MUSIC AND ADJUDICATED YOUTH

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Robert Langford
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Dr. Elizabeth Perkins,
Director of Thesis

Masters Committee:

Dr. Elizabeth Perkins, Chair

Dr. Robert Bylund

Dr. Clarenda Phillips

Date
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Rob Langford, M.A.
Morehead State University, 2014

This paper tests for a relationship between music and juvenile adjudication. A survey was given to 164 high school students and youth incarcerated in Kentucky Juvenile Institutions. Several sociological theories are discussed and their significance to juvenile delinquency as it pertains to adjudication. This study tested for an association between music and juvenile adjudication. The Social Learning Theory and Social Control Theories are discussed primarily as to how they relate to juvenile delinquency and music. This analysis reveals that adjudicated delinquents watch music videos more often than non-adjudicated youth, listen to Rap/Hip-Hop music more than other types of music, listen to Rap/Hip-Hop music more than non-adjudicated youth and are also more likely to believe more of what they see in music videos is realistic than non-adjudicated youth.

Accepted By:

Dr. Elizabeth Perkins, Chair

Dr. Robert Bylund

Dr. Clarenda Phillips
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Chapter I: Introduction

In today’s world, music is very important in that it relaxes, stimulates and entertains most people. Music is not only routine and common, but essential in that it can enhance many other forms of entertainment such as movies, a car ride or a social situation such as a party. Music is a universal connector. It is everywhere; in elevators, shopping malls, movies, television (TV), cars, and pretty much any other place occupied by people. According to Radio Survivor, in the fall of 2011, there were over 14,800 radio stations in the U.S. (Waits, 2011).

The first thing most people do when they get in their car is ensure their radio is on and adjust it. Even if people are not truly listening to music, there is almost an inherent need to have music in the background, to create ambiance. Especially with teenagers and young adults, they seem to think that music is an absolute necessity, and it must be loud and popular. And for some people, music is not just ambience but a social necessity; it is a conversation starter and a way to socially connect to other people.

Twenty to thirty years ago, cars only came with a radio. Now, not only do all cars come with a radio but it usually includes the capability of presetting 10 or more stations. Most newer model cars have satellite radio and compact disc (CD) players as well. Furthermore, many new cars now have an auxiliary jack or Bluetooth capability to play portable music players.

Satellite radio, which is total genre specific music stations without commercials is generally streamed by genre such as pop, rap, rock, country, and classical just to name a few. These genres are even broken down generationally such as the seventies, eighties, and nineties rock, classic rock, modern rock, old school rap/hip-hop, and new rap. In their fourth quarter financial report, January 2012, the major satellite radio company, SiriusXM Radio, reported it had over 18 million subscribers.
This is the generation of the digital media music player. These are popular, particularly the “iPod,” which is a digital music player produced by Apple, Inc, the “Iphone,” or the “smart phone.” As of September, 2011, there have been over 275 million iPods sold (Apple Press, 2012). On these smart phones and “iPods”, there are music applications known as “apps” such as “Pandora”, “IHeart Radio”, and others. You can purchase music from websites for these devices, which is usually cheaper than it is to buy a CD. The music you purchase can then be used on multiple devices, which is part of its appeal. The quality of listening to music has increased over the years with speakers and head phones that provide a very high quality of audio. For example, “Beats,” which is an expensive set of headphones costing around $150, has become very popular for music listeners.

This is also the generation of YouTube. YouTube is a shared video network where anyone can post videos. Most official music videos are posted here, virtually eliminating the need for video music channels. In 2012, the most viewed YouTube video was a music video by the artist Psy called “Gangnam Style.” It is the most viewed video of all time with over 1 billion views.

The culture of music has been and is becoming more of a worldwide phenomenon. It influences fashion, dance, and morals. Consider the death of music pop icon, Michael Jackson, his memorial service was broadcast on multiple national TV networks and the World Wide Web internet. Michael Jackson is known to have revolutionized the music video trend. He had great impact on transforming the music video industry from late night television to more than 10 music video channels. He transformed the music video world from ordinary music videos showing the artist singing, to videos with special effects and a story line.
Michael Jackson influenced fashion by the white glove, leather jacket and dancing with his famous dance move called the “moonwalk.” Madonna influenced fashion with the lace look, making the “Erotica” adult oriented music video, and the “Vogue” look and dance. Kurt Cobain influenced the grunge look; Grateful Dead influenced the reefer/tie die look; Elvis had his sideburns and trademark hair, and the Beatles influenced fashion with their “mop-top” haircut, plaid suits, and boots. Rap artists like Jay-Z, made it popular to wear ball caps sideways and backwards. Rap also introduced “bling” (highly visual appealing jewelry) and a complete new fashion style to include the baggy jeans look, flat billed caps, and gold teeth or “grills.”

Music has been influential on dance styles and trends. For many years, there was a television show called American Bandstand, which always featured the current dances of the time. You also have line dances, where the dancers line up in a line or formation and do memorized choreographed routine. Some of the most popular of these are “The Electric Slide,” “Macarena,” “The Hustle,” ”The Cha Cha,” and “The Hokey Pokey,” just to name a few. Some of these dances and their dancers were considered obscene by some people at the time they became popular.

Over the years, music has been blamed on increasing immoral behavior. Rock ‘n’ Roll was considered very immoral since its major inception in the 1950’s starting with the controversial song My Ding-a-ling by Chuck Berry, to the 1970’s with songs like Cocaine by Eric Clapton and Ozzy Osbourne’s Suicide Solution. In the 1980’s controversial Rap songs hit the scene with titles like F*ck the Police by N.W.A, which is a very controversial song about the disputes between the police and African Americans. The 90’s introduced Eminem’s song Kim, about Eminem killing his wife and child and Body Count’s Cop Killer. And the 2000’s had
several controversial songs, particularly Hip-Hop music, which continued producing controversial videos and lyrics.

Music has a tremendous amount of influence on us. Music is used to improve our mood when we are down or to relax us. It is used to pump us up during athletic events, during warm ups, and during the event. “Take Me Out To The Ballgame,” is played during the 7th inning stretch in baseball games. Prior to most sporting events, the Star Spangled Banner is played or sung.

If music is used to pump you up positively, could music be negatively influential? Is there a correlation between music and adjudication of juveniles? If so, is it the music or the culture of music that is related to delinquency causing adjudication? Does Rap/Hip-Hop music and music videos relate to juvenile delinquency or are delinquents just drawn to it? These are some of the questions I will explore in my research.

The goal of this study is to better understand factors that relate to and possibly contribute to juvenile delinquency and adjudication. According to Bynum and Thompson (2002), Juvenile Delinquency is “Illegal conduct by a juvenile that reflects a persistent delinquency role and results in society regarding the offender as seriously delinquent.” Also, according to Bynum and Thompson (2002), a juvenile is “any person under the age of majority.” The legal definition of delinquency is “any act which would be a crime if committed by an adult, or any act which the juvenile court may deem inappropriate and for which a juvenile can be adjudicated delinquent” (Bynum 2002).

