The survey will be open until at least the end of March 2008, possibly until the end of the semester, April 2008.

12. EDUCATIONAL DEBRIEFING PLAN

All researchers must provide student participants with a short, written debriefing statement. <u>Please attach a copy of your educational debriefing</u> form to this application.

Please note that the purpose of the participant pool program is educational. Students in our classes learn about descriptive studies (such as surveys, naturalistic observation, and case studies), correlational studies, and experimental studies (including terms such as "hypothesis," "operational definition," "independent variable," and "dependent variable"). Please consider the educational purpose when writing your debriefing. The committee reserves the right to require researchers to modify their educational debriefing if it fails to satisfy these requirements.

Signature of Researcher:	
Date:	
Please place completed applications in the participant pool coording Thank you!	nator's mailbox.

For Coordinator Use Only	
Approval Number:	Authorized number of units:

APPENDIX B IRB PROTOCOL FORM

UFIRB 02 - Social & Behavioral Research

Protocol Submission

Title of Protocol: Online Juvenile Sexual Victimization Among College Students

This of Frontier Control Contr	Timong conego craciónico
Principal Investigator: Stacy Burweger	UFID #: 9564-9346
Degree / Title: Masters Student	Mailing Address: 6519 W. Newberry Rd. #611 Gainseville, FL. 32605
Department: Criminology, Law, & Society	
P.O. Box 115950	Email Address & Telephone Number:
University of Florida	kithain@ufl.edu; 386.569.1823
Gainesville, Florida 32611-5950	
Co-Investigator(s):	UFID#:
Supervisor: Dr. Ronald L. Akers	UFID# : 7789-3780
Degree / Title: Graduate Coordinator; Professor	Mailing Address: Dept. of Criminology, Law, & Society P.O. Box 115950, University of Florida,
Department: Criminology, Law, & Society	Gainesville, Florida 32611-5950
	Email Address & Telephone Number:

Date of Proposed Research: January 1, 2008 through July 1, 2008

Source of Funding (A copy of the grant proposal must be submitted with this protocol if funding is involved):

There is no external funding for this study.

Scientific Purpose of the Study:

To examine rates of online juvenile sexual victimization as retrospectively self-reported by college students. To examine the routine online activities that may make some juveniles more exposed to victimization by sexual offenders while online.

352.392.2230; rla@crim.ufl.edu

Describe the Research Methodology in Non-Technical Language: (Explain what will be done with or to the research participant.)

Students will take an online retrospective survey that asks them about their Internet habits as juveniles; e-mail, websites visited, amount of time spent online, whether they have been victimized by sexual harassment, cybersex, or an adult wanting to meet them for sex, whether or not they ever met an adult for sex off-line. Students will also be asked questions about their current amount of time spent online in order

to determine if those with online juvenile sexual victimization experiences have changed their Internet habits. Students will also be asked demographic questions about their age, gender, race/ ethnicity, home city size and location.

The survey will make use of Survey Monkey's Professional Service, which is a pay service. This makes the survey much more secure. The survey will make use of SSL encryption in order to make responses as secure and confidential as possible. It is also possible with this pay service to ensure that participant's IP addresses are not tracked when they log on to take the survey. This feature will be turned off so participants are not tracked.

Survey responses will be downloaded from Survey Monkey's secure website onto a jump/ flash drive that will be used strictly to store that data alone. The jump drive will be kept in a locked file cabinet in the researcher's home office. The jump drive will not be put onto any computer that is currently online or hooked into a network, in order to further ensure the security and confidentiality of the data.

Describe Potential Benefits and Anticipated Risks: (If risk of physical, psychological or economic harm may be involved, describe the steps taken to protect participant.)

There are no potential benefits from taking this survey. Participants will be exposed to minimal and indirect potential psychological harm as they are being asked about events that have already happened and they have the option of not answering any question they find uncomfortable. Participants who, as a result of taking this survey, feel they need they need to discuss their experiences with a counselor, may contact the University of Florida Student Mental Health Services at: Room 245 Infirmary Bldg. Fletcher Drive, UF Campus, 352.392.1171 to set up an appointment.

Describe How Participant(s) Will Be Recruited, the Number and AGE of the Participants, and Proposed Compensation:

Participants for this study will be recruited from the Department of Criminology, Law, & Society's undergraduate participant pool. Students in the participant pool are required to participate in a certain amount of surveys each semester. They have the option of choosing which ones they will participate in. Only students over the age of 18 will be allowed the option of participating in this study. All students who wish to take the survey during the proposed study time will be allowed to do so, which could result in a maximum of 1,000 participants. Participants will not receive compensation from the principal investigator for participating in this study. Some students in the Department of Criminology, Law, & Society participant receive extra credit from their professor for participating. Some professors require participation in the participant pool as part of their class curriculum. So some participants in this study may end up receiving extra credit from their professor. All students are made aware of the participant pool when they sign up for courses in this department.

Participant pool members are required to sign up at http://ufl-cls.sona-systems.com/. This is the Criminology, Law and Society Research Participation System website. Participants will enter in their UF e-mail address and a randomly generated password will be given to them. From here, they can view all the studies that are available through the department participant pool. Each study has a description page, and on that page for this study will be the password they will need to use to access the study at SurveyMonkey.com. If students decide they want to participate in my study, they utilize the link from the study description page, which will sign them up for participation. They can then follow the link to the access

page at SurveyMonkey where they will put in the passwor page, where they will either accept or refuse to participate Society Research Participation System website, the admit signed up for which study by their UF e-mail address. How the survey or to any student's survey responses. They can participate in a survey, so that they may be given credit for	e in this study. Through the Criminology, Law and nistrator can keep track of which students have wever, the administrator does not have access to n only note when a student has signed up to
Describe the Informed Consent Process. Include a Co	opy of the Informed Consent Document:
Students in the participant pool who choose to participate in this study will fill out an informed consent form describing the study (see attached informed consent form). The informed consent form will be the first page of the survey, on Survey Monkey, after they enter in the survey password. In order to proceed with the survey, they will have to read and electronically sign the informed consent form.	
Principal Investigator(s) Signature:	Supervisor Signature:
Department Chair/Center Director Signature:	Date:

APPENDIX C INFORMED CONSENT FORM

Informed Consent

Protocol Title: Online Juvenile Sexual Victimization among College Students

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

The purpose of this study is to examine the rates of online juvenile sexual victimization among college students and to examine the routine online activities that may make some juveniles more exposed to victimization by sexual offenders while online.

