CYBERBULLYING: PREVENTION AND INTERVENTION IN SCHOOL USING
A THREE-TIER MODEL

Shietel Chhana
B.S., University of Tennessee, Chattanooga, 1997
M.S., Georgia State University, Atlanta, 2000

Laurel Melville Tanner
B.A., Brigham Young University, Provo, UT, 1987
M.A., California State University, Sacramento, 2010

PROJECT

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CYBERBULLYING: PREVENTION AND INTERVENTION IN SCHOOLS USING
A THREE-TIER MODEL

A Project

by

Shietel Chhana

Laurel Melville Tanner

Approved by:

______________________________, Committee Chair
Catherine Christo, Ph.D.

______________________________
Date
Shietel Chhana

Students:  Laurel Melville Tanner

I certify that these students have met the requirements for format contained in the University format manual, and that this project is suitable for shelving in the Library and credit is to be awarded for the project.

_________________________________, Graduate Coordinator

Bruce A. Ostertag, Ph.D.  Date

Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies
Abstract

of
CYBERBULLYING: PREVENTION AND INTERVENTION IN SCHOOLS USING A THREE-TIER MODEL

by
Shietel Chhana
Laurel Melville Tanner

The authors collaborated and shared equal responsibility in all aspects of the development of this project, which, based on current research, suggests prevention and intervention methods to address the problem of cyberbullying among school-age youth. Traditional bullying is already acknowledged as a serious problem in the schools, but because cyberbullying is new to many people, it can go unnoticed. The research on the subject is fairly new and because of the nature of technology, the issue is constantly changing. Because research shows that being involved in cyberbullying is associated with negative effects in school-age youth (such as lowered academic success, anxiety, depression and even suicide) there is an urgent need for awareness of the problem. Cyberbullying is often connected to the school environment, so, school policy and practice, as well as civil law are also considerations in the cyberbullying issue.

The goal of this project is to collect current information on cyberbullying and to provide training workshops for school administrators and teachers as well as parents of school-age children. The trainings include prevention and intervention methods to avoid and address the problem of cyberbullying.

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The prepared projects are: a 4-hour PowerPoint training workshop for administrators and teachers and a 2-hour PowerPoint awareness and prevention workshop for parents of school-age youth. Provided as support to the training workshops are: a presenter’s manual and presenter notes included with each of the PowerPoint slides. Any school psychologist, administrator or teacher can use the PowerPoint presentations to train a target audience of administrators/teachers or parents. The expected outcome of the workshops is that the participants will be introduced to the problem of cyberbullying and guidelines for the use of research-based cyberbullying prevention and intervention methods for school administrators, teachers, and parents.

_______________________, Committee Chair
Catherine Christo, Ph.D.

_______________________
Date
We would like to acknowledge the kind help and encouragement of our advisor, Catherine Christo. We also give thanks to our professor, Melissa Holland. We especially appreciate our patient and supportive families: our husbands and our children.
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SOFTWARE SPECIFICATIONS

The project appendices include presentation note pages designed to be used with slides in a workshop presentation. Slides should be viewed using Microsoft® PowerPoint software.
Chapter 1

INTRODUCTION

Statement of Collaboration

This project on cyberbullying was researched and created by Shietel Chhana and Laurel Tanner who are graduate students in the School Psychology program at California State University, Sacramento. The responsibilities of the project included: research, Chapters 1 through 4, and the project itself titled, “Cyber Bullying: Prevention and Intervention in Schools Using a Three-Tier Model.” The work to create each part of the project was shared equally.

Background of the Problem

More than 97% of young people in the United States are connected to the internet (Tokunaga, 2010) and the majority of them have cell phones (Kaiser Family Foundation, 2010). The increasing use of cyberspace creates a new medium for youth to become involved with peer aggression. The number of youth involved in cyberbullying is still somewhat unclear as the study of cyberbullying is relatively new. Prevalence estimates of the percentage of youths who have experienced cyberbullying at least once in their lives vary from about 20% to 40% (Tokunaga, 2010).

Several recent news stories of young, cyberbullied victims have caught the American public’s attention. A case in point was 15 year-old Phoebe Prince in Massachusetts, who committed suicide in January 2010 rather than live with the bullying she was experiencing at school and through her cell phone and the internet. This cyberbullying suicide and others like it have riveted the attention of parents, schools and
the American people in general, creating questions about ethics, freedom of speech, privacy, and basic safety in relation to today’s technology.

Because cyberbullying is often connected to the school environment, school policy and practice, as well as civil law are being reconsidered in response to the cyberbullying issue. Traditional bullying is already a serious problem in the schools, but because cyberbullying is new to many school personnel, it may go unnoticed as a form of bullying on its own or as a part of existing bullying. There is a pressing need for schools to become aware of the many facets of the problem of cyberbullying.

What are the risks for those involved in cyberbullying? Not surprisingly, cyberbullying victimization is associated with serious psychosocial, affective, and academic problems (Tokunaga, 2010). Suicides of the cyberbullied victims have caught the public’s attention; however, it is less known that those who bully can experience negative emotional effects as well. Hinduja, & Patchin, (2010) report that youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggression. Those youth involved as victims, bullies or both have been reported to show more signs of psychiatric and psychosomatic problems when compared to those not involved in cyberbullying (Sourander, Klomek, Ikonen, Lindroos, Luntamo, Koskelainen, et al., 2010).

Because over 40% of youth said they would do nothing if they were cyberbullied, and only about 1 in 10 would inform adults (Li, 2010), schoolwide prevention programs are key in educating youth that there is something that they can—and should—do when
cyberbullying happens to them or to a friend. In addition, school personnel need awareness training about cyberbullying, which includes how to teach students to deal with it, and how to be appropriately responsive when students tell them that it is happening.

**Purpose of the Study**

The purpose of this study is to produce a project which provides prevention and intervention training for parents, school administrators and teachers on the subject of cyberbullying. The project consists of two presentations: one for parents and another for school administrators and teachers.

The cyberbullying presentation for parents will provide information about primary, secondary and tertiary interventions for youth cyberbullying. It will present communication tools that parents can use to talk openly with their children about their electronic media habits and experiences. Additionally, the presentation will offer practical ways to limit and monitor children’s computer time and cell phone usage and discuss what actions to take if their children are cyberbullied.

The goals of the presentation for parents are, (a) to increase parents’ awareness of the youth cyberbullying problem, (b) through parent monitoring and internet safety training, to decrease the likelihood, severity, and/or duration of youth cyberbullying, and (c) and increase the number of parents who are prepared to appropriately deal with cyberbullying in case it happens to their children.

The cyberbullying presentation for administrators and teachers will provide educators with information about primary, secondary and tertiary interventions for youth
cyberbullying. Cyberbullying prevention curricula and schoolwide programs for students will be introduced. The presentation will also discuss how to react appropriately to a student who discloses a cyberbullying situation, as well as practical ways to take action when staff members know or suspect cyberbullying. Legal questions about off-campus cyberbullying will be addressed, as well as ways to meet the needs of both cyberbullies and cybervictims.

The goals of the cyberbullying presentation for administrators and teachers are (a) to foster the development of cyberbullying prevention methods at school, an increase will occur in the number of students who will use safe habits when using electronic media and who will tell adults when they are cyberbullied, (b) an increase of school staff’s appropriate involvement when cyberbullying occurs or is suspected, (c) an increase in appropriate, timely and legal actions taken by school staff for both cyberbullies and cybervictims, and (d) a decrease in the likelihood, severity, and/or duration of student cyberbullying.

**Definition of Terms**

*Bash Boards*: Online bulletin boards used to post malicious or hateful statements towards another person

*Blogs*: Interactive websites allowing visitors to leave comments in an interactive format

*Bulletin Boards*: Online sites where people may post messages anonymously for anyone to see

*Bullying*: Bullying is aggression and/or aggravations (verbal or physical) carried out by a person towards a person who does not easily defend him- or herself. Traditional bullying
also includes teasing, taunting, harassment, victimization, and hazing (Olweus, 1993)

*Chat Rooms:* A virtual online room where any number of people may enter via electronic means and communicate with others on one screen

*Cyberbullying:* Harmful behavior that is deliberate and repeated and communicates hostile and/or aggressive messages through electronic or digital means, such as cell phones, computers and other electronic devices (Hinduja & Patchin, 2009)

*Cyberbully:* A person who willfully and repeatedly engages in sending aggressive or embarrassing messages, photographs, video or other media through electronic means

*Cyber Bully-Victim:* A person who engages in cyberbullying in the role of a bully at times and as a victim at other times

*Cyberstalking:* Repeated harassment that is highly intimidating and includes threats that causes the victim to fear for his or her safety

*Cybervictim:* The person or “target” that is being electronically harassed

*Discussion Groups:* A website which is an online forum used by its visitors to discuss various topics through reading and posting comments

*Flaming:* Hostile, angry, or obscene electronically-delivered messages directed at a person

*Instant Messaging:* Real-time text and or video communication between two or more people over a social network, such as the internet

*Not involved (in bullying):* Wang et al.’s (2009) description of a person who reports not being involved in either bullying or victimization

*Pseudonyms:* A fictitious name used by a people used to provide anonymity
Text Messaging: Sending messages, usually brief, via cell phones.

