

ROBERT goes to Berlin

**Online behaviour related to
child sexual abuse:
Interviews with affected young
people**

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Juni 2002

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Online behaviour
related to child
sexual abuse

Interviews with affected
young people

PRELIMINARY VERSION



Background



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Children starts to use Internet early:
On average at 9 years of age
(Livingstone, 2011)



Foto: Alan Toniolo de Carvahlo



Uses Internet on a daily basis 60%
(Livingstone, 2011)



**"asking how often you are connected
on the internet is like asking anyone
if they tend to breathe"**
(Dagens Nyheter 20/5 2012, interview with 13
year old girls)

Foto: Petr Kratochvil



Risk taking behaviour online

- Searching for someone to **talk about sex**
- Searching for someone to **have sex**
- **Sending intimate photos or videos** to someone
- **Disclosing personal information**

Baumgartner et al, 2010



Experiences of voluntary sexual exposure online

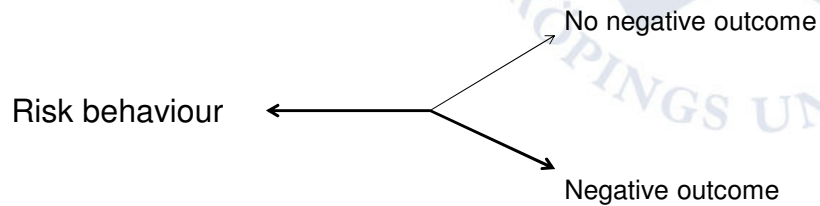
(Jonsson, Priebe & Svedin, 2012)

	All %	Boys %	Girls %
a) Flashed in webcam/mobile	14.4	11.9	22.3
b) Posted partially dressed pics/film	9.8	11.0	16.4
c) Masturbated on webcam	5.4	6.1	4.9
d) Had sex on webcam	2.2	3.4	1.2
a-d) Online sex exposure	20.9	19.2	22.3



Risk taking behaviour online

- Offline risk taking behaviour are associated to online ditto (Mitchell et al 2007) and vice versa (Noll et al, 2009)



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Risk taking behaviour online

Most young people know the risks (Jonsson et al, 2009; Wolak, 2007)

But some seems to overlook this

- Since more friends were also engaged in this behaviour
- Perceived fewer risks
- Perceived more benefits
- Perceived themselves as less vulnerable (Baumgartner et al, 2010)
- To be seen and receive affirmation (Jonsson et al, 2009; Nigård, 2009)



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Methods



Methods: qualitative research and grounded theory

- *“an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting”* (Creswell, 1998 p.15).
- *“the process of data collection for generating theory whereby the analyst jointly collects, codes and analyses his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges”* (Glaser & Strauss, 1967, p.45).



Ethical Approval

- An application for ethical approval was submitted to the Research Ethics Committees at the University of Edinburgh, Scotland, and Linköping University, Sweden.



Procedure: Inclusion criteria

- 1. Young people of both genders aged between 12-18 years who had been identified as subjected to:
 - Online contact leading to sexual abuse offline
 - Offline sexual abuse leading to online distribution of images
 - Online contact leading to online sexual abuse without physical contact
- 2. Are currently, or within the last two years, engaged in a helping or therapeutic relationship.



Participant recruitment

- Professionals who were currently engaged in therapeutic or support work with children who had been subject to technology mediated sexual exploitation or abuse
- Identified suitable children
- Children and parents were contacted and given written information about the study



- If the young person agreed to participate she/he signed a written consent
- Location for the interview were decided
- Interview followed a guide with individual flexibility
- Interview took approximately one hour
- Interview was audio recorded



- Each interview were allocated a unique code
- Translated to English
- Transcribed
- Identifiable information were removed



Participants

- 20/27 interviews are analysed for this presentation
- 17 females/3 males
- Aged 11-17 at the time of the sexual assault following online grooming (Mean = 13.7)
- Aged 13-24 at the time of the interview (M= 18.1)
- 15 were living with both M and F
- Came from Denmark, Germany, Italy, Russia, Sweden and UK



Semi-structured Interviews

- The interviews were semi-structured using an interview guide (flexible) with suggested prompts.
- Took approximately 30-60 minutes



Results: data analysis

- *“the pivotal link between collecting data and developing an emergent theory to explain these data. Through coding you define what is happening in the data and begin to grapple with what it means”*



Results: data analysis

- First stage: **Line-by-line coding**, verb unit of meaning, either o sentence or a phrase were given a code
- Second stage: **Focused coding**, significant or frequent codes are compared to see if the fit together in a broader concept
- Third stage: **Theoretical coding** – the categories that are most meaningful, prominent and has the greatest explanatory power



Theoretical codes

Something's missing from life

Being someone who's connected

Caught in a Web

Making choices

Others responding

Closing the box and picking up the pieces



1 Something's missing in life

- Dealing with bad things in life
- Wanting to be understood
- Needing space to do things my way
- Wanting to explore sex



Dealing with the bad things in life

(abusive experiences, parental neglect, feelings of sadness...)

“... my social worker had me moved away from my home because my father was abusing me”



Dealing with the bad things in life

"... she was out in the evenings, she'd be out during the day, she didn't bother to go to work, and couldn't even care less about not earning a living. And so she was glad to see me sitting in front of the computer, because she could then say: 'you see what a good girl she is, she never does anything or goes anywhere, she doesn't get on my nerves or make me angry'"



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