What you will be asked to do in the study:

After electronically signing this informed consent form, you will be asked to take a survey about your online and Internet habits between the ages of 10 and 17 and about some types of sexual harassment or sexual victimization you may or may not have experienced while online as a juvenile.

Time required:

Approximately 30 minutes to 1 hour.

Risks and Benefits:

There are no benefits to participating in this survey. You may experience some discomfort from reading some of the more personal questions. If, as a result of taking this survey, you would like to talk to a counselor about some of your experiences, you may contact the University of Florida's Student Mental Health Services, located in Room 245, Infirmary Bldg., Fletcher drive, UF Campus, 352.392.1171. Office hours are 8:00am to 4:30 pm Monday through Friday. Please write this information down or print out this form.

Compensation:

There is no compensation for participating in this study, outside of any arrangement you have with your professor regarding participation in the Department of Criminology, Law, & Society Participant Pool (ie., you may receive extra credit or class credit from your professor for your participation). Credit for participation is determined by the Administrator for the Criminology, Law and Society Research Participation System website when you sign up to participate in this study. Your participation, and therefore your credit, is determined by the UF e-mail address you used to log into the Criminology, Law and Society Research Participation System website.

Confidentiality:

This survey is completely anonymous. Your information will be assigned a code number and there is no way for the researcher to know your name or any other identifying information from the online survey. When you sign up to participate in a study listed on the Criminology, Law and Society Research Participation System website, your e-mail address will be tracked so that you may receive participation credit. However, the Participant Pool Administrator does not have access to the answers to any survey you participate in. Your responses will be unknown to Administrator. This survey uses SSL encryption at the Survey Monkey website to further keep your responses confidential. Your IP address will not be tracked or noted by Survey Monkey or by the researcher. Once surveys are completed, they will be downloaded from the secure Survey Monkey website onto a jump/ flash drive that will be used for this purpose only. This jump drive

will be stored in a locked filing cabinet in the researcher's home office. Absolutely no one but the researcher will have access to your responses, and the researcher has no way of knowing who filled out any given survey. The jump drive will not be used on any computer that is currently online or hooked into a network to further ensure the security and confidentiality of the data.

Voluntary participation:

Your participation in this study is completely voluntary. There is no penalty for not participating. You have the right to refuse to answer any question in this survey without facing any penalties. If, after reading this informed consent, you decide you do not wish to participate, you may select "refuse" and proceed no further.

Right to withdraw from the study:

You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study:

Stacy Burweger, Graduate Student, Department of Criminology, Law, & Society; P.O. Box 115950, University of Florida, Gainesville, Florida 32611-5950; Phone: 386.569.1823; kithain@ufl.edu

Or.

Dr. Ronald L. Akers, Department of Criminology, Law, & Society; P.O. Box 115950, University of Florida, Gainesville, Florida 32611-5950; Phone: 352.392.1025, ext.226; rla@crim.ufl.edu

Whom to contact about your rights as a research participant in the study:

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 392-0433.

Agreement:

and

Participant:	Date:
Principal Investigator:	Date:

APPENDIX D SURVEY QUESTIONS SOURCES TABLE

<u>Question</u>	Response Choices	<u>Source</u>
Currently, how often do you use the Internet to: Go to web sites? Use e-mail? Use Instant Messages? Go to chat rooms? Play games? For school assignments? Download music, pictures, or videos from file sharing programs like Kazaz or Bear Share? Keep an online journal or blog at sites such as Facebook or My Space? Use an online dating or romantic site? Use YouTube?	Responses for the following questions are: 1- Never 2- Occasionally 3- Frequently 4- Often, but not every day 5- Daily	YISS-2- but altered question; reponse categories verbatim
Thinking back, between the ages of 10-17, how often did you use the Internet to: Go to web sites? Use e-mail? Use Instant Messages? Go to chat rooms? Play games? For school assignments? Download music, pictures, or videos from file sharing programs like Kazaz or Bear Share? Keep an online journal or blog at sites such as Facebook or My Space? Use an online dating or romantic site? Use YouTube?	Responses for the following questions are: 1- Never 2- Occasionally 3- Frequently 4- Often, but not every day 5- Daily	YISS-2- but altered question; reponse categories verbatim
Currently, how many days during a usual week do you use the Internet?	Choices are: 1-7	YISS, YISS-2- but altered
Between the ages of 10-17, how many days a week do you typically remember using the Internet?	Choices are: 1-7	YISS, YISS-2- but altered for retrospective
Thinking back to when you were between the ages of 10-17, how much adult supervision did you have while online using the access you checked in question 13?	None at all Very little Some A lot Constant supervision Don't know/ don't remember	Author- to determine capable guardianship

Question	Response Choices	Source
Thinking back to when you were aged 10-17, what types of supervision did your parent/ guardian/ friend's parent/ guardian engage in to superivse your Internet use?	Watched what I did on the Internet Asked me what I did on the Internet Checked the history function after I got off the Internet	Author- to determine capable guardianship
	Read my e-mails to see who I was communicating with Installed software to keep me away from certain sites	
Thinking back, between the ages of 10-17, did anyone on the Internet ever try to get you to talk online about sex when you did not want to?	Yes No Don't know/ don't remember	YISS, YISS-2- but altered question for retrospective
Thinking back, between the ages of 10-17 did anyone on the Internet ask you for sexual information about yourself when you did not want to answer such questions?	Yes No Don't know/ don't remember	YISS, YISS-2- but altered question for retrospective; description removed
Thinking back, between the ages of 10-17 did anyone on the Internet ever ask you to do something sexual that you did not want to do?	Yes No Don't know/ don't remember	YISS, YISS-2- but altered question for retrospective
Thinking back, between the ages of 10-17 did anyone you met on the Internet try to get you to meet them offline for sexual purposes?	Yes No Don't know/ don't remember	Inspired by YISS, YISS-2 follow-up questions
If yes, did you agree to meet them?	Yes No Don't know/ don't remember	Inspired by YISS-2 follow-up questions
If yes, did you actually meet them?	Yes No	Inspired by YISS-2 follow-up questions
When you met this person offline, did you engage in any kind of sexual activity with this person?	Yes No Don't know/ don't remember	Inspired by YISS-2 follow-up questions