Juvenile delinquency is wrongful, illegal or anti-social behavior by a youth under the age of 18. Juvenile delinquency may include acts which are criminal, but delinquency may also refer to anti-social acts which may not result in criminal activity or adjudication. Such acts could
include rebellious activity against parents, school or community, such as refusing to do chores at home, doing homework at school or behavior in the community that may be disruptive but not criminal. This study explores delinquency as it pertains to adjudication. Adjudication means convicted in the court of law as being guilty of a crime.

Travis Hirschi was one of the first to seriously study and write about the causes of Juvenile Delinquency. His book *Causes of Delinquency*, was written originally in 1964, and was updated in 2002. This book contrasts the strain, control, and cultural deviance perspectives on delinquency. Although written almost a half century ago, it is one of the most cited books when referencing juvenile delinquency.

Hirschi conducted a study in 1964 of 17,500 youth in middle and high schools (Hirschi, 2002). Hirschi used 3 objects for his research, school records of the youth, police records of the youth, and he administered a 480 question questionnaire to those youth. According to Hirschi, social attachments of parents, teachers and peers, along with involvement in conventional activities such as extra-curricular activities at school, acceptance of social norms of avoiding criminal acts and accepting the moral validity of law are factors of preventing delinquency.

When Hirschi was doing this study, Rock and Roll music was just gaining popularity into society and was starting to cause social non-conformity with increased drug use and more promiscuous sexual behavior.

The first juvenile court was established in 1899 in Cook County Illinois. Now every state has a juvenile court system (Bynum and Thompson 2002). Prior to this, children above the age of 14 were put in jails with adults and received adult sentences, including the death penalty. Children under seven were not charged with crimes due to being incapable of knowingly committing criminal acts. Children between seven and 14 were generally treated the same as
children under seven but if it could be proved they knowingly committed criminal acts, they were charged as adults (Roberts 2000).

In the current court system, juvenile offenders are typically broken up into two categories. One is public or delinquent offender, which is a youth charged with crimes that an adult can be charged with. The other is a status offender, which is for crimes that an adult cannot be charged with such as beyond control of guardian, truancy, smoking, or possession of tobacco products (Roberts 2000).
Chapter II: Literature Review

Risk Factors

Michael Shader (2008) defines risk factors as “those characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected from the general population, will develop a disorder” (Shader 2008:2). The weakening of major institutions such as the family, public education, and public assistance, leads to unemployment and low incomes among families. These socio-economic disadvantages increase the risk to offend for juveniles. Economic disadvantages mean fewer opportunities for employment. Structural factors, which include the breakdown of norms, lead to social exclusion which creates circumstances that lead to delinquency. Some of these include social characteristics, lifestyles, dysfunctional families, and living arrangements, which all affect structure and obedience. These provide more access to illegal opportunities and turning to drugs and alcohol for psychological or emotional escape (Salagaev 2003).

Peer influence also has a significant impact on delinquency, in that most juvenile delinquency happens in groups. According to Salagaev (2003) and the 2003 World Youth Report, between two-thirds to three-quarters of juvenile delinquents are members of groups, either gangs or a peer group. Youth are more apt to commit crimes if they are members of a group or gang. Delinquent identities, such as wanting to fit in by making a group (gang) their family is an easy way into delinquency. Urbanization or the grouping of the lower class into centralized area increases delinquency as well. This group identity is strengthened by the entertainment industry, which gives these groups their values that they adopt (Salagaev 2003). The entertainment industry glorifies gang activity through movies and music. Most of the gangs glorified by the entertainment industry are from these centralized areas.
Juveniles from intact homes with both biological parents are less likely to become delinquent than juveniles from homes with single parent or parent and step parent (Murray and Farrington 2005). Divorce causes more delinquency than the death of a parent. In addition, children with parents in prison are very susceptible to anti-social and delinquent behaviors (Murray and Farrington 2005).

Theories of Juvenile Delinquency

“The Social Learning Theory or Differential Association Theory states that crime is learned behavior” (Zappen 2008). People learn delinquent behavior through other people, especially if those other people think the behavior is acceptable. So if a juvenile sees his parents smoking marijuana without penitence, then he or she will think it is acceptable. If a juvenile sees their older brother selling drugs and making good money, then he or she will think that is the lifestyle for them (Zappen 2008). This theory appears to be highly relevant to the connection between music contributing to delinquency because delinquents watch, listen, and associate the delinquent lifestyles and lyrics of music and musicians as a reality/image they choose to live or portray.

Rational Choice Theory states that people weigh out the risks versus rewards of criminal activity (Zappen 2008). Although a juvenile does not always think before he or she acts, most do and assume that since they are juveniles, they will not get punished or if punished, it will not be severe. In my experience, juveniles think, what the heck, if I get caught, I will just go to “Juvy” meaning juvenile detention. Juvenile detention may be a comfortable place because for them, they may have multiple friends there, be able to adjust easily and not be worried about basic needs such as food and shelter. Juveniles see what is happening in music videos and hear music lyrics and rationalize their decisions to choose their delinquent behavior based on what
they see in the videos. This could be the glorification of selling drugs, objectifying of women, and alcohol as a social norm without repercussions. This also could be rationalizing not to imitate what they see and hear in music and music videos. Instead they choose to just listen to the music and enjoy it for its sound and beat, rather than succumb to anti-social lyrics.

The Brain Development Theory discusses how the brain continues to develop up into a person’s 20’s. During adolescent years, the brain’s frontal cortex is still developing. The frontal cortex is part of the brain which is responsible for rational decision making, logic, reasoning and the ability to use good judgment when making decisions. Because this part of the brain is still developing, adolescent youth are more prone to react emotionally and impulsively. This theory is based on Jean Piaget’s Theory of Cognitive Development and Lawrence Kohlberg’s three stages of moral development. (Oswalt 2014) This theory gives some perspective, in contrast to Rational Choice theory, to adolescent juveniles cognitive behavior. As it relates to music, juveniles may see or hear something they like and want to imitate it, with limited cognitive ability to rationalize their thoughts and behaviors.

Functionalism or Structural functionalism Theory says that crime exists and will continue to exist, and that without crime, society will not change. “Deviance and crime challenges the status quo in society and in some cases, spurs change, negative or positive” (Zappen 2008). This theory also talks about how society is set up to cause crime. Society creates a strain for those who are on the bottom socially or economically. Society is designed for people to follow a set of rules and morals (Zappen 2008). This theory relates to juvenile delinquency in that it happens, is going to happen and sometimes it helps society. Socially and economically disadvantaged juveniles cannot overcome their given status so they choose to rebel or try to find a way to overcome it. Music can lead to this rebellious behavior with anti-social lyrics and videos. Some
juveniles with these disadvantages look to whatever role models they can to try to emulate. A youth may listen to Rap/Hip-Hop music containing anti-social lyrics and videos because it affirms their world view.