Limitations

Because the topic of cyberbullying is somewhat new, there is a fair amount of inconsistency in the research. Some findings contradict other findings, making the current general conclusions on the subject vague. To make things more difficult, technology is ever-changing and cyberbullies are always thinking of new ways to hurt others by electronic means. Schools are playing catch-up to understand cyberbullying and prevent or mitigate its negative effects on their students. However, there is almost no profile for cyberbullies, cybervictims or cyber bully-victims. Although the highest frequency of cyberbullying occurs in the middle school grades, cyberbullying affects youth of either gender, any ethnicity or socioeconomic status in nearly equal numbers (Hinduja & Patchin, 2010; Wang et al., 2009). Furthermore, because they are new, there is little data available showing whether cyberbullying prevention curriculum and interventions are effective.
Chapter 2

LITERATURE REVIEW

More than 97% of young people in the United States are connected to the internet (Tokunaga, 2010). Electronic media use is so ubiquitous that Dr. Michael Rich, a pediatrician at Children’s Hospital Boston who directs the Center on Media and Child Health, said it was time to accept it as part of children’s environment, “like the air they breathe, the water they drink and the food they eat” (Lewin, 2010, p. A1). A 2010 study from the Kaiser Family Foundation supported this statement by reporting the average recreational electronic media use among youth between the ages of 8 and 18 to be seven and a half hours per day (Rideout, Foehr, & Roberts, 2010). This amount of time represents an hour increase as compared to the foundation’s previous research study in 2004. Table 1 below, charts the minutes that youth spent using specific electronic media in 2009, 2004 and 1999 (Rideout, et al.).

<table>
<thead>
<tr>
<th>Year</th>
<th>TV Content</th>
<th>Music/audio</th>
<th>Computer</th>
<th>Video Games</th>
<th>Print</th>
<th>Movies</th>
<th>Total</th>
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<tbody>
<tr>
<td>2009</td>
<td>3:47</td>
<td>1:48</td>
<td>1:29</td>
<td>1:13</td>
<td>38</td>
<td>25</td>
<td>10:45</td>
</tr>
<tr>
<td>2004</td>
<td>3:51</td>
<td>1:44</td>
<td>1:02</td>
<td>49</td>
<td>43</td>
<td>25</td>
<td>8:33</td>
</tr>
<tr>
<td>1999</td>
<td>4:29</td>
<td>2:31</td>
<td>27</td>
<td>26</td>
<td>43</td>
<td>18</td>
<td>7:29</td>
</tr>
</tbody>
</table>

The youth surveyed in the 2010 Kaiser Family Foundation survey also reported that much time spent using electronic media is multi-tasking (like surfing the internet on a
handheld device while watching television) (Rideout et al., 2010). Such multi-tasking has the effect of packing almost 11 hours of media content in the seven and a half hours of average daily media use. Further, these statistics don’t include texting and talking on the cell phone which the same youth reported that they engaged in for two and a half more hours a day. In fact, the Kaiser Foundation study reveals that the number of youth who own their own mobile devices has gone up sharply in the last four years (see figure 1 below) (Rideout et al).

![Figure 1: Percentage of all 8-18 year-olds who own each device. This graph shows the sharp increase in youth ownership of electronic devices in the four year period between 2004 and 2009.](image)

The increasing use of cyberspace, texting, and the accessibility to internet-connected devices create new opportunities for youth to become involved with peer aggression. Youth are able to use electronic means to harass, humiliate, or otherwise
harm others in ways not possible before. Tokunaga (2010) reports that about 20–40% of all youths have experienced cyberbullying at least once in their lives.

Bullying is a serious problem already on the agendas of most schools today, but the effects of cyberbullying have recently been found to be at least as serious as traditional bullying. Cyberbullies, cyberbullied victims, and cyber victim-bullies (youth who are both cyberbullies and cybervictims) show signs of psychiatric and psychosomatic problems as opposed to those not involved in cyberbullying (Sourander et al., 2010). Not only does evidence suggest that cyberbullying victimization is associated with serious psychosocial, affective, and academic problems (Tokunaga, 2010), but youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggression (Hinduja, & Patchin, 2010). This sobering data is made all too real by several recent incidents of suicides of teenage cybervictims. One such case is the January 2010 suicide of 15-year-old Phoebe Prince who was a victim of peer bullying, which included relentless cyber bullying.

When asked in a survey, over 40% of youth said they would do nothing if they were cyberbullied, and only about 1 in 10 would inform adults (Li, 2010). This low level of response to cyberbullying indicates that there is a pressing need for new strategies for cyberbullying awareness, prevention and intervention in the schools (Sourander, et al., 2010).

**An Emerging Definition**

As researchers study the new phenomenon of cyberbullying, its definition continues
to be refined. Most definitions of cyberbullying center on the similarities and differences between cyberbullying and face-to-face bullying. Smith et al. (2008) restate Dan Olweus’s 1993 foundational definition of traditional bullying as “aggression that is intentionally carried out by one or more individuals and repeatedly targeted toward a person who cannot easily defend him- or herself” (p.376). Based on this face-to-face bullying definition, Smith et al. provide their own definition of cyberbullying: “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself” (p.376).

Subsequent research by Dooley, Pyzalski, & Cross (2009) challenge the ideas of repetition and power imbalance which is implicit in the phrase “a victim who cannot easily defend him-or herself.” Although cyberbullying often takes the form of repetitive harassment (such as repeated negative texting), a single derogatory cyber act (such as posting an embarrassing picture on a website) can be viewed by many people and thus result in continued and widely-known humiliation for the victim. Therefore, the repetitive nature of the cyberbullying act may be not as important as it is in face-to-face bullying. In an electronic environment repetitiveness can occur without the bully repeating the act.

Additionally, Dooley et al. (2009) find that the ability for a cyberbully to remain anonymous may minimize the necessity for the bullies to be more powerful than victims. Consistent with these findings are those of Wang et al. (2009) who report that students who are affluent are at a slightly higher risk of being cybervictims and that having friends
is not a protective factor for cybervictims (as it is for traditional bullying). Thus, two factors that usually provide status (i.e. social power) in groups of children, economic advantage and popularity with peers, do not make a child less likely to be cyberbullied.

Dooley et al. (2009) suggest that the anonymity in cyberbullying may replace the power imbalance variable. Not knowing the identity of a bully is what cybervictims most often cite as the reason for their feelings of powerlessness and frustration. Further, Vanderbosch & van Cleemput (2008), report that the anonymity that cyberbullying affords may be a strong attraction to perpetrators, many of whom report that they would not engage in face-to-face bullying. In other words, anonymity, rather than power, is a compelling factor for both cyberbully and cybervictim.

Tokunaga (2010), after conducting a meta-synthesis of the cyberbullying research to date, proposes this current and practical definition of cyberbullying: “Cyberbullying is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others” (p. 278). Tokunaga (2010) explains that he uses the word, “repeatedly,” not to disagree with the findings of other researchers, but in order to make practical cross-study comparisons with previous studies which have included the word “repeatedly.”

Tokunaga (2010) also finds the need for clarification in the areas of anonymity and for out-of-school cyberbullying incidents. The research often contradicts itself on this subject. Some of the research stresses the anonymity of the cyberbullies (Dooley et al., 2009), while others report that 40-50% of cyberbullies are known to their victims (Kowalski, Limber & Agatson, 2008; Wolak, Mitchell, & Finkelhor, 2007). The majority of the research focuses on cyberbullying at school (Tokunaga) while the very
nature of the technology involved makes it intrusive into every place in a cybervictim’s life (Patchin & Hinduja, 2006; Slonje & Smith, 2007). To address these two inconsistencies in the previous research, Tokunaga makes the following statement: “In cyberbullying experiences, the identity of the bully may or may not be known. Cyberbullying can occur through electronically-mediated communication at school; however, cyberbullying behaviors commonly occur outside of school as well” (p.278).

How Cyberbullying Differs from Traditional Bullying

Cyberbullying has been found to be similar to traditional bullying. The main difference lies in the reach of the offenders who are able to extend their bullying beyond the school grounds into the homes of their victims (Patchin & Hinduja, 2006). Another difference is anonymity, which may compel certain individuals to use digital devices to bully (Englander & Muldowney, 2007). Patchin and Hinduja also cite the lack of supervision in the use of digital media as a difference between traditional bullying and cyberbullying. While school instructors and administrators are expected to prevent and intervene in traditional bullying (Holt & Keyes, 2004), there is no clear individual or group, which regulates deviant behaviors on the internet (Tokunaga, 2010).

There are more similarities than differences between traditional bullying and cyberbullying. The main differences between traditional bullying and cyberbullying are: (1) while more males are involved in traditional bullying, cyberbullying has similar participation from both sexes in both the bullying and victimization (boys are slightly more likely to be cyberbullies while girls are slightly more likely to be cybervictims) (Tokunaga, 2010), (2) unlike traditional bullying, cybervictims rarely tell their parents about cyberbullying preferring instead to consult friends (Aricak et al., 2008; Dehue, Bolman & Vollink, 2008; Slonje & Smith, 2007; Topcu, Erdur-Baker & Capa-Aydin, 2008), and (3) while having more friends is associated with more traditional bullying and less victimization, cyberbullying was not related to number of friends (Wang et al.,
Demographic Factors

Who is Involved in Cyberbullying?

Some researchers, like Tokunaga (2010), are mainly interested in the victims of cyberbullying so their findings often do not reflect the attributes and experiences of the bully. Other researchers like Hay (2010) are interested in the behavior patterns of the bully. Wang et al. (2009), however, have created four categories for bullying in general (including traditional bullying and cyberbullying). The categories are: bully, victim, bully-victim, and not involved. When examining the data with the four categories, it is possible to measure the total number of youth involved in cyberbullying regardless of their role. The category bully-victim makes it possible to measure the number of youths who are bullying as well as being victimized. Those students who reported not being involved in either bullying or victimization were considered in the not involved category.

Prevalence

Considering the cyberbullying prevalence research to date (Aricak et al., 2008; Dehue et al., 2008; Hinduja & Patchin, 2008; Li, 2006, 2007a, 2007b, 2008; Smith et al., 2008; Topcu et al., 2008; Ybarra & Mitchell, 2008), Tokunaga (2010) reports that 20-40% of youths report being victimized by a cyberbully. The length of time during which the bullying occurred was considered in some research and not others so the statistics can only give a general picture of how many youth are involved in cyberbullying.