APPENDIX E SURVEY INSTRUMENT

1. Do you agree to participate in this study as outlined in the above consent form?

Informed Consent

Protocol Title: Online Juvenile Sexual Victimization among College Students

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

The purpose of this study is to examine the rates of online juvenile sexual victimization among college students and to examine the routine online activities that may make some juveniles more exposed to victimization by sexual offenders while online.

What you will be asked to do in the study:

After electronically signing this informed consent form, you will be asked to take a survey about your online and Internet habits between the ages of 10 and 17 and about some types of sexual harassment or sexual victimization you may or may not have experienced while online as a juvenile.

Time required:

Approximately 30 minutes to 1 hour.

Risks and Benefits:

There are no benefits to participating in this survey. You may experience some discomfort from reading some of the more personal questions. If, as a result of taking this survey, you would like to talk to a counselor about some of your experiences, you may contact the University of Florida's Student Mental Health Services, located in Room 245, Infirmary Bldg., Fletcher drive, UF Campus, 352.392.1171. Office hours are 8:00am to 4:30 pm Monday through Friday. Please write this information down or print out this form. Compensation:

There is no compensation for participating in this study, outside of any arrangement you have with your professor regarding participation in the Department of Criminology, Law, & Society Participant Pool (ie., you may receive extra credit or class credit from your professor for your participation). Credit for participation is determined by the Administrator for the Criminology, Law and Society Research Participation System website when you sign up to participate in this study. Your participation, and therefore your credit, is determined by the UF e-mail address you used to log into the Criminology, Law and Society Research Participation System website. Confidentiality:

This survey is completely anonymous. Your information will be assigned a code number and there is no way for the researcher to know your name or any other identifying information from the online survey. When you sign up to participate in a study listed on the Criminology, Law and Society Research Participation System website, your e-mail address will be tracked so that you may receive participation credit. However, the Participant Pool Administrator does not have access to the answers to any survey you participate in. Your responses will be unknown to Administrator. This survey uses SSL encryption at the Survey Monkey website to further keep your responses confidential. Your IP address will not be tracked or noted by Survey Monkey or by the researcher. Once surveys are completed, they will be downloaded from the secure Survey Monkey website onto a jump/ flash drive that will be used for this purpose only. This jump drive will be stored in a locked filing cabinet in the researcher's home office. Absolutely no one but the researcher will have access to your responses, and the researcher has no way of knowing who filled out any given survey. The jump drive will not be used on any computer that is currently online or hooked into a network to further ensure the security and confidentiality of the data. Voluntary participation:

Your participation in this study is completely voluntary. There is no penalty for not participating. You have the right to refuse to answer any question in this survey without facing any penalties. If, after reading this informed consent, you decide you do not wish to participate, you may select "refuse" and proceed no further. Right to withdraw from the study:

You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study: Stacy Burweger, Graduate Student, Department of Criminology, Law, & Society; P.O. Box 115950, University of Florida, Gainesville, Florida 32611-5950; Phone: 386.569.1823; kithain@ufl.edu Or,

Dr. Ronald L. Akers, Department of Criminology, Law, & Society; P.O. Box 115950, University of Florida, Gainesville, Florida 32611-5950; Phone: 352.392.1025, ext.226; rla@crim.ufl.edu Whom to contact about your rights as a research participant in the study:

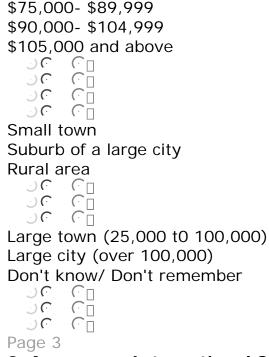
IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 392-0433.

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this

description. Yes, I voluntarily agree to participate with the procedure described above No, I don't agree to participate with the procedure described above Je €□ Page 2 2. How old are you? (Please enter your current age here) 3. What is your gender? 4. Which of the following best describes your Race/Ethnicity? 5. What was your family's/ household's income when you were 17? (please check the answer that best applies to you) 6. Where were you living between the ages of 10 and 17? If you lived in more than one place, please indicate the place where you resided the longest. (Please indicate city and country) 7. Would you say that the community you resided in between the ages of 10 and 17 was a: (Choose the answer that best applies to you) Male Female Je €□ Je e∏ White African American Hispanic Asian American) ← ←□ \cdot) \subset Je e [Other (please specify) \$0-\$14,999 \$15,000- \$29,999 \$30,000-\$44,999 \$45,000- \$59,999