Conflict Perspective or Strain Theory, says that there is conflict in society between two or more groups. This conflict can be class, ethnicity, racial, or economically based. With juveniles, conflict can arise between the legal system and minorities or lower socioeconomic groups who feel oppressed or not supported by the legal system. Juvenile delinquency would be considered acting out against the conflicting group (Zappen 2008). This is another general theory similar to the functionalism theory. One way conflict arises is through rebellious activity. This activity can be portrayed through music. Music is a creative way to put negative messages into society. These negative messages then spurs thoughts and actions leading to negative criminal activity.

Labeling theory suggests that those who make the rules, label the ones who break the rules delinquent. Those juveniles being labeled delinquent will choose to be delinquent because if they are going to be considered delinquent then they might as well act delinquent (Zappen 2008). This is possibly true in a few instances of delinquency but I believe is also a subset of the Social Learning Theory. Music is full of tributes to the “bad boy” persona. Music labeling, promoting and boosting the “bad boy” negative image increases the labeling of youth who follow controversial music, therefore creating labels for them and increasing their chances of delinquent activity.

Social Control Theory says that people are naturally delinquent and anti-social, but through growing up, they form social bonds with people and institutions reducing the desire to be delinquent. Those juveniles who do not develop these bonds will commit delinquent acts (Zappen 2008). This is synonymous with the Social Learning Theory in that juveniles do not
learn to be delinquent, they just fail to learn not to be. This theory along with Social Learning Theory could explain most delinquency. Social Control Theory suggests a strong correlation between music and delinquency. Social Control Theory maintains that juveniles who fail to develop appropriate or positive social bonds will remain negative or delinquent. Music can reinforce this failure of learning as it creates a forum for youth with similar interests, such as a liking the same music with anti-social lyrics and videos, to bond negatively. People in general, tend to gravitate towards other people who have similar interests, even though opposites attract, similarity creates a common bond or natural attraction.

The final theory to be discussed with regards to delinquency is the Culture of Deviance Theory. This theory suggests that there are subcultures in some lower class neighborhoods and those subcultures will have beliefs and values that may conflict with society. People in these subcultures will maintain those opposing beliefs and values against the society (Zappen 2008). This goes hand in hand with Social Learning Theory and Social Control Theory in that it is learned behavior to be delinquent and that behavior is influenced by others. Some musicians that manage to succeed out of these subcultures may create music that reinforces these anti-social beliefs and values for others to follow.

**Risk Factors for Juvenile Delinquency**

Two common risk factors that have been correlated to juvenile delinquency are low family income (Bjerk 2007) and being from a single parent household (Coley and Medeiros 2007). Two studies will be presented to inform readers of these risk factors. Some questions were asked in the survey that addressed these risk factors and the relevant statistics of these risk factors are documented in the sample section of this paper. This research was designed to look at another possible risk factor or contributor to juvenile delinquency and adjudication, music.
Low income household

One of the most common risk factors considered in juvenile delinquency is being from a low income household. David Bjerk (2007) re-examined the empirical relationship between household economic resources and youth criminal participation. Previous estimates of this relationship often suggested this relationship was weak or non-existent. He discusses that those growing up in houses with low income are far more inclined to have criminal activity, but it is non-linear in that middle-class and upper-class do not reflect the same linear data. Bjerk’s (2007) data came from the National Longitudinal Survey of Youth 1997 which is thought to be a representative sample of all American youth born between 1980 and 1984.

Bjerk (2007) found that a simple regression of youth criminal participation on reported household income reveals a weak negative relationship. The relationship may be stronger for white youth than minority youth and appears to be stronger with respect to participation in serious crimes. These results suggest the relationship between household economic resources and youth criminal participation is actually very strong, especially for white youth. (Bjerk 2007)

Single Parent Household

Another common risk factor associated with juvenile delinquency is coming from a single parent household. Rebekah Levine Coley and Bethany L. Medeiros (2007) examined the bi-directional longitudinal relations between nonresident father involvement and engagement in delinquent activities. Autoregressive and fixed effects models show that higher nonresident father involvement decreased adolescent delinquent activity, especially for youth with initial engagement in delinquent activity. Father involvement increased as delinquency increased (Coley and Medeiros 2007).
Coley and Medeiros (2007) drew data from a subsample of families from *Welfare, Children, and Families: A Three-City Study*, which was a longitudinal study of the well-being of low-income families and communities in the wake of welfare reform. Surveys of over 2,000 low-income youth, 10-14, and their mothers in low-income neighborhoods in Boston, Chicago, and San Antonio were conducted in two waves. An increase in father involvement correlated with the youths delinquency at .68 with \( p<.001 \), making this a very strong relationship (Coley and Medeiros 2007).

**Influence of Music**

Kevin Took and David Weiss (1994) investigated an association between music preferences and psychosocial turmoil. They explore this through a study of 87 adolescents and their parents. Questionnaires were given to these adolescents and their parents. Originally this research was intended to study heavy metal listeners but Rap music became a top music category for the adolescents with turmoil.

There were six significant variables and five of them showed more turmoil in the adolescent group who preferred to listen to heavy metal and rap music. This included below average grades, suspended or expelled from school, illicit drug use, sexually active, and counseling for drugs and alcohol. These variables were confirmed on both the youth questionnaires as well as the parent’s questionnaires. The only significant variable in the adolescents who did not prefer to listen to heavy metal and rap music was counseling for family problems, meaning there was nothing significant showing turmoil other than they participated in family counseling (Took 1994).

A limitation of this study was that the participants were all attendees at a hospital or clinic therefore prone to be in more turmoil. Also, it was a self-report study, meaning that the
respondents answered questionnaires without interference from the researchers. One of their hypotheses, that heavy metal and rap listeners will be in more turmoil than non-heavy metal and non-rap listeners, was supported, but not when other variables were introduced in their second hypothesis. The second hypothesis was that the listeners of heavy metal and rap music would have turmoil but there would be other precipitating factors. Some of the factors were that more males had turmoil than females. They concluded that it is typical adolescent male behavior to show the variables (increased sexual activity, drug use, expelled from school, and arrested) than females. Below average grades was still a constant with males with turmoil in both hypotheses (Took 1994). According to this study, due to other precipitating factors, music does not show a causal relationship with adolescent turmoil.

Rachel Sullivan (2003) wrote an article about adolescents’ attitudes toward rap music. She differentiates between Black and White adolescents’ perceptions of rap. She surveyed 51 adolescents (male and female, White, Black, and Latino) in a Midwestern city examining the preferences and interpretations of rap music by racial, ethnic, and gender variables (Sullivan 2003). Sullivan had four hypotheses. The first was that Black adolescents would have stronger preferences for rap music than White adolescents, which was supported but not statistically significant. Both groups had favorable opinions of rap. Second was that Black respondents would be more likely to agree with the statements “Rap is a truthful reflection of society” which was not supported; “I find myself wearing clothes similar to rappers,” and “I find myself using words or phrases similar to rappers” were both supported. Sullivan’s third hypothesis was that Black adolescents would listen to a wider variety of rap acts, which was supported. Her last hypothesis was that White adolescents (who are rap fans) would be most likely to say that rap has affected their opinions about racism which was supported (Sullivan, 2003)
Even though both Black and White adolescents listened to rap, it appeared to be for different reasons. Black adolescents listened to it for its messages about life and the pleasing sound but Whites adolescents preferred it for the pleasing sound. Black adolescents were able to justify their reasons, such as it affirmed their experiences and it is more relatable, for listening to rap music than White adolescents. A good point brought out by the author is that the majority of those surveyed felt that rap is a truthful reflection of society (Sullivan 2003). This article does suggest that there is some support for the theory that music influences adolescents, which goes along with one of the hypotheses in the research of this paper that asked the surveyed adolescents if they believe what they see in music videos is realistic. Table 5 in the analysis section shows the statistics for this question. This article also discusses how adolescents may already perceive the world in a certain way and they listen to Rap/Hip-Hop music to affirm their views.

