

## FOOTNOTES

- <sup>1</sup> For discussions of how the media industry has begun to perceive children and adolescents as a valuable market, and has developed strategies to target them, see Pecora (1998) and Roberts, Christenson, & Strange (2004).
- <sup>2</sup> Media *use* refers to the amount of time spent with media, ignoring instances of simultaneous media use (e.g., reading while listening to music). Media *exposure* refers to the amount of media content encountered, adding in both components of simultaneous media exposure. Thus, the child who simultaneously listens to music and reads for one hour is credited with one hour of media *use* and two hours of media *exposure*.
- <sup>3</sup> The 1999 study also included 2- to 7-year-olds, whereas the current study is limited to 8- to 18-year olds. All comparisons between the two studies reported on here concern only the 8- to 18-year-old portion of the earlier study.
- <sup>4</sup> Students were asked about both in-school and recreational computer use. Since our focus is on recreational media use, our reporting of results does not include school-related computer time unless specifically noted.
- <sup>5</sup> We have also used number of parents as a third SES indicator to check some of our findings, assuming that single-parent households typically fall into lower income classifications than do two-parent families. In addition, other information relevant to schools' socioeconomic status that can be used to check our results includes whether a school is eligible for federally funded school meal programs, and whether or not a given school is eligible for Title 1 funds.
- <sup>6</sup> Questions about digital television recorders and instant messaging capabilities on the computer were not asked in 1999. The form of the question about audio CD and tape recorders in 2004 differed from that in 1999, precluding over-time comparisons of the proportion of households with three or more of this particular type of medium.
- <sup>7</sup> Although each of these media provides non-music content, most of the time most young people use them primarily as a source of music (see Christenson & Roberts, 1998; Roberts, et al., 1999).
- <sup>8</sup> It is also interesting to note that when the sample was asked whether there were any rules in their home regulating television viewing, those who responded yes were further asked to indicate whether or not the rules were enforced "most of the time," "some of the time," "a little of the time," or "never." Of the 46% who said there were rules, slightly fewer than half in each age-group said the rules were enforced "most of the time."
- <sup>9</sup> There was no question about parental attempts to control the amount of time spent listening to music.
- <sup>10</sup> Interestingly, these tend not to be the same kids. That is, more parents attempt to control either time or content than try to control both. Thus, of those kids who report either of the two types of television rules, only 20% responded that their parents imposed both. Similarly, of those who report video game rules controlling either time or content, 25% report both kinds of rules, and of those who report either type of computer rules, 34% report both.
- <sup>11</sup> Because these percentages for each medium are computed using different bases (i.e., all 7th- to 12th-graders for television, and 7th- to 12th-grade video game owners and computer owners), the proportions are not strictly comparable. Nevertheless, they provide a reasonable rough estimate of the percentage of parents concerned with the content in each of the different media.
- <sup>12</sup> Each of the three individual items that make up high TV orientation also relate to TV and VCR/DVDs in the bedroom and to three or more television sets in the home in the same way, although the difference for TV during meals does not reach statistical significance.
- <sup>13</sup> This is not to say that viewing television, videos, and movies does not require cognitive activity (cf. Anderson & Lorch, 1983). However, with these media, what appears on the screen at any given moment does not depend on what a viewer does.
- <sup>14</sup> "Self-recorded" TV shows include any television program recorded (whether on videotape or a digital video recorder) for purposes of later viewing (i.e., "time-shifting"); commercial recordings include all pre-recorded videos and DVDs either rented or purchased commercially.
- <sup>15</sup> The proportion of Hispanic kids from homes in the lowest income category reporting any TV use the preceding day dropped to 68% (compared to 83% for all Hispanic kids). However, so few respondents fell into this particular category (n=40) that we view the number as highly unstable.
- <sup>16</sup> It is worth noting that among many people, especially adolescents, distinctions among music genres are topics of intense debate. Although the categories employed here are based on music categories used by various recording industry publications, it is possible to combine and recombine the categories we have used, thus changing the percentages assigned to various categories.