In figure 2, and figure 3 below, results of cyberbullying victimization and offender rates from seven different studies that were conducted from 2004-2010 are summarized. The figures were created using Patchin and Hinduja’s 2010 data. The studies give a wide picture of the percentage of youth who reported being involved in cyberbullying sometime during their lifetimes. Table 2, created from data provided from Patchin and Hinduja in 2010, summarizes the methods used in each of the seven studies.
Because most the studies used different methods and sample sizes, only general comparisons can be made between them.

Figure 2: Lifetime cyberbullying victimization rates: Seven different studies 2004-2010. This figure summarizes results from seven different school studies in which students were asked if they had been cyberbullied during their lifetime.

Figure 3: Lifetime cyberbullying offending rates: Seven different studies 2004-2010. This figure summarizes the methods and results from seven different school studies in
which students were asked if they had been the offender (the bully) in any cyberbullying incidents during their lifetime.

<table>
<thead>
<tr>
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<th>Cyberbullying Studies</th>
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<tr>
<td>Schools</td>
<td>37</td>
</tr>
<tr>
<td>Sample Size</td>
<td>4441</td>
</tr>
<tr>
<td>Method</td>
<td>Classroom/Electronic</td>
</tr>
</tbody>
</table>

According to the research of Wang, et al. (2009), in grades from sixth to tenth, traditional bullying is much more common than cyberbullying. Those surveyed, reported either bullying or being bullied at least once in the last two months as 20.8% physically, 53.6% verbally, and 51.4% socially, as compared to 13.6% electronically. Table 3 provides further demographic data on the students identified in Wang et al. These results can’t be compared equally with Tokunaga’s (2010) statistics of 20-40% cyberbullying victimization because Wang et al.’s are based on both bullies and victims not just victims.
Table 3

Percentage of Bullies, Victims, Bully-Victims, and Individuals Noninvolved in Cyberbullying
(Data collected from students in 6th-10th grade in the United States)

<table>
<thead>
<tr>
<th>Youth Involved in Cyberbullying</th>
<th>Total Number of Youth Surveyed=7,182</th>
<th>Number of Males Surveyed=3,395</th>
<th>Number of Females Surveyed=3,787</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Involved</td>
<td>978</td>
<td>13.6</td>
<td>466</td>
</tr>
<tr>
<td>Bullies</td>
<td>268</td>
<td>3.8</td>
<td>155</td>
</tr>
<tr>
<td>Bully-Victims</td>
<td>319</td>
<td>4.5</td>
<td>160</td>
</tr>
<tr>
<td>Victims</td>
<td>391</td>
<td>5.3</td>
<td>151</td>
</tr>
<tr>
<td>Noninvolved</td>
<td>6,204</td>
<td>86.4</td>
<td>2,929</td>
</tr>
</tbody>
</table>

When considering those sixth and tenth graders involved in cyberbullying, Wang, et al. (2009) reported that 27.4% of them were bullies only, 40% of them were victims only, and 32.6% were bully-victims. These numbers reveal that many youths involved in cyberbullying are both bullies and victims, suggesting that cyberbullying may be cyclical in nature: that a youth who is bullied may retaliate by becoming a bully, making victims out of those who bullied them.

Ages of Those Involved in Cyberbullying

Cyberbullying is not restricted to the youth of the world; adults are unfortunately guilty of it as well. However, most research is based on youth under the age of 18 and what schools and parents can do to protect youth from it. The cyberbullying researchers use different specific-aged samples for their studies instead of samples with a larger range of ages, producing mixed, if not incoherent findings when viewed together. Most
of the studies that used samples with diverse age groups found null results on age in relation to cyberbullying (e.g., Didden et al., 2009; Juvoven & Gross, 2008; Katzer et al., 2009; Patchin & Hinduja, 2006; Smith et al., 2008; Wolak et al., 2007; Ybarra, 2004) suggesting that victimization occurs uniformly across the age groups.

Tokunaga (2010) rejects the null results on age in relation to cyberbullying suggesting that “the mixed findings may be attributed to a curvilinear relationship between age and frequency of victimization” (p. 280). By mapping the trends, Tokunaga reasoned that “It appears that the greatest frequency of victimization occurs in seventh and eighth grade” (p. 280).

**The Role of Gender in Cyberbullying**

The majority of studies show that no particular gender is targeted more than the other (Didden et al., 2009; Hinduja & Patchin, 2008; Juvoven & Gross, 2008; Katzer et al., 2009; Li, 2006, 2007a; Patchin & Hinduja, 2006; Tokunaga, 2010; Topcu et al., 2008; Wolak et al., 2007). When considering both bullies and victims, Wang, et al. (2009) reported that boys are more likely to be cyberbullies and girls to be cybervictims.

**The Role of Ethnicity and Socio-Economic Status**

Information on ethnicity and socio-economic status of bullies and their victims is given in the study by Wang et al. (2009). The conclusions were as follows: adolescents in the “other” race/ethnicity category (not Caucasian, African-American or Hispanic) were more likely to be the targets of cyber bullying than Caucasian adolescents. Adolescents from more affluent families, however, were less likely to be physical victims but more likely to be cybervictims. Wang et al. attribute the latter finding to the availability of computers and cell phones to which children in affluent families usually have access.
Types of Cyberbullying

Cyberbullying can involve the use of e-mail, cell phones, text messages, instant messaging, web sites, and online personal polling web sites. It is accomplished by an individual or group with the intention of harming other children and teens (Love Our Children USA, 2010). Due to the changing nature of technology, new opportunities for cyberbullies constantly present themselves making it difficult for parents and schools to keep up on the latest cyberbullying techniques.

Instant Messaging/Text, Photo, and Video Message Harassment

The speed and ease in which communication is possible allows bullies to contact their victims instantly. Instant messaging (including social network chats) and text messaging can be the medium for the following bullying activities: sending hateful or threatening messages; death threats, and obscene or embarrassing photos and videos; ganging up on a victim in text wars or text attacks (sending hundreds or thousands of text-messages to the victim's cell phone or other mobile device); or sending disparaging texts to others while posing as the victim. (Love Our Children USA, 2010).

Bulletin Boards, Forums, and Newsgroups

Related to instant messaging are bulletin boards, forums, and newsgroups. Online bulletin boards are often called "bash boards" because of the potential for verbal abuse among the users. People can use these sites to post messages anonymously saying anything they want, true or false, for the world to see. Flaming is a common practice in chat rooms and often in instant messaging. O’Sullivan and Flanagin (2003) define flaming as, “a highly negative message that functions something like a metaphorical flamethrower that the sender uses to roast the receiver verbally” (p. 70). An unsuspecting
user can find him or herself flamed in front of all other users or in a post, which can later be accessed by anyone again and again.

Using a false name, a bully can pose as a trusted friend to elicit damaging information from a victim. He or she can later spread that information to others to humiliate the victim. Also, the use of multiple pseudonyms can make it look like many unrelated people have made disparaging remarks about a victim when, in reality, only one person or a group of people working together are making the remarks.

**Social Terror through Webs**

Web sites and blogs can be created for the sole purpose of defaming and persecuting a young person or persons. Often, personal information like phone numbers and addresses are included to encourage other kids to participate in the social terror. Young people can impersonate their victim, making it look like he or she is posting offensive and embarrassing information or even lock the victim out of his or her own account. A blog, website or social network can be used to humiliate cybervictims with polls asking youth to vote on inappropriate questions like “Who is the ugliest boy/girl at school?” (Love Our Children USA, 2010).

Social networks such as Myspace and facebook have the capability for personal email messaging, public posting of text, pictures and videos, group posting sites, instant messaging, and other communication tools in one central location. Additionally, the networks are easy to use and hugely popular among all ages. They have become a prime place for cyberbullying to occur.
Whether the format is the friend to friend messaging that is done on social networks, a discussion group where all participants see comments in real-time, or chatting that is done while playing online video games, they all have potential danger for cyberbullying (Belsey, 2010).

**The e-Landscape: a Minefield**

Boston University professor, Tobe Berkovich is quoted on November 15, 2010 as saying, “The ease and speed with which . . . communications can now spread have turned the e-landscape into even more of a minefield than it was a few years ago” (Kahn, 2010, p.1). Adults have lost jobs, companies have lost stock value, and at least one professional athlete has lost his family and reputation because their digitally recorded misconduct (i.e. photos on social networks, cell phone voice mail, and text messages) spread like wildfire over the internet (Kahn, 2010). Considering that famous, experienced, and successful adults can make such unwise decisions, is it a surprise that young people make mistakes when using the internet and text messages?

Many public service websites about cyberbullying for teen audiences have emerged to warn youth of the risks. Young people are warned that cyberbullies can send embarrassing pictures or tell secrets and spread rumors to all their friends with a click of the mouse. Someone may take photos of another student in a locker room or in the bathroom and send it to others on cell phones. The cyberbullies can take the files from the phone and send them via mass e-mail to hundreds of others. The pictures may end up everywhere in cyberspace (Love Our Children USA, 2010).

A real danger of derogatory information posted on the web is that people can download the message, image, or video and repost it at anytime, even after the original
posting has been removed. There is no limit to how far and for how long the information can spread. Kahn (2010) reports on this issue in his recent Boston Globe article called. “Once you hit send, privacy is gone.” Kahn (2010) quotes Berkovitz as saying, “In the age of blogs, video cameras, social networks—once someone hears, sees, or reads something, it goes viral. The concept of kiss-and-tell seems quaint compared to what we have now” (p.1-2).