\$60,000- \$74,999

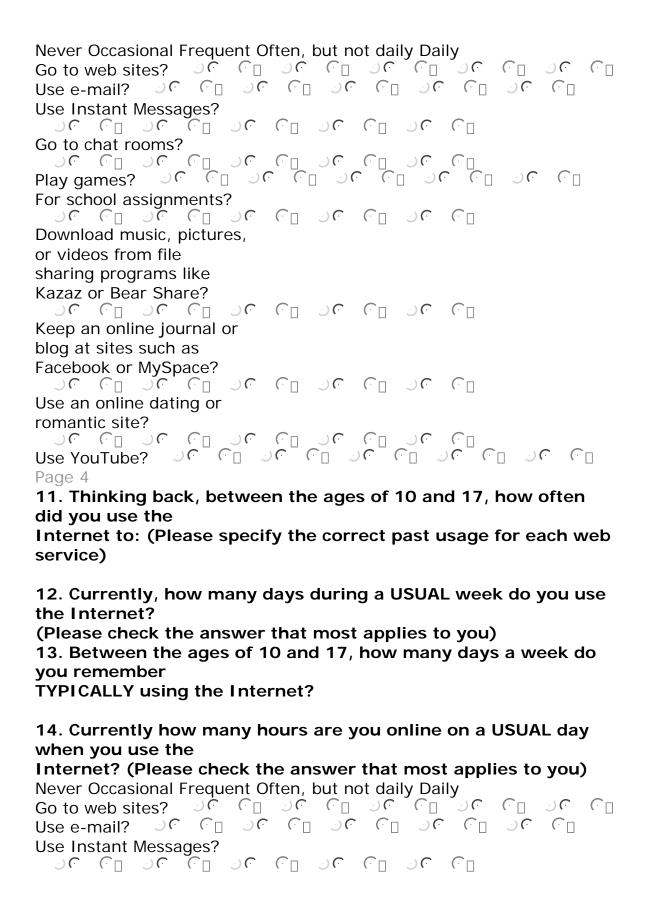


- 8. Are you an International Student?
- 9. Do you currently have access to a computer with Internet access?
- 10. Currently, how often do you use the Internet to: (Please specify the correct usage for each web service)

Yes
No
Yes
No
Don't know

The next few questions require you to specify how often you use certain Internet services. Response choices range from 1 to 5. If you have NEVER used a service, check 1. If you use a service DAILY, check 5. If your use ranges somewhere between 1 and 5, check the one that seems most appropriate to you. 2 would indicate OCCASIONAL use. 3 would indicate FREQUENT use. 4 would indicate you