Christine Hall Hansen and Ronald D. Hansen (1990) performed a study to determine the effects of rock music videos on antisocial behavior. Their subjects were fifty-six undergraduate college students who received partial credit in undergraduate psychology courses. All subjects were randomly assigned to a 2 x 2 factorial design (neutral or antisocial videos x neutral or antisocial behavior). The subjects were led to believe that they were evaluating two people who were trying out for a job hosting a university produced music television show.

The two candidates for the alleged job were in the same room and were being monitored by both control groups. The candidates were leisurely telling jokes while waiting for their cue to start reading from a script for their job interviews. The control groups were shown music videos while waiting for the candidates to start their tryouts. One of the control groups was shown videos with antisocial behaviors such as trashing parent’s home in the course of a wild party,
stealing cars, joyriding and defying parents and police. The other control group was shown neutral videos with no antisocial themes (Hansen 1990).

At one point, the candidates were told to settle down by the person controlling the experiment and one of the candidates that was the lead joke teller performed an obscene gesture when the controlling person left the room. The control groups then watched the rehearsed tryouts of the candidates. When the tryouts were completed, each control group was given questionnaires to evaluate the candidates with such questions as “Based on your observations, what is your personal reaction to Person A (or B)? Person A (or B) seems like someone I would like personally”…etc. These were graded on scales of 0 (definitely no) to 10 (definitely yes). They also measured 32 bipolar trait adjectives on a 9 point scale. Finally the groups gave their sex and rated the videos from really disliked them (-5) to really like them (+5) (Hansen and Hansen 1990).

The candidate who performed the obscene gesture was more liked by the group who had watched the antisocial videos and less liked by the group that watched the neutral videos. Thus the effects of the antisocial videos were obvious by giving the more favorable impressions of the candidate who performed the antisocial act. His antisocial act was not considered unreasonable after the antisocial videos even though this particular act was not performed in the antisocial videos (Hansen and Hansen 1990). If the Social Learning Theory was applied here, it would suggest that the control group that watched the anti-social music videos learned, accepted, and normalized the obscene gesture. Learned behavior is mimicked from others, whether it is learned from positive or negative role models.

Carrie B. Fried wrote an article called *Stereotypes of Music Fans: Are Rap and Heavy Metal Fans a Danger to Themselves or Others?* (2003). In this article, she hypothesizes whether heavy
metal music and rap music pose a danger to the listeners or other people. Researchers questioned 100 random participants found in Midwest cities in such places as coffee shops and shopping areas. They were surveyed on stereotypes of fans of heavy metal music and rap music. Using the descriptions of the stereotypes, she coded them into 11 categories for heavy metal fans, for rap fans, and for general demographic categories (Fried 2003).

Fried (2003) found that the heavy metal fans are a threat to themselves through self-destructive behaviors and lack of achievement/motivation. Additionally, she found that rap fans are a danger to others through statements that were considered threats to others, anger, and suggested gang involvement. She used $\chi^2$, z score, Mann-Whitney U-tests and probability. All three of her hypotheses had strong relationships, were statistically significant, and had probabilities <.01 (Fried 2003).

Fried (2003) also discusses how her study shows that not only are heavy metal fans a threat to themselves, society labels and assumes they are a threat to themselves through substance abuse, suicide, and other reckless and life threatening behaviors. She reports that society also labels listeners to rap music as a threat to others through levels of violence towards others and anti-social behavior (Fried 2003). This is almost an ideal example of the labeling theory, labeling those who listen to heavy metal music as a threat to themselves, and those that listen to rap music a threat to others.

Melina Sissum wrote her master’s thesis on “A Longitudinal Content Analysis of Violence, Sex, and Drugs in Rap Music” for West Virginia University’s Masters of Science in Journalism (2003). It analyzed the lyrics of top rap music songs between 1994 and 2002 for violence, sexual references, and drug use. She found that violence is not dominant in the lyrics
but sexual references and drug use is. She determined that 446 acts of violence were found in a single day of music videos on MTV (Sissum 2003).

Sissum (2003) used Billboard.com to determine the top ten hot rap singles from 1994 thru 2002. The lyrics were analyzed for references to violence, how the violence was referenced, and punishment for violence and weapons. Next the lyrics were coded for drug references, if it was associated with violence, and type of drug. Sexual references were coded for association with violence, type of sex, and if was related to a relationship (Sissum 2003).

Sissum’s (2003) hypothesis that 60 percent of rap songs contained violence was rejected, 56.2 percent of the songs did not contain references to violence. Her hypothesis that rap songs containing violence would be without consequences was accepted as well as violence without rationale was accepted. The hypothesis that 60 percent would contain sexual references was rejected with only 52.8 percent containing sexual references. Sissum’s (2003) hypothesis that lyrics with gratuitous sex without relationship was accepted. Sissum’s (2003) hypothesis that 60 percent of songs would contain references to drug use was rejected; only 56.2 percent contained drug references. Sissum’s (2003) hypothesis that songs that have violence in lyrics would also reference drugs was accepted. A correlation between violence and sex could not be proved, but there was a high correlation between drugs and sex (Sissum 2003). Even though most of her hypotheses were rejected, still every hypothesis was close in the numbers and all showed over 50 percent of the videos had violence, drugs, and gratuitous sex references. If you relate this to the Social Learning Theory, then some youth could believe that these behaviors are acceptable because they believe what they see in music videos is realistic and acceptable.

Jabari Mahiri and Erin Conner (2003) conducted research at a school in a low-income section of a large northern California city. They interviewed and surveyed 41 middle school
students. Their research was different as they were looking at the students perspectives on violence with their theories proving that rap music does not have a negative influence on Black youth.

Mahiri and Conner (2003) participated in and observed the instruction of the students. They looked at ways the students interpreted or reflected upon rap music and hip hop culture and its representations of violence, crime, and sex. They had two sets of questions: 1) What was the student’s experience with violence and how did they handle violent or potentially violent situations? and 2) How did the students understand the images and messages in rap music, culture, and other forms of electronic media? (Mahiri and Conner 2003)

Mahiri and Conner (2003) collected data through student projects and portfolios based on the book Our America (Jones and Newman, 1998), which was taught as part of the curriculum. This included student class work, homework, journals, observations, and interviews with the teacher and selected focal students. Some of the projects included the student’s research and documented parts of their own lives, interviews with a member of their community, field trips to assess the positive and negative aspects of their community, and even had them create their own rap album.