All too often, youth post potentially embarrassing material themselves, only to have it downloaded, perhaps altered and redistributed around the web by those who wish them harm. The cyberbullying awareness websites like cybertipline.org, cyberbullying.org, and loveourchildrenusa.org warn youth about this danger, urging them to use good judgment and to “think before you post” (Love Our Children USA, 2010). Kahn (2010) underlines this point when he quotes George Snell, (senior vice president of social and digital media for a consulting firm) as saying, “It’s a grave misunderstanding that if you post on social-network sites, it’s still somehow private” (p. 2).

**Harmful Effects of Cyberbullying**

Although past research from the years 2001-2004 suggested that cybervictimization was associated with symptoms of social anxiety, but not depression, the more recent research of Sulkowski, Nichols and Storch (2009) finds that cybervictimization is related to increased self-reported depression in males. The studies that found depression to be significant, found that the highest depression levels were in cyberbullies. A new study by Wang, Nansel and Iannotti conducted by the National Institutes of Health (2010) find that although the depression levels for cyber bully-victims
is high, the level of frequent victims of cyberbullying is marginally higher than bully-victims and significantly higher than cyberbullies. This differs from physical violence, which shows no differences in levels of depression between bullies, victims or bully-victims. For verbal and relational bullying, victims and bully-victims reported higher levels of depression than bullies. However, whether cyber or traditional bullying, bullies reported more depression than those youth not involved in any bullying behavior. In other words, Cyberbullying victims reported higher feelings of depression than did cyber bully-victims, a finding not seen with any other category of bullying.

The National Institutes of Health article (2010) also finds that being bullied interferes with scholastic achievement, development of social skills, and general feelings of well-being. Cassidy, Jackson, and Brown (2009) report that 9 percent of students said that they had received messages that made them afraid and 4 percent said that they had suicidal thoughts as a result of cyberbullying. Additionally, 25 percent of students say that they would keep cyberbullying to themselves. This fact is a particular concern for parents and schools because not telling others may prevent the student from getting the help that he or she needs.

**Legislation**

Currently, there is no federal law specifically against cyberbullying. However, forty-four states have passed laws against bullying, with only five of them including the term “cyberbullying” (Hinduja & Patchin, 2010). California schools are now authorized under California law, to suspend or expel any student that engages in cyberbullying (Darden, 2009). The federal government has also recognized a link between school
violence and bullying in general. Schools have been provided the funding, through the Office of Safe and Drug-Free Schools, to implement programs to help prevent violence, which also includes bullying-prevention (Trolley & Hanel, 2010).

According to the First Amendment, people have the right to Freedom of Speech. There are generally two interpretations of what Freedom of Speech could mean: the English common law philosophy and the natural rights philosophy. The English common law philosophy belief is that the government has the power to control what speech goes against the public good; whereas, the natural rights philosophy belief is that the government’s role is to enforce the rights of individuals. Both the Supreme and federal courts have created standards on both of these philosophies as evidenced by the cases of Tinker v. Des Moines and Bethel v. Fraser (Trolley & Hanel, 2010).

In the landmark case of Tinker v. Des Moines (1969), the Supreme Court found the school guilty of inappropriately disciplining students who were protesting the Vietnam War by wearing black armbands. The court, however, ruled that wearing the armbands did not disrupt the work of the school or threaten the rights of the students at the school (Kowalski et al., 2008). From this case came the ruling that students could not be punished for speech unless it “causes or threatens substantial disruption and interference for the rights of students to be secure” (Trolley & Hanel, 2010). Often, the Tinker v. Des Moines case is used as a standard in the federal courts. Tinker v. Des Moines questions whether the results of cyberbullying have caused material or substantial disruption to or if the reasonable potential to disrupt exists (Darden, 2009).
In contradiction to the Tinker v. Des Moines case, the Bethel v. Fraser (1986) case found that schools could take disciplinary actions against students that engaged in “lewd”, “vulgar”, or “profane” speech used in schools (Kowalski, et al., 2008). In this case, a student was given disciplinary actions after giving a school-wide speech that was filled with sexual innuendos. The ruling from this case enforces the belief that not all speech is protected by the First Amendment (Hinduja & Patchin, 2009). Therefore, in the case of cyberbullying, schools can take disciplinary actions if the speech is considered lewd, vulgar or profane.

According to California Education Code 48950, no discipline can be imposed for speech outside of school because students have the right to free speech. However, California Education Code 48907, states that a student can be disciplined by the school if the off-campus speech is “obscene, libelous, or slanderous” or it is “material which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school” (California Educations Code, 2011).

The orderly operation of Calabasas High School in California was substantially disrupted when malicious online comments about a student were posted on a website. The principal stated that the event caused “many of his students to be depressed, angry, or simply unable to focus on school. It might have been happening off campus . . . but the effects carry on into the school” (Paulson, 2003, p.3). California Education Code 48907 gives a school principal the authority to discipline student offenders in these types of cases.
What Can be Done

According to a longitudinal evaluation conducted by Frey, Hirschstein, Edstrom, and Snell (2009), having a multilevel bullying prevention and intervention approach in place in schools was found to reduce playground bullying and victimization and to reduce problem behaviors. The program implemented and observed was the *Steps to Respect* program (Committee for Children, 2001), which includes schoolwide interventions, classroom curriculum, and individual intervention for students involved in bullying (Frey et al., 2009). In another study by Frey et al. (2005), the *Steps to Respect* program was implemented in three schools in third to sixth grades with a result of a 25% decrease in playground bullying overall.

**Tier 1 Prevention: The First Line of Defense**

At a universal level, it is important to ensure that district and school policies are in place when dealing with cyberbullying. Cyberbullying prevention at the universal level addresses the needs of the bullies, victims, bully-victims, and all those peers and adults who have potential influence upon them; in other words, everyone. Everyone in a student’s life, including the student, plays a role in cyberbullying prevention (Hinduja & Patchin, 2009).

According to Worthen (2007), educators need to be aware of the impact bullying can have on students. One of the first steps in prevention is ensuring that staff and students are aware of what cyberbullying is and what the harmful effects are. Districts should be responsible for providing trainings to administrators and teachers so that they are well-versed in discussing cyberbullying to their students--schoolwide and in the
classroom. It is recommended that schools hold assemblies on a regular basis to provide awareness on bullying and cyberbullying.

Parents’ Role

Often, when parents hear about their child being involved in cyberbullying, the first idea they have is to forbid kids from using the internet. However, according to Hinduja & Patchin, (2009) it is also the least appropriate approach. At some point in a child’s life, they will be introduced to the internet. What is most important is for adults to teach children about appropriate internet use.

Although parents cannot completely prevent their children from being bullied or cyberbullied, there are many things parents can do to nip things in the bud when cyberbullying develops. For parents who want to help their children, communication is the key. When parents and children have good relationships, children are more likely to come to them when they face online difficulties (Hinduja & Patchin, 2009).

Children need to understand what is appropriate and what is not appropriate in regards to internet usage. Because children are starting to use the computer at increasingly younger ages, it is important that parents speak to their children early in their lives regarding internet safety. In order to do this, parents should keep up with advancing technology and educate themselves (Trolley & Hanel, 2010). By doing so, parents will be helping to ensure that children learn to use the internet in a responsible and safe way.

Parents should also have clear expectations and limits when it comes to computer use and communicate this to their children. In addition, parents also need to have rules for other electronic devices such as cell phone and iPods (Hinduja & Patchin). The 2010
Kaiser Family Foundation study reports that when parents do set limits, their children spend less time with electronic media. In fact, those children with *any* media rules use nearly 3 hours less media per day (2:52) than those children with no media rules (Rideout et al.).

One way in which parents can ensure safe computer use is by monitoring their children’s activities online. It is a good idea to have computers placed in an open family area in the home to provide informal surveillance of what children are doing online. In addition, monitoring software programs are available for installation to block or permit selected websites, and/or track websites viewed (Hinduja & Patchin, 2009). By taking an active role in their children’s computer use, cyberbullying and harassment can be reduced (Beckerman & Nocero, 2003).

In addition to being aware and monitoring their children, parents also need to educate their children on ways to stay safe. Parents can teach children simple, but often undervalued information such as password protection (Kowalski et al., 2008). Additional preventative techniques that parents can teach are the following: never give out personal information online, do not accept messages from unknown people, and change user names and passwords frequently (Beckerman & Nocero, 2003).

Finally, parents can educate their children on what to do if they should become targets of cyberbullies. While electronically blocking cyberbullies seems to be the best response, it is also helpful to print out and/or save every malicious message received. Should the situations escalate, the cybervictim would then have evidence and may also be able to identify who sent the message (Kowalski et al., 2008).
Students’ Role

Children need to understand that any form of electronic use is a privilege and with all privileges comes responsibilities. It is important that children be taught how to responsibly use technology as well as to understand the consequences, which may occur when it is used inappropriately. Dangers associated with computer use as well safety strategies should be taught to students (Trolley & Hanel, 2010).

There are a number of steps that students can take to ensure their own online safety. Students should never post anything they do not want others to see or know. A second way for students to protect themselves is to keep their passwords private. Often, students allow friends to know their passwords and allow them access to different computer accounts. If passwords get into the wrong hands, anyone can get into the account and see private information as well as masquerade as someone they are not, which could cause a lot of damage. Passwords should not be written down where someone may find them. Along with this, security questions should be considered carefully. Often, people choose simple questions such as their pet’s name, middle name, or hometown. If someone knows the answer to the security question, they may be able to change the original password and gain access to an account. Thirdly, the same password should not be used for multiple accounts. If someone is able to discover the password to one account, they will be able to gain access to all accounts with the same password (Hinduja & Patchin, 2009).

Peers’ Role

Although cyberbullied students report that they are reluctant to get help from
anyone, they will sometimes confide in their peers. Kowalski (2008) gives several reasons that students who are being cyberbullied would be reluctant to tell anyone or get help. Students may be fearful that they will be further harassed by the bully. They may fear that their computer and electronic devices will be taken away by their parents.