use a service OFTEN, BUT NOT DAILY.



```
Go to chat rooms?

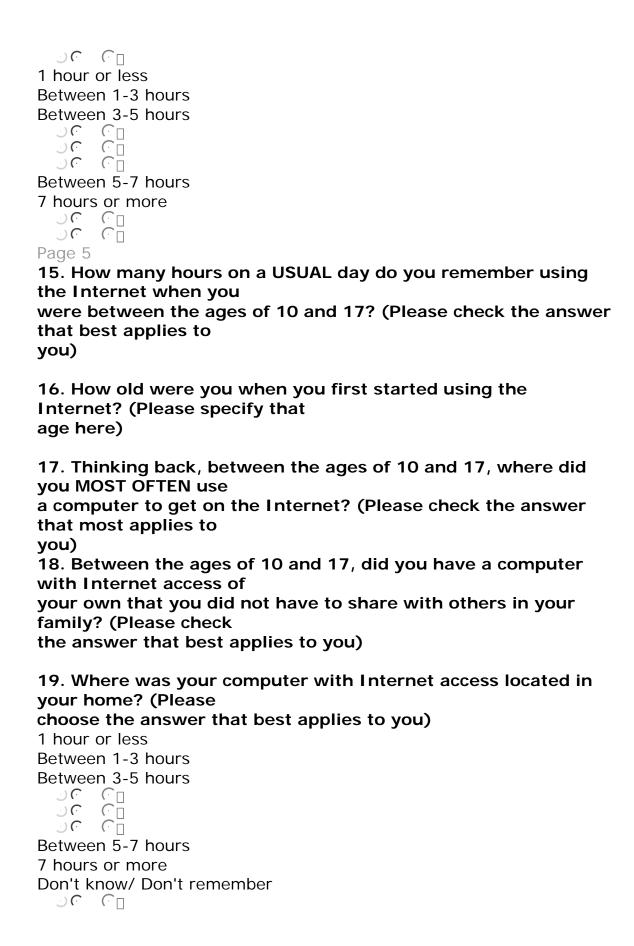
      JOHNSTON

      JOHNSTON

For school assignments?
        or r₀ or o₀ or r₀ or r₀
Download music, pictures,
or videos from file
sharing programs like
Kazaz or Bear Share?
        So \mathbb{C}_{\square} So \mathbb{C}_{\square} So \mathbb{C}_{\square} So \mathbb{C}_{\square}
Keep an online journal or
blog at sites such as
Facebook or MySpace?
        Use an online dating or
romantic site?

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    JC
    JC

1 day
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        \cdot
        5 days
6 days
7 days
Don't know/ Don't remember
       oc c□
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Don't know/ Don't remember
JC C□ Ago (places specify)
Age (please specify) At home
At a friend's home
At school
৩° ে□ ৩° ে□ ৩° ে□
From a cell phone
At a public library, cafe, or other public place ാറ്റ്വ ാറ്റ്റ്
Other (please specify)
Yes
No
Don't know/ Don't remember シ
In my bedroom
In my parent's bedroom
In an area open to other members of the family, like the kitchen or living room of for of for area open to other members of the family, like the kitchen or living room of for area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family, like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen or living room area open to other members of the family like the kitchen of the famil
20. Thinking back to when you were between the ages of 10
and 17, how much adult supervision did you have while online, using the access you checked in
question #17 (where you MOST OFTEN used a computer to go online)? (Please
check the answer that most applies to you)
21. Thinking back to when you were aged 10-17, was there any software on the
computer you most often used to get on the Internet that
filtered, monitored, or blocked how you used the Internet? (Please choose the answer that best applies to you)

22. If yes, what software(s) was/ were used? (Please specify all types used)

23. Thinking back to when you were aged 10-17, what type of supervision did your parent/ guardian/ friend's parent/ guardian engage in to supervise your Internet use? (Check all the answers that apply) 24. Thinking back, between the ages of 10 and 17, did you use the Internet to communicate with others? None at all Very little Some .) (· \odot Je e□ A lot Constant supervision Don't know/ Don't remember oc c□ oc c□ Yes No Don't know/ Don't remember ○ ← ← □ ٠) (- \cap Je e □ Don't know/ Don't remember **∂** ← □ Softwares (please specify) Watched what I did on the Internet Asked me what I did on the Internet Checked the History function after I got off the Internet П ΙП Read my e-mails to see who I was communicating with Installed software to keep me away from certain cites Yes No

 Page 7

25. If yes, who do you remember using the Internet to communicate with?

26. Thinking back, how did you portray yourself to the people you communicated with online, who did not already know you offline? (Please

check the answer that

best applied to you between the ages of 10 and 17)

27. Thinking back, did you ever meet in person any of the people you communicated

with online whom you did not already know?

28. Thinking back, between the ages of 10 and 17, did anyone on the Internet ever

try to get you to talk online about SEX when you did not want to?

yes No Don't know/ Don't remember
People who were your
own age who you already
knew, like from school?
୬ ୯ ୯ □ ୬ ୯ ୯ □ ୬୯ ୯□
Members of your family,
like a sister, father, or
grandmother?
_
Adults you already knew,
like a teacher or coach?
People who were your
own age who you met
online?
Poople whose age you
People whose age you
did not know whom you met online?
Thet online;
People you knew to be
adults that you met online?
I portrayed myself as I really am
I portrayed myself as different than I really am (ie., younger/ older
prettier, thinner, etc.)

I didn't portray myself as anything. I had no profile set up and gave out no personal information
୬ ୯ ୯⊔ ୬ ୯ ୯⊔ ୬ ୯ ୯⊔
Yes
No
Don't know/ Don't remember
୬ ୯ ୯□ ୬ ୯ ୯□
Yes
No
Don't know/ Don't remember ○
Page 8
29. If yes, how many times did this happen? (Please specify the
amount of times this
has happened)
30. If yes, do you remember how old you were: (Please fill in
the age for each time
•
you remember. If you do not need all available boxes, please
specify Not Applicable)
31. Thinking back, between the ages of 10 and 17, did anyone on the Internet ask you for sexual INFORMATION about yourself when you did not
want to answer such questions?
32. If yes, how many times did this happen? (Please specify the
amount of times this
has happened)
33. If yes, do you remember how old you were: (Please fill in
the age for any time
you remember. If you do not need all available boxes, please
specify Not Applicable)
Don't know/ Don't remember
<i></i>
of times
Age Other options
The first time
The second time

The third time The fourth time Any time after the fourth time Yes No Don't know/ Don't remember Je e□ \cdot (· [] Age Other options The first time The second time The third time The fourth time Any time after the fourth time Page 9 34. Thinking back, between the ages of 10 and 17, did anyone on the Internet ever ask you to DO something sexual that you did not want to do? 35. If yes, how many times did this happen? (Please specify the amount of times this has happened) 36. If yes, do you remember how old you were: (Please fill in the age for any time you remember. If you do not need all available boxes, please specify Not Applicable) 37. Thinking back, between the ages of 10 and 17, did anyone you met online try to get you to meet them offline for sexual purposes? (Please choose the answer that best applies to you) 38. If yes, how many times did this happen? (Please specify the number of times someone you met online tried to get you to meet them offline for sexual purposes) 39. If yes, did you agree to meet them? Yes No Don't know/ Don't remember JC C□