Their data analysis attempted to comprehend and represent the vantage points of the students and teachers on the ways the students understood, experienced, and reflected on violence in their lives and through their music. They found that the students could see and hear negative lyrics and images without being influenced by them, and that the students could just listen to rap music for the beat and dance to it without accepting the values and behaviors expressed in the music. The authors say this challenges the dominant public perspective that rap music has negative influences on Black youth and that these connections are not made the same
way for violence on TV and in movies (Mahiri and Conner, 2003). This article reutes the view presented by Social Learning Theory about rap music being a negative influence. Mahiri and Conner discuss how Black youth may not always imitate or learn negative behavior portrayed in rap music videos because the “vulgar images and messages in rap music may be troubling, but often these images are no more than false exaggerations of Black life,” thus contesting both the Labeling and Learning Theories, as they pertain to rap music.

Roberts and Foehr (2008) researched adolescent use of media, media being defined as television, music, internet, cell phones, and video games. They found that the average adolescent (age 8-18) reported more than six hours of media use daily. When factoring in multitasking media use, such as listening to music and playing video games at the same time, this went up to eight and one-half hours per day. Next to sleep, media usage is the most frequent activity adolescents do in a typical day. “They frequently listen while they watch while they click and sometimes at least, write” (Roberts and Foehr 2008). Adolescent media usage is increasing and will continue to increase as media continues to be a dominant role in adolescent life.

Approximately 33 percent of the surveyed adolescent youth listened to music most of the time while 30 percent said they listened to music some of the time while media multitasking. This means that almost two-thirds of the surveyed listened to music some or most of the time while media multitasking. 92 percent of the surveyed youth reported have a personal media device to listen to music (Roberts and Foehr 2008). Based on the theories discussed and the preceding literature review the following hypothesis were developed.
Hypotheses

Hypothesis 1- Juveniles who have been adjudicated/convicted of a crime, listen to Rap/Hip-Hop music more than other music.

Hypothesis 2- Juveniles who have been adjudicated/convicted of a crime will listen to Rap/Hip-Hop music more than non-adjudicated juveniles.

Hypothesis 3– Juveniles who have been adjudicated/convicted of a crime will believe what they see in music videos is realistic, more than non-adjudicated juveniles.

Hypothesis 4 – Juveniles who have been adjudicated/convicted of a crime will spend more time watching music videos than youth who have not been adjudicated/convicted of a crime.
Chapter III: Methodology

After the questionnaire was approved by the thesis committee, it was determined that due to the participants in the research being under the age of consent (age 18), the questionnaire and research proposal needed to be submitted to the Morehead State University Institutional Review Board (IRB). The IRB approved the research proposal but a method to ensure confidentiality needed to be met and consent needed to be obtained. Consent forms were developed, along with the plan to keep confidentiality by storing the consent forms in a different location from the questionnaires. The revised proposal with the consent forms and plan to keep confidentiality was resubmitted to the IRB and it received final approval. One year was given to collect the data.

Sample

This is a quota sample, which means the sample was taken from a particular subgroup, which was high school students. The sample consisted of questionnaires given to 164 juveniles, including high school students and Department of Juvenile Justice youth. In an attempt to get a representative sample, data was to be drawn from multiple high schools along with multiple Department of Juvenile Justice programs in Kentucky. Cooperation from some school systems was not obtained so data was only drawn from one high school, Bath County High School in Owingsville, KY. According to the US Census Bureau, in 2010, Bath County had a population of 11,510, median household income of $29,632, 95.8 percent are Caucasian, and 56.8 percent of homes with children have both parents in the home. Bath County would be considered a rural county and the main city, Owingsville, would be considered a small community.

For the adolescents in Bath County High School, a consent form was sent home with each student for their parent/guardian to approve the adolescent’s participation in the research.
Only those youth with signed consent forms were allowed to complete the questionnaire. Another consent form was attached to the front of the questionnaire for the adolescent to sign giving consent to participate in the research.

With the help of one of the teachers at Bath County High School, the signed parental/guardian consent forms were collected prior to the questionnaire being given. After the questionnaire was filled out, the consent form signed by the adolescent was removed from the questionnaire and placed in a separate pile. The questionnaires were kept separate from the consent forms to help ensure confidentiality.

Data was drawn from three Kentucky Department of Juvenile Justice Programs. These facilities were Morehead Youth Development Center, the only female only youth development center in Kentucky; Cadet Leadership and Education Program-a boot camp style youth development center; and Woodsbend Youth Development Center- one of several youth development centers that houses youth that are not severe felony offenders but are not misdemeanants either.

The questionnaire consisted of 48 questions asking opinions of school, drug and alcohol use, demographic characteristics (race, age, family, family income, area lived in), type and amount of music listened to, and type of and how much music videos watched. The survey was voluntary as was each question. Several of the questions were taken from Travis Hirschi’s survey conducted in 1964 (Hirschi, 2002).
Sample characteristics

Table 1. Number of Youth in Institutions

The final sample was comprised of 164 juveniles between ages of 14-19. Table 1 indicates that 48 of the surveyed youth were in institutions and 116 (four of which admitted to having been placed in jail, detention center, group home or camp on the questionnaire). There were 134 white, 16 black, 4 Hispanic, and 10 other/bi-racial youth. There were 74 males and 90 females. The average age was 16.18. The average educational level was grade 10.5 with the grade span of seventh through twelfth grades. Nine had their GED or high school diplomas.

Fifty-five youth lived with their biological parents, 49 lived with parent and step-parent, 32 lived with one parent, 11 lived with grandparent(s), five lived with a foster parent, two lived with an older sibling, and ten lived with other relative or another person (non-relative). When considering the risk factor of delinquent youth living in a single parent household, the research statistics show what type of households delinquent youth live in: seven lived with biological parents, 15 lived with one parent, 15 lived with one parent and step parent, seven lived with grandparent(s), four lived with foster parents, and four lived with other persons including relatives. In Table 2, the data shows that almost 60 percent (57.8 percent) of the youth who have been adjudicate/convicted of a crime live in Single Parent or Single Parent with Step-Parent households.
Table 2. Guardian The Surveyed Youth Lived With

<table>
<thead>
<tr>
<th>Person Youth Lived With</th>
<th>Totals of Youth in Survey</th>
<th>Totals of Youth Who Have Been Adjudicate/Convicted of a Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentages (%)</td>
</tr>
<tr>
<td>Biological Parents</td>
<td>55</td>
<td>33.5</td>
</tr>
<tr>
<td>Parent and Step-Parent</td>
<td>49</td>
<td>30</td>
</tr>
<tr>
<td>One Parent</td>
<td>32</td>
<td>19.5</td>
</tr>
<tr>
<td>Grandparent(s)</td>
<td>11</td>
<td>6.7</td>
</tr>
<tr>
<td>Foster Parent(s)</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Older Sibling</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>Other Relative or Person</td>
<td>10</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>164</td>
<td>100%</td>
</tr>
</tbody>
</table>

One variable that is commonly considered a risk factor to delinquency is living in a single parent home (Coley and Medeiros 2007). According to these statistics, living with one biological parent and/or a step-parent held the highest amount of delinquent youth, with 30 of the 43 youth from single and/or step-parent household having been convicted of a crime. Only seven of the youth admitting to have committed a crime lived with biological parents.