In a recent study by Li (2010), students participated in a survey that asked several questions including one asking what they did after they had been cyberbullied. Results indicated that a majority of the students chose not to inform their parents. Furthermore, when students were asked if they would inform school administrators, school counselors, or teachers about being cyberbullied, eighty percent of the students responded “No.” This study further finds that cybervictims are more likely to consult with friends who they feel can reduce their anxiety as well as provide advice and protection. Students can be made aware of the importance of telling someone about the occurrence of cyberbullying as well as their role in supporting each other when cyberbullying incidents occur.

Administrators’ and Schools’ Role

Superintendents, principals, and vice principals all play large roles in creating, maintaining, and ensuring the safety of schools. They ensure that school staff is trained and protocols are in place to deal with any situation that may arise (Roberts, 2006). Policies and procedures should be developed that specifically deal with cyberbullying based on current laws. Whether the bullying occurs on or off school grounds, it is important to determine how it may affect students educationally (Trolley & Hanel, 2010).

Many nonprofit organizations currently have developed curricula that can be used
in the classrooms to educate students on the nature and consequences of cyberbullying. The Anti-Defamation League has lesson plans for all grade levels as well as interactive workshops for secondary school staff. The *Ophelia Project* provides school trainings on cyberbullying. Lastly, i-Safe (www.isafe.org) has classroom curriculum for K-12 and also provides outreach programs to educate the community (Hinduja & Patchin, 2009).

Along with schoolwide education on cyberbullying, schools should ensure that clear rules are established and understood regarding computer use before students are permitted to use them at school. Rules regarding other electronic devices, such as cell phones and iPods, should also be implemented and discussed with students (Hinduja & Patchin, 2009).

**Law Enforcement’s Role**

Most often, law enforcement will get involved when serious threats or violations have occurred online. However, law enforcers can play a role in prevention. Law enforcers can be involved in schoolwide and classroom discussions on cyberbullying. Students need to understand the seriousness of cyberbullying along with the consequences. Police officers can help students to understand the laws around cyberbullying as well as how all internet usage can be traceable (Hinduja & Patchin, 2009).

**Surveys**

When dealing with cyberbullying, it is better to be proactive than reactive (acting only after it has occurred). Bullying occurs in some form at every school so it is important to understand to what degree it occurs. Before devising a plan for the school,
the frequency and dynamics of bullying need to be identified. One way to find out is by using schoolwide surveys to establish the extent of bullying in a school. Surveys should be short, simple, clear, and always allow students to be anonymous. Students are more likely to share information if they feel that they will not be penalized or thought of as a “snitch.” Data that would be imperative to gather are the prevalence of cyberbullying, as well as the gender and grade of those students involved. This information will help a school to understand where problems may lie (Roberts, 2006).

Asking appropriate questions in the survey will ensure that a school will get good information. According to Roberts (2006), there are nine categories that should be addressed and the questions should be designed based on these categories. The categories include whether bullying has been observed, if it has occurred directly to the student, who or what group is most often bullied, who or what group is most likely to bully, where does bullying occur, when does it occur, do those who are bullied ask for help, what do students do when they see bullying occur, and what is the school response when students report bullying. Questions can easily be created in each category to specifically address cyberbullying. Based on the results of surveys, schools can then develop and implement the appropriate level of prevention and intervention (Roberts). Surveys used to gather data pertaining to cyberbullying can help develop preventive measures to be implemented in the school as well as develop interventions for areas of concerns that arise from them.

**Tier 2: Second Level of Intervention**

As a secondary approach, it is important to look at the profile of cyberbullies and
their victims, as well as bully-victims. This would mean understanding the risk factors and determining whether students could benefit from classroom or small group programs (Online Safety and Technology Working Group, 2010). Students most involved in cyberbullying are students in grades seven through eight, middle school youth (Tokunaga, 2010). Although boys are slightly more likely to be cyberbullies and girls are slightly more likely to be cybervictims, there are no appreciable differences in gender or race of the bullies or victims (Hinduja & Patchin, 2010). Unlike traditional bullying, cyberbullying behavior was not related to a bully’s number of friends. Those in higher socioeconomic groups have a somewhat higher chance of being cyberbullied presumably because they have greater access to technological devices (Wang, et al., 2009). Because the strongest risk factor for cyberbullying seems to be age, it makes sense that secondary, Tier 2 interventions should be most intense in middle school grades.

Through class and group work, socially responsible standards can be developed and social-emotional skills can be taught (Frey et al., 2009). Currently, there are several classroom and/or group curriculums being used to address cyberbullying. Hazeldon (2010), an addiction treatment center, has created a curriculum for grades three to five and six to twelve that provides lessons and activities to increase awareness, provide skills, and provide information on how to address cyberbullying to students who have been cyberbullied. Another curriculum being used for cybervictims is Cybersmart! through the Character Education Partnership (2010). This program is designed to teach critical thinking skills, decision making skills, and methods for confidential reporting of cyberbullying. It emphasizes core character values such as caring, respect, honesty, and
responsibility. At the time of this literature review, there appear to be no readily accessible Tier 2 level curriculums, which address cyberbullies or cyber bully-victims.

**Tier 3: Intensive Individual Interventions**

The first thing that should be done when working individually with the victims of cyberbullying is to assess the psychological needs of the student. Victims of cyberbullying can go through a variety of emotional strains such as anxiety, depression, and low self-esteem. Surprisingly, according to Kowalski (2008), bully/victims often experience similar emotional difficulties as victims. Individual therapy to assess and treat underlying emotional concerns for both bullies and victims is fundamental (Kowalski).

At the extreme end of cases, suicide may be an outcome of cyberbullying. Two such cases are those of Ryan Patrick Halligan and Megan Meier. Ryan Patrick Halligan committed suicide in October 2003. After committing suicide, it was discovered that Halligan had been bullied through instant messaging by peers for months before the suicide. While Halligan was cyberbullied by peers, Megan Meier was cyberbullied by an adult woman posing as a young man (Kowalski, 2008). Meier later committed suicide after being rejected by the online persona who she thought was a young man. (Make a Difference, 2010).

**Working With the Victim**

When working with cybervictims, it is important that they be made to understand that it is not their fault. They should be taught skills to protect themselves from the bullying behaviors in the future (Kowalski, 2008). According to Roberts (2006), it is
important to teach them the importance of personal boundaries and to train victims in assertiveness. Assertiveness is a way of responding to cyberbullies. Other useful techniques used to respond to cyberbullies include “verbal de-escalation” (defusing), “escape mechanisms” (methods of getting away from the situation), “teaming” (when students band together against the bullying), and “leaving the scene” (Roberts).

**Working With the Cyberbully**

Addressing the behavior of cyberbullies is similar to addressing any other behavioral problem. These students need to be taught skills and values through reinforcement of appropriate behaviors (Counsel for Exceptional Children, 2010). The focus on working with bullies is to help them understand what the consequences are of cyberbullying. Bullies need to be taught to accept responsibility for their actions. Skills that should be explored are empathy and insight as to what are the effects of their cyberbullying (Kowalski, 2008).

Although there may be less sympathy on the part of adults for a bully than for a victim, counseling the bully is a critical part of cyberbullying intervention. When working with bullies, there are several steps involved. First, it is important to know and understand the reason for the aggressive behaviors. In other words, “What is the bully’s rationale and logic for engaging in cyberbullying?” As do the victims, cyberbullies need to be heard. Next, the cyberbully needs to be educated about appropriate boundaries and behaviors. Finally, the cyberbully needs to learn alternate strategies, which may include anger management (Roberts, 2006).
**Working With the Cyber Bully-victim**

Though most of the literature recognizes the category of cyber bully-victims, there are few, if any, accessible specific school interventions for them. It is suggested that a cyber bully-victim may be a victim who takes revenge on his or her attacker (Wang et al., 2009). Although cyber bully-victims feel significantly lower levels of depression than cyberbullies, recent research shows that cyberbully-victims feel almost as much depression as cybervictims (Wang, Nansel & Iannotti, 2010). Although cyber bully-victims are likely to have similar needs as those of cyberbullies and cybervictims, they may have additional needs that may not be completely met by the interventions for victims and bullies.

**Summary**

Tragic, heart-rending stories of suicides of recent cybervictims have brought cyberbullying to the attention of the public. The research on cyberbullying is fairly new, emerging in about 2001, and is still finding its foundation. Much past research utilized divergent procedures and methods, further muddying the general findings in the field. Recent studies in 2010, specifically from the researchers Tokunaga, Wang et al., and Hinduja and Patchin have clarified past findings. These authors conducted broad research studies to address conflicting information in earlier research. The latest research uses four categories of cyberbullying: bully, victim, bully-victim, and uninvolved. Bullies and victim’s profiles are still vague, showing no strong relation to gender, ethnicity or socio-economic status. Negative school performance and social development are linked with cyberbullying. Depression is associated with those involved in
cyberbullying, with the victim showing the highest levels. Victims tend not to share their cyberbullying experiences with adults, even when thoughts of suicide are present.

Although most of cyberbullying takes place outside of school, it can have serious effects at school, namely feelings of depression and anger and the inability to focus at school (Paulson, 2003). Schools are scrambling to understand cyberbullying and prevent its negative effects on their students, but there is almost no profile for cyberbullies, cybervictims or cyber bully-victims. Among those involved in cyberbullying, the research shows similar statistics for girls and boys, race, (Hinduja & Patchin, 2010) and socioeconomic status (Wang et al., 2009).