Through e-mail
Through an online dating service
At a site like Facebook or MySpace
In a game room
While using an Instant Messenger service like Yahoo! Messenger
Don't know/ Don't remember
୬ <u>୯</u> ୯ <u>୮</u>
Other (please specify)
Your own age
Older, but still a teenager
An adult, most likely in their 20's or 30's
An adult, most likely in their 40's or 50's
An adult, most likely over 60
An adult, but I had no idea how old they were
Not sure how old the person was at all
Don't know/ Don't remember
Page 11
44. Did you know how old the person was before you met them
off-line?
45. Was the person who wanted to meet you male or female? (Please choose the answer that best applies to you) 46. Did you know the sex of this person before you met them off-line?
47. Did this person misrepresent himself/ herself when communicating with you online? (Please choose the answer that best applies to you) 48. If you met this person off-line, did you meet this person off-line more than once?

49. If yes, how many times do you remember meeting this person? (Please fill in the number of times you remember)

Yes

No
Don't know/ Don't remember
Male
Female
Don't know/ Don't remember
Yes
No
Don't know/ Don't remember
১৫ ৫□ ১৫ ৫□ ১৫ ৫□
Yes
No
Don't know/ Don't remember ○
Yes
No
Don't know/ Don't remember
Page 12
50. When you met this person off-line, did you engage in any kind of sexual activity with this person?
51. If yes, what type of sexual activity did you engage in? (Please choose all that apply to you) 52. If yes, did this person use some tactic to gain your cooperation to have sexual
relations?

53. If yes, what tactic(s) did they use? (Please choose all that apply)

54. Did you find that this experience was: (Please indicate how negative or positive you found this experience to be on a scale of 1 to 5. 1 indicates VERY NEGATIVE and

5 indicates VERY POSITIVE)

Yes
No
Don't know/ Don't remember
\mathcal{O}
Sownal intersection
Sexual intercourse
Oral intercourse
Anal intercourse
Fondling or touching
Kissing
Don't know/ Don't remember
<u>_</u>
Other (please specify)
Yes
No
Don't know/ Don't remember
ુ
೨೯ ೧∏
Verbal threats of harm
Threats of harm using a weapon
I was given alcohol or drugs
Physical harm
Other (please specify)
Very negative Negative
Not positive or
negative
Positive Very positive

I rate this experience as: OF O
56. If you told someone about your experience, what was their response? (Please choose the answer that best applies to you)
57. If you told no one, what did you IMAGINE the reactions of the following people would have been if you HAD told them? Told no one
Told a friend
Told a mend Told a parent/ guardian
Told a brother/ sister
Told the police/ other law enforcement authority
Told many different people of food of
Told someone else (please specify)
Nothing/ they didn't do anything
Nothing/ they didn't believe me
Nothing/ it was a positive experience and they didn't have to do
anything
They offered help
A criminal case was started against the person I met off-line A civil lawsuit was filed against the person I met off-line OF FOI OF
Other (please specify)
Imagined responses
Parent/ guardian
Brother/ sister
Friend
Police/ law enforcement

Page 14

58. You have completed the survey. Before you hit the "next" button, please check

either one of the response choices below so that you will be taken to the

"Debriefing" page. From the debriefing page, you will go to the "Thank you" page.

You are then done!

59. For those who answered no to #40(If yes, did you actually meet them), did you tell anyone about someone online trying to get you to meet

them for sexual purposes?

Page 15

60. If yes, who did you tell? (Please choose all that apply)

Take me to the last page
I am done!
ુ¢ હ_
୬ ୯ ୯ <u>୮</u>
Yes
No
Don't know/ Don't remember
ું હ્
၁ င ငွိ 🖟
၁ င ငြ
Told a friend
Told a parent/ guardian
Told a brother/ sister
Told the police/ other law enforcement authority
Told someone else (please specify)

This survey is being conducted for educational purposes. One purpose of this survey is to examine rates of online juvenile sexual victimization as retrospectively self-reported by college students. A second purpose of this survey is to examine the routine online activities that may make some juveniles more exposed to victimization by sexual offenders while online. This study is testing four research hypotheses: 1) there will be less online sexual victimization of juveniles by adult sexual offenders in this college sample

than there was in a nationally representative sample of youths in the YISS study; 2) youths who go on to be college students who use the internet more frequently are more likely to receive sexual solicitations than those who use it less frequently; 3) youths who become college students whose online use is more closely monitored by parents or responsible adults are less likely to fall prey to online sexual solicitations; and, 4) respondents who were victimized by an adult online sexual offender during their juvenile years will make less use of the Internet now than they did prior to their victimization.

There are multiple independent variables being used in this study: gender, race/ethnicity, family income while a juvenile, size of city lived in while a juvenile, location of computer used to go online, supervision from caretakers while online, and activities and behaviors typically engaged in while online.

The dependent variable being examined in this study is whether or not a respondent, while a juvenile, has received an online solicitation from an adult to meet offline for sexual purposes and whether or not they actually met with that person offline for sexual purposes. There are three questions in the survey pertaining to the dependent variable, and responses will be made into a scale for purposes of analysis. I am attempting to determine if there is a relationship between the independent and dependent variables. Because this is a retrospective study, any relationship found will be assumed to be correlational as opposed to causal.