The study included 72 youth from rural areas, 56 from small communities and 33 from a city. For those youth that reported being convicted of a crime, 17.6 percent were from a rural area, 27.5 percent were from a small community and 54.9 percent from a city. The definitions of rural, small community and city are varied, rural and city arrest rates are significantly different. This could be due to amount of police officers in the city, especially centralized urban areas, is higher in number than in rural areas. Rural and suburban youth have lower rates of being convicted of a crime, not because they are less delinquent, they can more easily blend into the environment, such as gathering in homes where the parents are gone or planning the party in a
remote area where police rarely patrol. These conveniences are not as available in urban, inner city areas.

The average household income reported by the youth was: 27 youth from homes with below average income, 90 from average income homes, 17 above average, and 30 were unknown or missing. With regards to being convicted of a crime and income, seven convicted youth were from below average income, 29 from average income, four from above average income, and 11 unknown or missing. In this study, 33 of the 41 youth that admitted to having been convicted of a crime lived in an average income level home or higher, which shows income level not being a significant risk factor. The 11 missing or unknown could affect this statistic, but not significantly.
Chapter IV: Analysis

Hypothesis 1 states that juveniles who have been adjudicated/convicted of a crime will listen to Rap/Hip-Hop music more than other music. An examination of Table 3 provides information to evaluate that hypothesis. Table 3 displays a cross tabulation table of whether they were convicted of a crime by type of music the youth liked best. The table reveals that there is an association between these two variables in that 63.8 percent of the youth who admitted to having been convicted of a crime preferred to listen to Rap/Hip-Hop music compared with only 5.9 percent of those who preferred to listen to Pop/Classic Rock music have been convicted of a crime. Only one youth preferred to listen to Pop/Classic Rock music that had been adjudicated/convicted of a crime. The Chi square was significant at an alpha level less than the .001, leading to a rejection of the null hypothesis of independence between the variables. A Cramer’s V of .497 summarizes this relatively strong relationship. In total, the evidence supports a relatively strong association between music preferences and having been convicted of a crime.

Table 3. Cross tabulation of music preferences by whether they have been convicted/adjudicated of a crime. (In percentages)

<table>
<thead>
<tr>
<th>Music Liked the Best</th>
<th>Country</th>
<th>Pop Classic Rock</th>
<th>Rap Hip-Hop</th>
<th>R&amp;B</th>
<th>Alternative Rock</th>
<th>Heavy/Death Metal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convicted Of Crime</td>
<td>No</td>
<td>80.0</td>
<td>94.1</td>
<td>36.2</td>
<td>55.6</td>
<td>71.4</td>
<td>90.0</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>20.0</td>
<td>5.9</td>
<td>63.8</td>
<td>44.4</td>
<td>28.6</td>
<td>10.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>50</td>
<td>17</td>
<td>47</td>
<td>9</td>
<td>14</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

N=162  p=.000  V=.486  χ²= 36.220  P<.001

Hypothesis 2 states that Juveniles who have been adjudicated/convicted of a crime will listen to Rap/Hip-Hop music more than non-adjudicated juveniles. On table 3, 63.8 percent of youth who have been convicted of a crime listens to Rap/Hip-Hop music as compared to only
36.2 percent of youth who listen to Rap/Hip-Hop music have not been convicted of a crime. This shows that there is an association between Rap/Hip-Hop music and either being convicted or not convicted of a crime. This association is statistically significant as the Cramer’s V=.486 and P<.001, thus rejecting the null hypothesis of independence and supports a relationship in the population.

In trying to determine whether music videos and music video television stations have a relationship with delinquency, on a cross tabulation table, it was noted that 86.2 percent of those that watched BET reported that they had been convicted of a crime and 24.5 percent of those who watch MTV the most reported they had been convicted of a crime, see Table 4. This was statistically significant at the p=.001 level leading to a rejection of the null hypothesis of independence and provides support for the notion that the relationship exists in the population. The Cramer’s V of .544 also indicates a strong relationship between the variables. MTV and BET are the primary sources of Rap/Hip-Hop music. These two music television stations have two of the three highest numbers of viewers of music video television stations.

Table 4. Cross tabulation of favorite music television station by whether they were convicted of a crime. (In percentages)

<table>
<thead>
<tr>
<th>Convicted Of Crime</th>
<th>MTV</th>
<th>VH1</th>
<th>CMT</th>
<th>Fuse</th>
<th>BET</th>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>75.5</td>
<td>62.5</td>
<td>75.9</td>
<td>93.3</td>
<td>13.8</td>
<td>77.8</td>
<td>93.3</td>
</tr>
<tr>
<td>Yes</td>
<td>24.5</td>
<td>37.5</td>
<td>24.1</td>
<td>5.7</td>
<td>86.2</td>
<td>22.2</td>
<td>6.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

N=162  p=.000  V=.544  $\chi^2=47.981$, P<.001
An important question asked on the questionnaire was whether the adolescents felt that what they saw in music videos is realistic, see Table 5. This question was meant to determine if what is portrayed in music videos is perceived as being realistic, such as the promoting of using and selling drugs, abuse of women, partying lifestyle, alcohol and/or drugs will take away your problems, etc. Hypothesis 3 juveniles that have been adjudicated/convicted of a crime are more likely to believe what they see in music videos is realistic. Half (50 percent) of the surveyed youth that had been convicted of a crime believe what they see in music videos is realistic. An even more significant statistic is that 82.4 percent of the youth that have not been convicted of a crime do not believe what they see in music videos is realistic. Although the Microcase statistical analysis program indicated there was a problem with the Chi Square, it was due to a low number of the “sometimes” answer. This is statistically significant but with a fairly strong relationship. Could this be a factor in the adjudication of delinquents? Do these delinquent youth mimic what they see in videos which causes them to be delinquent or could this just be another factor in the Social Learning Theory?

Table 5. Cross tabulation of belief that music videos content is realistic by whether they have been convicted or not. (In percentages)

<table>
<thead>
<tr>
<th>Convicted of a Crime</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>82.4</td>
<td>50.0</td>
</tr>
<tr>
<td>Yes</td>
<td>17.6</td>
<td>50.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>70</td>
</tr>
</tbody>
</table>

N=161  p=.000  V=.345  $\chi^2= 19.212$  p<.001
Hypothesis 4 – juveniles who have been adjudicated/convicted of a crime will spend more time watching music videos than youth who have not been adjudicated/convicted of a crime. In table 6, as the amount of hours of music videos watched per week increases, as does the percentage of youth who have been convicted of a crime. This was statistically significant at the p=.001 level and Cramer’s V=.405 leading to a rejection of the null hypothesis of independence and provides support for the notion that the relationship exists in the population. We also notice that the highest percentage of youth that do not watch music videos at all have not been convicted of a crime. There appears to be a correlation between zero number of hours of videos and not being convicted of a crime. This chart is statistically significant with a p<001.
Chapter V: Summary and Conclusion

Since the start of this paper and research, the popularity of YouTube, has replaced video music channels. YouTube is now the predominantly used medium to watch music videos. Even so, this does not alter the results of this study.