Generally, cyberbullying can affect any youth. However, because the largest frequency of cyberbullying occurs in the middle school grades, training should be provided to middle school teachers, counselors, and administrators for detection and interventions for this social problem. Middle school parents should be made aware of their children’s potential involvement in cyberbullying. Prevention programs intended to dissuade would-be bullies should begin in elementary grades, long before cyberbullying reaches its peak in middle school grades (Tokunaga, 2010).
Chapter 3

METHODOLOGY

In order to complete this project, information was collected through careful review of current literature and consultation with experts working in the field. Data was collected through books, journal articles, internet resources and websites, local and national media, and professional interviews. The key term, cyberbullying, was searched in conjunction with words such as intervention, curriculum, prevalence, victim, and bully-victim in the Academic Search Premier, ERIC, and PsychArticles databases. Specific interventions searched were Cybersmart!, Hazelden, and iSafe. In addition The National Association of School Psychologist’s website, (nasponline.org), was searched for topics on bullying and cyberbullying.

The need for this project was determined because cyberbullying is fairly new in the field of school psychology and scant cyberbullying prevention and intervention have been done in the schools. Through collaboration with supervising professors at California State University, Sacramento, it was decided that trainings would be created for administrators, teachers, and parents on the importance of cyberbullying preventions and interventions using a 3-tier model. Trainings will include a definition of the topic of cyberbullying, comparisons to traditional bullying, information from the most recent cyberbullying cases and legal rulings, schoolwide and classroom curriculum, and parent education and tips for involvement at home.

A half day inservice training will be developed for school administrators and teachers and a brief education workshop will be developed for parents. Workshops and
presentations will consist of a power point presentation, handouts, group activities, and discussion. Individual parts of the workshop can be pulled out for shorter trainings and/or for review at a later time.
Chapter 4

RESULTS

Information obtained during the literature review was used to create a training workshop for administrators and teachers as well as a practical workshop for parents. The administrator and teacher training workshop is designed to last four hours. The parent workshop is designed to last two hours after which a question and answer period can be added. The PowerPoint slides with presentation notes and activities for both workshops are included in the appendices and are designed for any knowledgeable school psychologist, administrator or teacher to be able to present. This research project and the related workshops give information about cyberbullying, who is involved (prevalence, demographics, etc.) and prevention and intervention programs for schools and practical home prevention guidelines for parents. The administrator/teacher workshops include sample anti-cyberbullying curriculum at three levels of intervention, a list of internet resources, and handouts that school staff can use for ongoing training. The parent workshops inform parents of internet resources about cyberbullying and provide handouts with helpful cyberbullying awareness and prevention tips.

Guidelines for Presentation of Results

The verbal presentations should include staff participation and parent-friendly language, take the audience’s level of awareness of the subject into consideration, and provide visual aids and handouts to assist in the discussion of the cyberbullying issue. The primary focus for administration and teachers will be general cyberbullying awareness and the presentation of sample cyberbullying prevention and intervention...
programs. For the parents, the primary focus will be general cyberbullying awareness and specific preventions that can be done at home.

**Workshop Objectives**

The workshop is designed as a summary of what is known from research on cyberbullying along with specific prevention and intervention strategies and programs. It is hoped that workshop participants will obtain a general awareness of the cyberbullying of children and be given the tools to address the problem in their schools or their homes. Because the research is still finding its foundation on the subject of cyberbullying and because technology itself is constantly changing (thus changing how cyberbullies operate), reliable internet resources are an essential element so that the workshop attendees can be empowered to find up-to-date information as time passes. The intended result is that school administrators, teachers, and parents will be able to teach children preventative habits to reduce the chance of cyberbullying occurring, recognize cyberbullying when they see it in everyday situations, and respond appropriately by using research-based intervention strategies and programs.
Chapter 5

DISCUSSION

It has only been in the last year or two that the possibilities for peer aggression via internet, cell phone, and other electronic devices and its potentially serious effects have been made widely apparent to parents and schools. Being involved in cyberbullying is associated with negative effects in children such as lowered academic success: anxiety, depression and even suicide (Hinduja & Patchin, 2009).

Cyberbullying, although closely related to traditional bullying, is something new. Because of the nature of cyberbullying, it can be immediate, relentless, and anonymous. The possible methods used to cyberbully multiply and change as quickly as technology changes. Technology is moving faster than many parents can keep up. The majority of children in the United States own personal electronic devices (phones, iPods, etc.) and the amount of time they spend using them and the internet is at an all-time high. Much of the children’s time using electronic media is unsupervised (Rideout et al., 2010). Similarly, because most cyberbullying takes place off school campuses, electronic abuse has gone under the radar in most schools until recently.

Therefore, the need for awareness, prevention and intervention in the area of cyberbullying is essential to give schools and parents the knowledge that there is a problem and up-to-date tools to address the issue. There is urgency around the subject because (1) the possible negative effects of cyberbullying can be severe, (2) because today’s children are vulnerable because they spend a large amount of their day online or
using other electronic devices (Rideout et al., 2010), and, (3) technology is constantly changing requiring adults to stay aware of new cyberbullying possibilities.

**Recommendations**

It is recommended that school administrators and teachers, as well as parents see the cyberbullying workshop as the beginning of a vigilant and continuing effort to include cyberbullying prevention and intervention into their existing bullying education for their students and children. The needs of the children’s cyberbullying prevention education and necessary intervention will certainly change as technology changes and people’s use of technology changes; therefore cyberbullying training for staff should be ongoing. Perhaps a monthly cyberbullying news moment and/or a refresher message given by an administrator or a teacher at a staff meeting would be appropriate.

Parents should also consistently take the time to stay abreast of the latest technology and monitor what their children do with electronic media and how long they are spending doing it. It is the goal of this project that the workshop presentation serves as an introduction to the problem of cyberbullying and a guideline for the use of research-based cyberbullying prevention and intervention methods for school administrators, teachers, and parents.

An important finding from the cyberbullying research is that all children involved in cyberbullying (bullies, victims and bully-victims) report higher levels of depression than children who are not involved in cyberbullying. Victims suffer the most, but bully-victims report almost as much depression from their cyberbullying involvement. Even
bullies report more depression than children who are not involved in cyberbullying
(Wang et al., 2011)

An important implication of these findings is that all children involved in
cyberbullying need assessment and possible treatment for depression. Therefore, it is the
recommendation in the educator workshop that upon discovery of a child’s involvement
in cyberbullying, a basic risk assessment should be performed. The risk assessment
procedure judges the child’s reaction to the cyberbullying event, the level of emotional
pain, and any suicidal feelings. Because of the risk of depression of a child involved in
cyberbullying (in some cases to the point of suicide), the child’s emotional needs need to
be considered before other actions are taken, including discipline. It is hoped that by
performing the risk assessment as a first response to cyberbullying, adults will recognize
possible depression in children, provide appropriate emotional support and treatment and
that such actions will prevent new cyberbullying and victimization in these children.

Cyber bully-victims are an interesting aspect of cyberbullying research that has
yet to be fully explored. What makes bully-victims? Are victims reacting to
cyberbullying revengefully by becoming bullies themselves? Are bullies more
vulnerable to victimization because they are already involved in the cyberbullying
environment? These questions and many other related questions may be the subject of
further cyberbullying research in the future. Answers to some of these questions may
help educators and parents discover and understand some of the patterns of cyberbullying
involvement. This understanding may allow adults in children’s lives to prevent and
intervene in cyberbullying more effectively.
APPENDIX A

Presenter’s Manual

Cyberbullying: Prevention and Intervention In Schools Using a Three-Tier Model

Introduction

Cyberbullying, although closely related to traditional bullying, is something new. It has only been in the last year or two that the possibilities for peer aggression via internet, cell phone, and other electronic devices and its potentially serious effects have been made widely apparent to parents and schools. Because of the nature of cyberbullying, it can be immediate, relentless, and anonymous. The possible methods used to cyberbully multiply and change as quickly as technology changes. Therefore, it is essential to give schools and parents the knowledge that there is a problem and up-to-date tools to address the issue.

This manual and supplemental PowerPoint presentations (one for administrators and teachers and one for parents) are designed to provide awareness and educate school administrators, teachers, and parents on cyberbullying and introduce possible prevention and intervention techniques. This information is based on a literature review completed between October, 2010 and February, 2011.

Nature of the Presentation

Two presentations have been created to provide cyberbullying awareness and education at home and in school. Presentation A is designed for administrators and teachers. Presentation B is designed for parents. Anyone who works with or is around children may find information from either presentation helpful.

The administrator/teacher presentation is designed to last four hours with two 15-minute breaks incorporated into the schedule. The parent presentation is designed to last two hours. Although the content of the presentation and instructions for presenter actions are available in the slide notes, presenters must also use appropriate and engaging presentation techniques such as pausing for questions, demonstrating active listening, and validating audience input as necessary throughout the presentation. Before beginning the workshop, the presenter will need to make copies of the appropriate handouts and PowerPoint notes for each participant. Handouts for duplication are available at the end of this manual.

In preparation for giving this workshop, the presenter(s) should study the slides and accompanying notes thoroughly so they have excellent knowledge of their content. On the initial slide, there is space where presenter(s) may insert their own names. They may also feel free to change the PowerPoint slide theme if desired. For both workshops, presenters should be familiar with the articles referenced at the end of the presentation as well as the corresponding handouts. If presenting the administrator/teacher workshop,
presenters should do additional research and be familiar with the different cyberbullying curriculums discussed. Audience members may have questions that go beyond the scope of the presentation. Additionally, the presenters will also want to review the law material before presenting to ensure that the laws are up to date.

Prior to presentation, presenters will also want to review and familiarize themselves with the cyberbullying curricula, which are introduced. Websites where one can find the different curricula are provided in the reference section of the slides.

**Guidance for Presenters**

The workshop is presented as a series of Microsoft PowerPoint slides. Each slide has all if the necessary information needed to present the workshop. In addition, the notes section has general information needed to discuss each slide. Sample language is provided in *italics*; however, presenters may use his or her own words when discussing slide material.

On some slides, notes will provide sample language followed by directions to “READ slide.” Some slides will have the presenter “READ slide” then direct them to “SAY” the wording which is provided in *italics*.