If you would like to see the complete list of all the study variables, please contact Stacy Burweger at kithain@ufl.edu and request a copy of this list. It will be provided to you.

Some of the questions may have aroused discomfort in you. If you feel discomfort from some of the questions you read in this survey, please contact the University of Florida's Student Mental Health Services, located in Room 245, Infirmary Bldg., Fletcher drive, UF Campus, 352.392.1171. Office hours are 8:00am to 4:30 pm Monday through Friday.

The survey is now complete. Thank you for participating in this survey. If you have any questions, please contact Stacy Burweger, DEPARTMENT OF CRIMINOLOGY, LAW & SOCIETY, AT KITHAIN@UFL.EDU.

APPENDIX F TABLES AND ANALYSIS OUTPUT

Table F-1. Survey participant characteristics

	Characteristics
	Frequency (%)
Gender	
Male	85 (36.5)
Female	148 (63.5)
Current Age: 18	20 (8.6)
19	48 (20.6)
20	62 (26.6)
21	58 (24.9)
22	17 (7.3)
23	11 (4.7)
24	3 (1.3)
25	5 (2.1)
26	1 (0.4)
27	3 (1.3)
28	1 (0.4)
29	1 (0.4)
34	1 (0.4)
Missing Va	alues 1 (0.4)
Age at 1 st Use: 4	1 (0.4)
8	7 (3)
9	7 (3)
10	14 (6)
11	13 (5.6)
12	41 (17.6)
13	18 (7.7)
14	13 (5.6)
15	7 (3)
16	2 (0.9)
17	3 (1.3)
18	1 (0.4)
19	2 (0.9)
Don't Reme	ember 102 (43.8)
Missing Va	alues 2 (0.9)
Race: White	148 (63.5)
African Am	erican 42 (18)
Hispanic/ L	atino 33 (14.2)
Asian Ame	rican 7 (3)
Other	3 (1.3)
Family Income: \$0-1	4,999 9 (3.9)
\$15,000-29	9,999 29 (12.4)
\$30,000-44	1,999 26 (11.2)
\$45,000-59	9,999 30 (12.9)
\$60,000-74	1,999 32 (13.7)
\$75,000-\$8	9,999 23 (9.9)

Table F-1 Continued.

\$90,000-104,999	26 (11.2)
\$105,000 & Above	58 (24.9)

Table F-2. Participant and routine activities characteristics

rable F-2. Farticipant and foutilit	activities
Characteristics	_
City Size	Frequency (%)
Small Town	34 (14.6)
Suburb of Large City	66 (28.3)
Rural Area	11 (4.7)
Large Town (25,000-100,000)	51 (21.9)
Large City (over 100,000)	68 (29.2)
Missing Values	3 (1.3)
Had Own Computer	
Yes	78 (33.5)
No	149 (63.9)
Don't Remember	3 (1.3)
Missing Values	3 (1.3)
Amount of Supervision	, ,
None at All	37 (15.9)
Very Little	87 (37.3)
Some	67 (28.8)
A Lot	25 (10.7)
Constant Supervision	7 (3)
Don't Remember	5 (2.1)
Missing Values	5 (2.1)
Type of Supervision- Watched	
Yes	40 (17.2)
No	160 (68.7)
Missing Values	33 (14.2)
Type of Supervision- Asked	
Yes	151 (64.8)
No	49 (21)
Missing Values	33 (14.2)
Type of Supervision- Checked History	
Yes	52 (22.3)
No	148 (63.5)
Missing Values	33 (14.2)
Type of Supervision- Read E-mails	
Yes	11 (4.7)
No	189 (81.1)
Missing Values	33 (14.2)
Type of Supervision- Software	
Yes	41 (17.6)
No	159 (68.2)
Missing Values	33 (14.2)
Portrayal of Self Online	
As I Really Am	111 (47.6)

Table F-2 Continued.

As Different than I Really Am	47 (20.2)
No Online Profile- No Personal Info	46 (19.7)
Missing Values	29 (12.4)
N=233	

Table F-3. Routine activities characteristics

('hara	cteristics	
Chara	Cicristics	

Characteristics	
	Frequency (%)
Current Usage- Days	
1	0 (0)
2	3 (1.3)
3	1 (0.4)
4	5 (2.1)
5	6 (2.6)
6	20 (8.6)
7	196 (84.1)
Missing Values	2 (0.9)
Remembered Usage- Days	
1	7 (3)
2	9 (3.9)
3	17 (7.3)
4	38 (16.3)
5	50 (21.5)
6	27 (11.6)
7	59 (25.3)
Don't Remember	23 (9.9)
Missing Values	3 (1.3)
Current Usage- Hours	
1 Hour or Less	8 (3.4)
1-3 Hours	90 (38.6)
3-5 Hours	75 (32.2)
5-7 Hours	38 (16.3)
More than 7 Hours	18 (7.7)
Missing Values	4 (1.7)
Remembered Usage- Hours	
1 Hour or Less	49 (21)
1-3 Hours	91 (39.1)
3-5 Hours	44 (18.9)
5-7 Hours	24 (10.3)
More than 7 Hours	8 (3.4)
Don't Remember	15 (6.4)
Missing Values	2 (0.9)
N= 233	

Table F-4. Dependent variables- sexual victimization/ solicitation

Charact	teristics	
- Charac	Frequency	
Asked to Meet for Sex	(%)	
Yes	15 (6.4)	
No	210 (90.1)	
Don't Remember	5 (2.1)	
Missing Values	3 (1.3)	
Agreed to Meet for Sex		
Yes	3 (1.3)	
No	11 (4.7)	
Missing Values/ Not		
Applicable	219 (93.9)	
Did Meet for Sex		
Yes	7 (3)	
No	4 (1.7)	
Missing Values/ Not Applicable	222 (95.3)	
Actually Had Sex	222 (93.3)	
Yes	3 (1.3)	
No	7 (3)	
Don't Remember		
Missing Values/ Not	1 (0.4)	
Applicable	222 (95.3)	
Type of Sex Contact		
Sexual Intercourse	0 (0)	
Oral Intercourse	2 (0.9)	
Anal Intercourse	1 (0.4)	
Fondling or Touching	1 (0.4)	
Kissing	1 (0.4)	
Other	0 (0)	
Don't Remember	1 (0.4)	
Missing Values/ Not	,	
Applicable	227 (97.4)	
Rating of Sex Experience		
1- Very Negative	1 (0.4)	
2- Somewhat Negative	2 (0.9)	
3-Neutral/So-so	8 (3.4)	
4- Somewhat Positive	1 (0.4)	
5- Very Positive	1 (0.4)	
Missing Values/ Not	220 (04.4)	
Applicable	220 (94.4)	

Table F-5. Independent variables- routine activities 1- past online activities

	Remembered Juvenile Internet Uses					
	Instant Chat					
	Websites	E-mail	Messenger	Rooms	Games	
	Frequency					
	(%)					
Never	9 (3.9)	20 (8.6)	34 (14.6)	87 (37.3)	34 (14.6)	
Occasionally	38 (16.3)	47(20.2)	23 (9.9)	77 (33)	65 (27.9)	
Frequently	31 (13.3)	32(13.7)	37 (15.9)	28 (12)	68 (29.2)	
Often, Not						
Daily	63 (27)	60(25.8)	46 (19.7)	18 (7.7)	32(13.7)	
Daily	90 (38.6)	72(30.9)	91 (39.1)	20 (8.6)	31 (13.3)	
Missing						
Values	2 (0.9)	2 (0.9)	2 (0.9)	3 (1.3)	3 (1.3)	

Table F-5 Continued.

	Remembered Juvenile Internet Uses					
	Dating					
	Schoolwork	Downloading	Blogging	Site	You Tube	
Never	11 (4.7)	61 (26.2)	132 (56.7)	213 (91.4)	153 (65.7)	
Occasionally	52 (22.3)	40 (17.2)	28 (12)	11 (4.7)	54 (23.2)	
Frequently	72 (30.9)	51 (21.9)	23 (9.9)	2(0.9)	14 (6)	
Often, Not						
Daily	53 (22.7)	52 (22.3)	21 (9)	3 (1.3)	6 (2.6)	
Daily	41 (17.6)	27 (11.6)	26 (11.2)	2(0.9)	4 (1.7)	
Missing						
Values	4 (1.7)	2 (0.9)	3 (1.3)	2 (0.9)	2 (0.9)	