The Social Learning Theory suggests that delinquency is learned. This means that you have to learn delinquent behavior in order to engage in delinquent behavior. The research in this paper shows delinquents prefer Rap/Hip-Hop music and watch BET music television more than other music television stations. Melissa Sussim’s (2003) study showed that over 50 percent of Rap/Hip-Hop music and music videos contained negative and anti-social content, like drug use, violence, and gratuitous sex.

If I were to select the theory that best describes juvenile delinquency, it would be a combination of multiple theories as no one theory meets every juvenile delinquent’s behavior. The Social Learning Theory appears to be the best overall theory for explaining juvenile delinquency based on this research; however, I would be remiss if I did not acknowledge that Rational Choice Theory plays some role in delinquency. Through 19 years of working with juvenile delinquents, I have learned that selling drugs is a combination of rational choice and social learning. Youth learn to sell drugs from somewhere. They usually are mimicking someone. And when they are not mimicking, they are weighing the options, is using and selling drugs worth the possible cost of incarceration?

According to the book Freakonomics, (Levitt and Dubner 2006), the typical drug dealer made about the same amount of money as a person working at McDonalds. If a person works a full time minimum wage job, they will make about $58 a day, and if they work a full week they make $290. If you take taxes out, then their take home would be less than $250 a week. If
selling drugs makes as much as working at McDonalds, with no rules, being able to hang out with your friends and work your own hours, what do you think the typical teenager would do? This is how risk versus reward is part of the Social Learning Theory and Rational Choice Theory combo.

A risk factor that Salagaev (2003) suggests, is that economical disadvantages, the income level of a household, is correlated with delinquent youth. Thus saying delinquent youth come from lower income families. This was not supported in my findings. This study found that 29 of the 41 delinquent youth were from average income family households.

The risk factor that had some merit in my study was that 15 of the 41 delinquent youth lived in single parent households. If you expand this to include single, biological, and a step-parent household, this encompasses 15 more households which totals 30 of the 41, 73 percent of the delinquent youth’s households. In my opinion, after working with delinquent youth for over 19 years, single parent households and single parent with step-parent households are very similar, as many step-parents don’t have any or have little say or influence over their step-children.

After working with delinquent youth and conducting this research, I have concluded that the Social Learning Theory is a very strong theory explaining why youth become delinquent. Social media, i.e. music, influences our youth in more areas than any other area outside of parental role models. For example, one of the surveyed youth mentioned to me during the survey, that when he heard the song Let’s Start a Riot by Three 6 Mafia, he proceeded to jump out of a second story window.

Table 5 showed that 50 percent of the youth convicted of a crime admitted to believing what they see in music videos is realistic. This is definitely related to the Social Learning
Theory. If the youth believes that what they see in music videos is realistic, then they glorify “not earning money legally,” violence, and using alcohol and drugs. Furthermore, if you consider Table 6, as the number of hours of watching music videos increases, the percentage of being convicted of a crime increases. This is further evidence that the Social Learning Theory is relevant to delinquency and adjudication.

It should be acknowledged that the Social Learning Theory also can be used to describe non-delinquent youth and youth that have not been adjudicated/convicted of a crime. That is, many youth listen to Rap/Hip-Hop music and watch music videos, but do not imitate or act out anti-socially what they see and hear in Rap/Hip-Hop music. These youth have learned that anti-social behavior is not acceptable and do not commit crimes. These youth follow the Social Control Theory in that they have not failed to create social bonds and have learned to not commit anti-social acts, whether the influence is there or not.

There is an association between the music preference of youth and to their adjudication in that 63.8 percent of the youth convicted of crimes listened to Rap/Hip-Hop music the most. It is also noted that the highest percentage of youth who have not been convicted of a crime prefer pop music, of which, only one youth who admitted to being convicted of a crime liked pop music.

One aspect from this study is the differences in levels of delinquency concerning drugs and alcohol. The research does not connect it, but from personal interaction with delinquent youth and through sociology classes, a possibility can be considered. Inner city youth, which are typically minority, get caught using more drugs. Suburban youth, predominantly white, typically use more alcohol, but don’t get caught.
As previously stated, this difference can be referenced in the fact that in the inner city places to “party” or use alcohol and drugs are not as private as they are in the suburbs. There are more police in the city, which increases the likelihood of getting caught. In the suburbs, youth can usually find a more secluded location such as a hollow, field, barn, or even someone’s house. Being able to select more secluded locations with less police in the suburban area definitely makes it less likely that there will be youth caught using alcohol and drugs.

The chicken or the egg, which came first? A dilemma that has been asked for ages. Are juvenile delinquents drawn to anti-social music, such as Rap/Hip-Hip, or does anti-social music such as Rap/Hip-Hop lead youth to anti-social behavior and adjudication through the Social Learning Theory? More research is needed and may come with further educational studies.
Bibliography


Appendix
I’m conducting a short survey for a class I’m taking to assess opinions, attitudes, and behavior relating to several different issues. I would appreciate it if you would take a few minutes and respond to the following items about the music and video/computer games you like, as well as your thoughts on substance use. There are no benefits or penalties for participating or not participating and you do not need to answer any item you do not wish to. Your participation is voluntary and completion of the questionnaire will indicate your consent to participate. Please do not sign your name. All responses will be kept confidential.

Please indicate whether you: Strongly Agree (SA) Agree (A) Are Undecided (U) Disagree (D) Strongly Disagree (SD) with the following statements.