Discussion questions are embedded in the PowerPoint to enhance audience participation. Slides will direct presenters to “ASK” the audience questions and allow the audience appropriate time to answer and comment.

A group activity is included at the end of the presentation for administrators and teachers. The activity consists of scenarios that the audience will read and discuss. Presenters should be familiar with each scenario and plausible possible outcomes.

The presentation can be given by one or more presenters. Change presenters at natural times: after breaks or when presenting a new section or topic. All presenters should introduce themselves prior to starting the workshop. However, presenters may reintroduce themselves when presenting a new topic or section if they feel it is necessary. Presenters will likely want to divide the presentation into sections prior to starting the workshop and incorporate introductions into the agenda slides. A recommended timeline is provided below.

**Administrator/Teacher Presentation:**

<table>
<thead>
<tr>
<th>Slides</th>
<th>Topic</th>
<th>Durations</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 - #3</td>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>#4 - #39</td>
<td>Cyberbullying Awareness</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>BREAK</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td>#40 - #48</td>
<td>Legislation</td>
<td>30 minutes</td>
</tr>
<tr>
<td>#49 - #63</td>
<td>Tier 1</td>
<td>30</td>
</tr>
</tbody>
</table>
**About the Authors**

Shietel Chhana and Laurel Melville Tanner are both students in the School Psychology Graduate Program at California State University, Sacramento. This workshop was created to satisfy requirements for their Education Specialist degrees. Shietel Chhana has a Masters of Science in Professional Counseling from Georgia State University, Atlanta. Laurel Melville Tanner has a Masters in School Psychology from California State University, Sacramento and a California teaching credential also from California State University, Sacramento.
APPENDIX B

PowerPoint For Administrators and Teachers
Welcome!
Cyberbullying: Prevention and Intervention in School Using a Three-Tier Model

Presenters:
Shietel Chhana and Laurel Tanner, Spring 2011

Sample Presentation Language:
Welcome to today’s workshop on Cyberbullying Prevention and Intervention. Today we are going to discuss cyberbullying prevention and intervention techniques using a three-tier model. My name is..............[Introduce yourself by saying your name, where you are from, and briefly your experience, interest and knowledge base of cyberbullying. Allow approximately 3-4 minutes per presenter.]

• If presenting to small group (15 or less), allow time for each person introduce themselves by saying their name, their role in education, and where they are from.
• If the group is larger than 15 people, ask introductory questions and have them raise their hands to answer. Ask questions such as: How many principals are here today? How many of you are teachers? How many of you are parents? Is there anyone else here with a role that I did not name?

Next, regardless of how many attendees are present, Ask additional questions such as: How many of you are familiar with cyberbullying? Has any of you ever had to deal with the issue within your schools?

Then Say: Today’s workshop is designed to teach you about cyberbullying, give you some guidance on how to determine if cyberbullying is a problem in your school and let you know what you can do about it. We will go through different levels of prevention and intervention and also look at possible curriculum that can easily be implemented into any school.
Sample Presentation Language:

Before we begin, let’s take a look at the outline for today’s workshop. This workshop will be about four hours long with two 15-minute breaks.

We will begin the discussion of cyberbullying with an examination of the current electronic media habits of youth. Next, we will discuss what cyberbullying is, how it compares to traditional bullying. The prevalence of cyberbullying, types of cyberbullying, and who is involved will be presented in the statistics portion. After that, the negative effects of cyberbullying will be considered.

At that point in the presentation we will take a 15 minute break. Then we will come back and discuss laws that affect cyberbullying.
Sample Presentation Language:

*We will start with Tier 1 looking at policies and procedures your school(s) can put in place. We will look at the people who need to be involved in cyberbullying prevention and discuss what each of their roles is.*

*After Tier 1, we will have another 15-minute break. Next, we will move into Tier 2 and discuss some of the current cyberbullying prevention and intervention curriculums available. Finally, we will briefly discuss Tier 3 Intensive Individual Interventions for students who are involved in cyberbullying.*
Sample Presentation Language:

Let’s start by talking about the use of electronic media by children. The Kaiser Family Foundation has performed a series of three studies on children’s media use in the United States. The studies were conducted in the years, 1999, 2004, and 2009. The results for the 2009 study were released in January 2010. Among other findings, the study showed that the use of personal electronic devices such as cell phones and iPods have increased dramatically in the five years between 2004 and 2009.

The green line on the chart above represents iPod and MP3 player ownership among children. It shows the greatest increase of ownership of the three devices mentioned which are MP3 players, cell phones, and laptops. In 2004, only eighteen percent of children owned MP3 players as compared to 76% of children in 2009. This is an 58% increase in four years. The orange line represents the children’s ownership of cell phones from 39% in 2004 to 66% in 2009—a 27% increase. The blue line represents children’s ownership of laptops which has increased by 17%.

More and more, children are taking technology with them wherever they go. Two of the mobile devices shown here have the capacity for texting and/or online messaging which are common modes of cyberbullying. Some MP3 players have those capacities as well. As children’s electronic media use increases, so does their risk of becoming involved in cyberbullying.
Sample Presentation Language:

Increased use of mobile electronic devices have also made it easier for children to multitask while using electronic media—piggybacking different activities to pack more media use in the same amount of time. In fact, kids are spending more time weekly on media than the hours in a typical work week.

The 2009 Kaiser Family Foundation study reports that children are consuming 7 and ½ hours a day of electronic media in actual time. Additionally, kids are packing almost 11 hours of media use in that time. In 2004 and 1999, the actual time spent on media use was about the same—roughly 6 and a half hours, however, the media content inched up one hour from 1999 to 2004.

In 2004, researchers thought that the hours of media use could not get much higher considering that kids were spending nearly every waking minute using electronic media during the time that they were not in school. However, in 2009, the kids’ media use increased by almost an hour and half AND media content swelled dramatically by more than two hours. Mobile electronic devices appear to have made the extra media use possible.
Sample Presentation Language:

_Pediatrician, Dr. Charles Rich asserts that the time has come when parents and other adults need to realize that constant electronic media exposure is part of the environment the children grow up in these days just “like the air they breathe, the water they drink and the food they eat.”_

_OF course, many great improvements have come from the increased availability and use of electronic media, but we also need to be aware of the risks that our children face as they use their mobile devices and computers. One of those risks is cyberbullying._
Sample Presentation Language:

We would like to show brief video about cyberbullying. I will provide an overview of the problem.

After the video has finished, SAY: In today's workshop, we will be discussing much of the information that you saw in the video. We will look at the prevalence of cyberbullying, how cyberbullying is carried out, the effects it has on the people involved and how we, as adults, can help stop cyberbullying.
Sample Presentation Language:
Consider this quote [pause 5 seconds for the viewers to read the quote]. It is a title taken from an article in the Boston Globe.com published at the end of 2010. The article discusses several celebrities in entertainment and sports whose reputations and careers were compromised because their electronic media behavior had gone public.

We can see that successful, famous adults have difficulty using media appropriately. It a surprise that our children misuse and make mistakes with texting and online resources? We need to be educated ourselves, be good role models, and guide and educate the children we influence in the area of electronic media use.

---

Once you hit send, privacy is gone.

---Joseph P. Kahn

(Kahn, 2010)
True or False

- Cyberbullying does not result in physical harm to victims because it occurs (and is contained) completely online.
- Traditional schoolyard bullies are also likely to be cyberbullies.

Sample Presentation Language:

True or False. **READ** first statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. While most of the harm associated with cyberbullying is emotional, relational, or psychological (all important harms to prevent) there are many examples where cyberbullying has resulted in very serious physical consequences for victims. The most extreme example of this is the several cases reported in the media of adolescents committing suicide after experiencing cyberbullying. While the cyberbullying alone probably did not cause the suicide, it clearly was an important contributing factor in several incidents.

What about the second statement? **READ** second statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is TRUE. According to an article published in Deviant Behavior by Hinduja and Patchin (2008), traditional bullies are 2.5 times more likely to be a cyberbully than someone who does not bully offline.
What is Bullying?
“Aggression that is intentionally carried out by one or more individuals and repeatedly targeted toward a person who cannot easily defend him- or herself”

Dan Olweus's bullying definition restated by Smith, et al. (2008).

Sample Presentation Language:
Dan Olweus, who is known as a pioneer and founding father of research on bullying, defines traditional bullying as . . . READ slide.
What is Cyberbullying?

“An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him-or herself”

Smith et al., (2008)

Sample Presentation Language:
Cyberbullying has been defined several different ways. An early definition of cyberbullying is... READ slide.
A Practical Definition

“Cyberbullying is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicated hostile or aggressive messages intended to inflict harm or discomfort on others”


Sample Presentation Language:
A more recent definition by Robert Tokunaga is . . . READ slide.
Sample Presentation Language:
So now let’s look at the differences between traditional bullying and cyberbullying. In traditional bullying, a bully will say something mean or threatening while in a victim’s and perhaps some bystanders’ presence. When the bully is gone, the taunting is also gone. With cyberbullying, however, a bully can say something or type something online and it can be heard or read at any time, by almost anyone, and it has the potential to be accessed forever.
Sample Presentation Language:

In traditional bullying, the victim or target knows who the bully is. In cyberbullying, the bully can remain anonymous. Often this makes it difficult to know the identity of the person who started a rumor or threat. Also, the bully can pretend someone else or to be more than one person. Additionally, a group of kids can conspire to target a victim.
Traditional vs. Cyberbullying

Traditional
The bully is usually physically stronger than the victim.

Cyberbullying
Superior physical strength is not required.