- 17 We suspect that what at first seems to be a shared interest among African American and White kids for gospel/Christian music may actually be another group difference due to our decision to combine the two music types. That is, it is likely that African American teens listen to gospel music (a traditionally “Black” genre) and that White kids listen to Christian music.
- 18 Separate questions were asked about single-player games and distributed multi-player games (e.g., online games). This report, however, combines responses for both types of game.
- 19 Respondents were also asked to estimate total computer use. However, we reasoned that asking youngsters to think about specific activities would elicit more accurate time estimates than would asking for a single, overall estimate. Thus, we rely on the sum of time devoted to each individual activity.
- 20 Unfortunately, our methodology does not allow us to adjust for instances when three or more media are used simultaneously, a behavior that is not at all uncommon among today’s young people.
- 21 Calculations are based on the 694 respondents who completed detailed media use diaries.
- 22 Ideally, of course, we would have calculated the proportions for the various demographic subgroups while controlling for other variables (i.e., we would look at the proportion of time spent media multitasking by each race/ethnicity subgroup while controlling for socioeconomic status, or gender, or age). Unfortunately, the numbers for the resulting subgroups become so small as to make the resulting proportions highly suspect.
- 23 Wording of questions on video games differed from 1999 to 2004, making direct comparisons difficult.
- 24 This figure refers to console games. When time spent with handheld video games is included (see Appendix 6.1), the difference increases to 44 minutes (vs. the 32 minutes shown in Table 6-A). In other words, kids with a video game console in their bedroom also spend more time playing games on handheld systems.
- 25 Part of this difference may have to do with the high proportion of kids with their own computer who also report that they have a TV in their bedroom. It is interesting to note that 77% of kids reporting their own computer also have a bedroom TV, but only 35% of kids reporting a TV in the bedroom report having their own PC or laptop computer.
- 26 In a few instances, one or another demographic control revealed that the effect of personal media ownership on time spent with one of the individual media differs as a function of background characteristics. For example, a video game console in the bedroom does reduce the amount of reading among White and Hispanic kids, but not among African Americans. Similarly, the effect on reading of having one’s own computer moves from near zero among kids in the low-income and low-education subgroups to a substantial difference among kids in the high-income and high-education subgroups. To reiterate, however, demographic controls largely do not affect the overall patterns reported in the text.
- 27 The analysis is limited to students in 7th–12th grade because only they were asked about specific kinds of rules governing each medium (i.e., rules about content and rules about amount of exposure).
- 28 These TV exposure numbers are lower than the 3:04 reported in Chapters 3 and 4 because the analysis is limited to 7th- to 12th-graders, thereby eliminating the heaviest TV viewers.
- 29 We suspect the slight increase in time spent with videos among kids who report TV rules may indicate that some households that control TV viewing do so by providing videotapes as a substitute for broadcast programming.
- 30 Roberts and Foehr (2004) found that older kids are much less likely than parents of younger kids to report family rules governing TV. For example, over 70% of 2- to 7-year-olds live in homes with TV rules, but only about 50% of 8- to 10-year-olds, 40% of 11- to 14-year-olds, and 25% of 15- to 18-year-olds report such rules.
- 31 We have included the individual items concerning constant TV and TV during meals, because taken alone, they are less stringent indicators of TV orientation. That is, many more respondents answered yes to one or two of the items in the TV orientation index than to all three, and we were interested to examine the relationships using less stringent criteria.
- 32 Although the low- and high-contentment groups report identical amounts of print exposure, the difference between the moderate and low groups falls just short of statistical significance.
- 33 The value of Cronbach’s alpha for this index is 0.61.
- 34 Time spent with handheld video games is not included in this analysis. However, when the analysis is repeated including time spent with handheld video games, the results remain largely the same.
- 35 Although statistically significant, the intercorrelations among exposure to different media range from a low of 0.05 to a high of only 0.24 (see Appendix 7.6). In other words, they are not particularly strong. We suspect, however, that the strength of the correlation coefficients is attenuated by distributions of exposure time that depart dramatically from the normal curve. For example, high proportions of young people reporting no exposure to several of the different media tend to reduce the magnitude of the correlation coefficient obtainable. The procedure of classifying respondents into light, moderate, or heavy exposure kids, on the other hand, allowed the dramatically different exposure levels of heavy exposure kids to be more easily seen.
- 36 This argument receives support from an additional analysis that identified extreme users of each of the four media. Extreme users were defined as kids who watch TV more than eight hours, read or play video games more than two hours, or use the computer more than 3.5 hours (7–8% of the sample). Although the small numbers render statistical comparisons highly unreliable, relative to heavy users, extreme users manifested substantial increases in exposure to each of the other media. In other words, as we move further out on the distribution of use of each of the four comparison media, the tendency to be a heavy user of all other media continues to increase.
- 37 In addition, 28% of young people say they sometimes or often go online while viewing TV to do something related to the show they are watching; 60% of those with computers at home say they can see the TV while using the computer.

<sup>38</sup> Whether we are witnessing simultaneous processing or very rapid serial processing remains an open question. That is, we still do not know how much of what seems to be simultaneous media processing is, in fact, simultaneous sharing of information processing capacity among two or more inputs as opposed to very rapid shifting among those inputs.

<sup>39</sup> In addition, print exposure is positively related to school grades, so its inclusion in total media exposure attenuates the difference between kids who report school grades of Cs and Ds or lower and those who report higher grades. Thus, when print exposure is removed from the total, the difference between kids who earn the lowest grades and those who earn the highest increases even further, although still not to a conventional level of statistical reliability (i.e.,  $p < .15$ ).



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