1. Use of drugs and alcohol by youth has increased within the last few years. SA  A  U  D  SD
2. I think it is OK for parents to offer their teens alcohol. SA  A  U  D  SD
3. It is OK for teens to drink as long as they don't drive. SA  A  U  D  SD
4. Kids who experiment with drugs and alcohol usually grow out of it. SA  A  U  D  SD
5. I often see teens drinking alcohol in public. SA  A  U  D  SD
6. I often see teens using tobacco products in public. SA  A  U  D  SD
7. Marijuana use by teenagers is a serious issue in my community. SA  A  U  D  SD
8. Tobacco use by teenagers is a serious issue in my community. SA  A  U  D  SD
9. Cocaine, including crack, use by teenagers is a serious issue in my community. SA  A  U  D  SD
10. Pharmaceutical drug use by teenagers is a serious issue in my community. SA  A  U  D  SD

Please mark the appropriate answer

11. Do you like school?
   1) ____ I like school  2) ____ I both like and dislike school  3) ____ I dislike school

12. What is your gender?
    1) ____ Male  2) ____ Female

13. What grade are you in?
    1) ____ 7th  2) ____ 8th  3) ____ 9th  4) ____ 10th  5) ____ 11th  6) ____ 12th  7) ____ Have completed high school or have GED

14. Are you currently employed? If so, how many hours a week do you work
    1) ____ No
    2) ____ Yes, How many hours per week? ______________
15. How old are you? ________

16. Do you drink alcohol (beer, wine, liquor, wine coolers, and/or other alcoholic drinks)
   1) ____Never
   2) ____Less than once a month
   3) ____Several times a month
   4) ____once a week
   5) ____more than once a week

17. How many years have you lived in the community you currently live in?
   1) ____Less than 1 year
   2) ____1-2 years
   3) ____3-5 years
   4) ____5-10 years
   5) ____over 10 years

18. Regarding Cigarettes/cigars, do you consider yourself?
   1) ____A non user
   2) ____A casual user
   3) ____A regular user
   4) ____An ex-user

19. Thinking about teenage use of various substances, which substance do you think causes the greatest problem? (check one)
   1) ____Marijuana
   2) ____Heroin
   3) ____Cocaine/crack
   4) ____Oxycontin
   5) ____Other prescription pills (specify)__________
   6) ____Other

20. Thinking about teenage use of various substances, which substance do you think causes the second greatest problem? (check one)
   1) ____Marijuana
   2) ____Heroin
   3) ____Cocaine/crack
   4) ____Oxycontin
   5) ____Other prescription pills (specify)__________
   6) ____Other

21. Which of the following categories would you say your family or total household income falls into?
   1) ____< $10,000
   2) ____$10,000 - $20,000
   3) ____$20,000 - $30,000
   4) ____$30,000 - $40,000
   5) ____$40,000 - $50,000
   6) ____$50,000+

22. Do you live in a rural area or in a city/community?
   1) ____Rural Area
   2) ____City/Community

23. If you live in a city/community, what is the size/population of that city/community?
   1) ____< 1,000
   2) ____1,000 - 5,000
   3) ____5,000 - 10,000
   4) ____10,000 - 30,000
   5) ____30,000 - 70,000
   6) ____70,000 +

24. If you live in a rural area, how far are you from the nearest city/community? (in miles)
   1) ____< 1 Miles
   2) ____1 – 3 Miles
   3) ____3 – 5 Miles
   4) ____5 – 10 Miles
   5) ____10+ Miles

25. Do you know people who use illegal drugs or non prescribed pills?
   1) ____No
   2) ____Yes, if so how many?______________

26. Regarding Marijuana, do you consider yourself?
   1) ____A non-user (I have never used)
   2) ____A non-user (I have used in the past)
   3) ____Use it less than once a week
   4) ____Use it once a week
   5) ____Use it several times a week
   6) ____Use it daily

27. Regarding using non-prescribed pills, do you consider yourself?
   1) ____A non-user (I have never used)
   2) ____A non-user (I have used in the past)
   3) ____Use it less than once a week
   4) ____Use it once a week
   5) ____Use it several times a week
   6) ____Use it daily
28. Have you ever been convicted or adjudicated of a crime other than a traffic offense (speeding, parking tickets)
   1) ____No
   2) ____Yes

29. If convicted for the crime, did you spend any time in a jail/detention, group home or camp?
   1) ____No
   2) ____Yes

30. What is your Race?
   1) ____White
   2) ____Black
   3) ____ Asian
   4) ____ Hispanic
   5) ____ Bi-racial
   6) ____ Other

31. Do you live?
   1) ____In an apartment that is considered housing projects or low income housing
   2) ____In another type of apartment
   3) ____In a mobile home in a mobile home park
   4) ____In a Mobile home not in a mobile home park.
   5) ____In a house with houses with other houses very close by
   6) ____In a house with other houses not very close by
   7) ____Other _____________________________
   8) ____Not sure

32. Who do you Primarily live with? (Check all that apply)
   1) ____Mother
   2) ____Father
   3) ____Step parent
   4) ____Grandmother
   5) ____Grandfather
   6) ____Foster parent(s)
   7) ____Sibling
   8) ____Other Relative______
   9) ____Other
   10) ____Alternate between parents
   11) ____Not sure

33. Would you say your household income is:
   1) ____Far below average
   2) ____Below Average
   3) ____Average
   4) ____Above average
   5) ____Well above average
   6) ____Unknown

34. What kind of music do you like to listen to best? (select one)
   1) ____Country
   2) ____Pop Rock
   3) ____Classic Rock
   4) ____Rap/Hip-Hop
   5) ____R&B
   6) ____Alternative
   7) ____Heavy Metal
   8) ____Death Metal
   9) ____Soft Rock
   10) ____Classical
   11) ____Jazz
   12) ____Other

35. What kind of music do you listen to the most? (select one)
   1) ____Country
   2) ____Pop Rock
   3) ____Classic Rock
   4) ____Rap/Hip-Hop
   5) ____R&B
   6) ____Alternative
   7) ____Heavy Metal
   8) ____Death Metal
   9) ____Soft Rock
   10) ____Classical
   11) ____Jazz
   12) ____Other

36. How often do you go to church?
   1) ____Never
   2) ____Less than once a month
   3) ____About once a week
   4) ____More than once a week

37. Would you consider yourself a religious person?
   1) ____No
   2) ____Yes

38. Have any of your friends been convicted/adjudicated of a crime?
   1) ____No
   2) ____Yes
39. When thinking about school-connected activities such as athletics, cheerleading, clubs, music, art, student government, honor societies, and future business, homemakers, etc. would you say you are/were

1) ___ Very active
2) ___ Somewhat active
3) ___ Not very active
4) ___ Not active at all

40. Is your father?

1) ___ A full time employee
2) ___ A part time employee
3) ___ Unemployed
4) ___ Unable to work
5) ___ Retired
6) ___ Unknown
7) ___ Other

41. Is your mother?

1) ___ A full time employee
2) ___ A part time employee
3) ___ Unemployed
4) ___ Not able to be employed
5) ___ Retired
6) ___ Unknown
7) ___ Other

42. If you live with someone other than your parent(s) Is your guardian?

1) ___ A full time employee
2) ___ A part time employee
3) ___ Unemployed
4) ___ Not able to be employed
5) ___ Retired
6) ___ Unknown
7) ___ Other
8) ___ Live with parent(s)
43. Do you watch music television channels?
   1) No
   2) Yes

44. Which is your favorite music television channel to watch?
   1) MTV channels
   2) VH1 channels
   3) CMT, GAC
   4) Fuse
   5) Other
   6) None

45. If you watch music television channels, how many hours do you watch per week?
   1) 0
   2) <1
   3) 1-2
   4) 3-5
   5) 5-9
   6) 10+

46. Do you play video/computer games?
   1) No
   2) Yes

47. How many hours a week do you play video/computer games?
   1) 0
   2) <1
   3) 1-2
   4) 3-5
   5) 5-9
   6) 10+

48. What is some of your favorite video/computer games?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________