Table F-6. Independent variables- routine activities 2- current online activities

	Current Internet Uses						
			Instant	Chat	Play		
	Websites	E-mail	Messenger	Rooms	Games		
	Frequency						
	(%)						
Never	1 (0.4)	0(0)	47 (20.2)	168(79.8)	62 (26.6)		
Occasionally	8 (3.4)	6 (2.6)	59 (25.3)	31 (13.3)	113(48.5)		
Frequently	7 (3)	7 (3)	18 (7.7)	4 (1.7)	19 (8.2)		
Often, Not							
Daily	13 (5.6)	12 (5.2)	27 (11.6)	3 (1.3)	21 (9)		
Daily	202 (86.7)	206(88.4)	79 (33.9)	7 (3)	16 (6.9)		
Missing							
Values	2 (0.9)	2 (0.9)	3 (1.3)	2 (0.9)	2 (0.9)		

Table F-6 Continued.

100101 0 001111	110000						
	Current Internet Uses						
				Dating	_		
	Schoolwork	Downloading	Blogging	Site	You Tube		
Never	0 (0)	62 (26.6)	68 (29.2)	212 (91)	11 (4.7)		
Occasionally	4 (1.7)	55 (23.6)	32 (13.7)	11 (4.7)	89 (38.2)		
Frequently	27 (11.6)	38 (16.3)	13 (5.6)	2(0.9)	60 (25.8)		
Often, Not							
Daily	62 (26.6)	41 (17.6)	27 (11.6)	3 (1.3)	50 (21.5)		
Daily	136 (58.4)	35 (15)	90 (38.6)	3 (1.3)	20 (8.6)		
Missing							
Values	4 (1.7)	2 (0.9)	3 (1.3)	2(0.9)	3 (1.3)		
N. 222							

Table F-7. Logistic regression- sexual solicitation with age at 1st use

Logistic Regression- With Age at 1st Use

		Wald		
Variables	Coefficient	Score	P-value	Exp (B)
Gender	1.370	7.236	0.007***	3.936
Age at 1st Use	0.090	0.641	0.423	1.094
Race	-0.620	1.841	0.175	.538
Income	-0.132	1.582	0.208	.877
Remembered Uses				
Scale	0.100	7.464	0.006***	1.106
Had own Computer	-0.033	0.005	0.944	.967
Amount of				
Supervision	-0.448	2.935	0.087*	.639
Supervision Index	0.064	0.075	0.784	1.066
Self- Portrayal	-0.380	0.768	0.381	.684

Model Significance- Chi-Square Value= 25.548, p-value=.002***

Table F-8. Logistic regression- sexual solicitation without age at 1st use

Logistic Regression- Without Age at 1st Use

		Wald		
Variables	Coefficient	Score	P-value	Exp (B)
Gender	1.209	11.412	0.001***	3.349
Race	-0.088	0.065	0.799	.916
Income	-0.120	2.519	0.112	.887
Remembered Uses				
Scale	0.102	15.061	0.000***	1.108
Had own Computer	-0.042	0.015	0.904	.959
Amount of				
Supervision	-0.061	0.098	0.754	.940
Supervision Index	0.026	0.018	0.894	1.026
Self- Portrayal	-0.531	2.817	0.093*	.588

Model Significance- Chi-Square Value= 37.769, p-value=.000***

^{*} Significant at the .10 Level

^{**} Significant at the .05 Level

^{***}Significant at the .01 Level

^{*} Significant at the .10 Level

^{**} Significant at the .05 Level

^{***}significant at the .01 Level

Table F-9. OLS linear regression- effects of past victimization on current use OLS Current Internet Use Regression

OLS Current internet Use Regression				
		t-		
Variables	Coefficient	score	P-value	Stand. Beta
		-		_
Gender	-0.708	1.174	0.242	075
		-		
Race	-0.688	1.153	0.250	074
Income	0.099	0.755	0.451	.049
		_		
Current age	-0.109	2.177	0.031**	.135
2		_		
Past Online Solicitation	-0.534	0.850	0.396	.056
Remembered Uses Scale	0.295	6.833	0.000***	.446
		_		
Past Self- Portrayal	-0.236	0.426	0.671	026

Model Significance- F Score= 8.989, p-value=.000***

* Significant at the .10 Level

** Significant at the .05 Level

***Significant at the .01 Level

Factor Analysis- Current Uses

		Initial Eigenvalu	es	Extraction	on Sums of Squar	ed Loadings
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.858	85.731	85.731	6.858	85.731	85.731
2	.484	6.054	91.785			
3	.353	4.417	96.202			
4	.260	3.256	99.458			
5	.021	.260	99.718			
6	.014	.177	99.895			
7	.007	.084	99.979			
8	.002	.021	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Componen t
	1
Useweb	.988
Useemail	.989
Useinstant	.839
Usechat	.989
Playgame	.988
Forschool	.753
Fordownload	.984
Forblogging	.843

Extraction Method: Principal Component Analysis. a 1 components extracted.

Reliability Statistics- Current Uses

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.975	8

Factor Analysis- Remembered Uses

		Initial Eigenvalu	ues	Extractio	n Sums of Squa	red Loadings	Rotation Sums of Squared Loadings(a)
		% of			% of		
Component	Total	Variance	Cumulative %	Total	Variance	Cumulative %	Total
1	3.453	43.167	43.167	3.453	43.167	43.167	3.085
2	1.180	14.748	57.914	1.180	14.748	57.914	2.563
3	.894	11.180	69.095				
4	.730	9.123	78.217				
5	.592	7.398	85.616				
6	.523	6.540	92.156				
7	.403	5.035	97.191				
8	.225	2.809	100.000				

Component Matrix(a)

	Component				
	1	2			
Ruseweb	.803	366			
Ruseemail	.775	363			
Ruseinstant	.697	.155			
Rusechat	.531	.630			
Rplaygame	.538	.495			
Rforschool	.616	378			
Rfordownload	.687	.277			
Rforblogging	.546	167			

Extraction Method: Principal Component Analysis.

Reliability Statistics- Remembered Uses

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.806	8

Extraction Method: Principal Component Analysis.

a When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

a 2 components extracted.

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BIOGRAPHICAL SKETCH

Stacy Burweger was born in Mount Clemens, Michigan. Stacy resided in Michigan until her move to Florida in 2003. Stacy has always had an equal love for sports and intellectual pursuits. Her love of athletics she filled by learning to ride horses at the age of five and continuing to do so her entire life. Stacy has shown hunters and jumpers, as well as dressage.

Stacy's academic career has been diverse. The first year of her undergraduate career was spent at Virginia Intermont College in Bristol, Virginia. A lengthy period of time occurred between that first year of college and her return. At Flagler College in Saint Augustine, Florida, Stacy received her Bachelor of Arts in psychology and sociology. She graduated summa cum laude and received the Behavioral Sciences Department Award for Academic Achievement. Stacy was accepted as a graduate student in the Criminology, Law & Society Department at the University of Florida in Gainesville, Florida. She expects to receive her Master of Arts in criminology in the summer of 2008. She expects to receive her PhD in 2011.