Sample Presentation Language:
*In traditional bullying the bully is usually physically stronger than the victim. In cyberbullying, it does not matter how big or strong the bully is.*
Sample Presentation Language:

Traditional school bullies usually attack during the school hours or before and after school and it is usually face-to-face. Cyberbullies can attack at anytime of the day or week and are not seen by the target at the time of the attack. The fact that cyberbullying is anonymous and that it can occur at any time are key points in what makes cyberbullying different from traditional bullying.
Sample Presentation Language:

With traditional bullying, the witnesses of an attack are the victims themselves and any bystanders who may be present. In cyberbullying, damaging messages and material can be spread far and wide reaching an potentially infinite number of viewers.

Malicious text messages can be forwarded again and again; exponentially increasing the number of people who read them.

Anyone who has internet connection can access online bullying. Even when the offending material is removed from the internet, the victim cannot rest easy. While the material was available online, someone may have downloaded it and stored it to their own computers. That person or people could repost the material at any time in the future. So, once material is placed online, there is no way to know where it has gone, in whose hands it is in, or when or if it may resurface.
Sample Presentation Language:

*Here are some other differences between traditional bullying and cyberbullying.*

**Traditional bullying** most often occurs on school property while cyberbullying usually occurs off of school property. *Traditional bullies often have poor relations with adults and teachers. They are often seen as having conduct or behavioral problems.*

**Cyberbullies usually have good relations with adults and teachers. They are not usually seen as behavior problems.*

*Furthermore, traditional bullying can be physical, such as hitting and pushing; verbal, such as name calling and teasing; or nonverbal, such as using gestures and exclusion. Cyberbullying is not as easily observed and emotional reactions cannot often be determined immediately. It tends to be further under the radar than traditional bullying.*
Sample Presentation Language:

**True or False. READ** first statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. According to Hinduja and Patchin’s book, Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying, only about 40% of middle school victims of cyberbullying told their parents about it and less than 30% told a teacher. The book also points out that these numbers are much improved from just four years ago when fewer than 15% of victims told an adult.

What about the second statement? **READ** second statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. While there are some differences found in the research, overall it appears that girls are slightly more likely to report being the victim of cyberbullying than boys. Studies have reported either that girls are more likely to be victims or that there are no gender differences in cyberbullying. When looking at lifetime experiences versus more recent experiences, the prevalence rates are higher for girls.
Who’s involved?

- Bully
- Victim
- Bully-Victim
- Not Involved

Sample Presentation Language:

So, who is involved in cyberbullying? For our presentation, we will discuss four categories: the Bully, the Victim, the Bully-Victim, and those Not Involved.
Sample Presentation Language:
Currently, because cyberbullying research is new, there are not clear profiles for children involved in cyberbullying. However, some characteristics that have been associated with cyberbullies include having a dominant personality, becoming easily frustrated, and impulsivity. They usually find it difficult to understand the emotional experiences of others and have little empathy for the people they bully.
Sample Presentation Language:

Victims are often quiet and sensitive and they may be perceived as weak by their peers. They are more likely to spend time using email, instant messaging, blogging, and web surfing than other children. They also tend to have better academic achievement than their peers.
The Bully-Victim

Sample Presentation Language:
The Bully-Victim is someone who has been both a cyberbully and victim of cyberbullying. This can occur in a couple of ways. An explanation for the behavior is that the person is being bullied and so he or she retaliates with bullying of their own. Or it may work the other way around where the person initiates bullying and is retaliated against by others. Characteristics associated with bully-victims are immaturity, hyperactivity, and a quick temper. They have trouble reading social cues and often fight back when they feel they have been insulted or attacked.
The not involved category includes students who are not involved in cyberbullying either as bullies or victims. There are no clear protective factors for children not involved in cyberbullying.
Looking at current research as a whole shows that 20-40% of youths report being victimized. This statistics only considers cyberbullying victims not bullies. The wide margin of possible victims is likely due to the different methods, samples and variables used in different studies. As cyberbullying research finds its foundation, the statistics may become more precise.

Cyberbullying occurs more in middle school, usually starting around 6th grade.

Although research tells us that there is no particular gender difference in cyberbullying involvement, boys are more likely to be cyberbullies, while girls are more likely to be cybervictims.
Sample Presentation Language:

The sample used in the this study by Wang et al. was made up of sixth and tenth graders. The sample includes the age group for which cyberbullying is most prevalent—the middle school years.

Of the students who reported that they were involved in cyberbullying, Wang, et al. reported that 27.4% of them were bullies only, 40% of them were victims only, and 32.6% were bully-victims. These numbers reveal that many youths who are involved in cyberbullying are both bullies and victims, suggesting the possible cyclical nature of cyberbullying. A youth who is bullied may retaliate by becoming a bully, making victims out of those who bullied them.
Sample Presentation Language:

Now we are going to look at the forms that cyberbullying may take. **Flaming** is engaging in a heated online exchange, usually short-lived, between two or more people. At their worst, they may include direct or indirect threats of violence. When messages are sent back and forth repeatedly, a flamewar has begun.

**Harassment** is repeatedly sending harmful or offensive messages to a specific target, causing emotional stress to the recipient of such messages. This could involve one or more people harassing a single person with offensive, rude, and vulgar language as well as threats. **Cyberstalking** is repeated harassment that is highly intimidating and includes threats. There is a thin line between cyberstalking and harassment. The line is crossed when the victim fears for his or her own safety.

**Impersonation** occurs when the cyberbully pretends to be someone they are not. Sometimes the bully pretends to be a friend to get sensitive information from the victim which can then be exposed to hurt the victim. Sometimes the bully pretends to be the victim sending messages or material that causes the target to look bad. This can happen when a bully gains access to the victim’s passwords to internet accounts. Sometimes social networking accounts are even created for the express purpose of impersonating another person. Offensive messages can be sent out from the accounts to make other people think that the victim is sending them.

**Outing** includes sharing or forwarding a person’s personal and private information to others without that person’s permission. **Exclusion** is removing or blocking someone from a social network—something like Facebook, MySpace, a gaming site, or a blog.
Sample Presentation Language:

Where does cyberbullying occur? Research has shown that it occurs in a variety of environments. Cyberbullying occurs on social networking sites. This includes networks such as Myspace, facebook, and Twitter. It occurs through instant messaging, which is real time texting or video communication between two or more people through a service like Skype or through a social network. Cyberbullying can occur via online email or by texting on a mobile device. Chat rooms, which are virtual online rooms where any number of people may enter and communicate with others on one screen are also possible places for cyberbullying to occur.
Sample Presentation Language:

Here are some other virtual places that bullies use to harass their victims. Forums, also known as message boards, are sites where people may have conversations by posting messages. Forums are different from chat rooms in that they are temporarily archived and in some instances, must be approved by a moderator before becoming visible to others.

Cyberbullying may also occur through blogs, which are interactive websites which allow visitors to leave comments in an interactive format. Lastly, YouTube allows people to post videos for anyone to see and comment on. An interesting angle about YouTube is that forms of traditional bullying may be captured on video and posted for people to see over and over again. This is an example of traditional bullying being boosted in its effect by cyberbullying.
Social Network Privacy?

“It’s a grave misunderstanding that if you post on social-network sites, it’s still somehow private.”

—George Snell

quoted by Kahn, (2010)

Sample Presentation Language:
Let’s consider this quote. READ slide.
Question:

On Facebook, you have 100 friends and each of your friends have 100 friends. How many people could possibly see your post if your privacy setting is set to “Friends of friends?”

Sample Presentation Language:

It’s time for an activity. Let’s figure out this question together. READ slide.
Imagine if that post that just went to 10,000 people was something damaging to your reputation? A unkind rumor or a humiliating photo?

What if your significant other saw it? Or your mother? Or your boss?

It can easily happen through impersonation cyberbullying. Or, perhaps you, in an instant of poor judgment post something yourself that you wish later that you hadn’t? You can remove it, but before you do that one of those 10,000 people may downloaded it, and repost it somewhere else. You can’t know all the places it might be posted or when it will pop up again. Maybe it was downloaded it to people’s phones and they are showing all their friends embarrassing information about you.

You can see that one incident of cyberbullying can last the lifetime of a victim. Because of the world wide web, it can follow wherever you go.

If your reputation was damaged through traditional bullying, you could move to another city. With cyberbullying, there is nowhere to go—you can’t move to another planet.
Sample Presentation Language:

*True or False: READ first bullet. [Pause for 5 seconds]*

READ second bullet. [Pause for 5 seconds]

**ASK**, *What do you think the answer to the first statement is?* [Allow 2-3 minute for answers and comments], then **SAY**, *The answer is TRUE. According to an article published in the journal Deviant Behavior by Hinduja and Patchin (2008), victims of cyberbullying were significantly more likely to report experiences with traditional bullying, and to have other problems at school.*

**ASK**, *What do you think is the answer to the second statement?* [Allow 2-3 minutes for answers and comments], then **SAY**, *The answer is TRUE. According to a study published in the Journal of School Violence, victims of cyberbullying were angry (30.6%), frustrated (34%), and sad (21.8%).*
Harmful Effects of Cyberbullying

- Fear
- Social anxiety
- Depression
- Sadness
- Embarrassment
- Negative educational impact
- Lowered general feelings of well-being

Sample Presentation Language:
Harmful effects of cyberbullying include social anxiety, depression, sadness, embarrassment, and feeling scared. Cyberbullying impacts how students perform in school as well as their general feelings of well-being. Victims often experience several of these effects simultaneously.
Sample Presentation Language:

In 2010, a study conducted by the National Institutes of Health four different types of bullying in children were considered: physical, verbal, relational, and electronic. Electronic bullying is cyberbullying.

According to the study, children involved in any role within the four types of bullying reported experiencing more depression than children not involved in bullying. For cyberbullying specifically, the level of reported depression was highest for the cybervictims. Second highest was for the cyber bully-victims while the cyberbullies reported the lowest level of depression.

In other words, Cyberbullying victims reported higher feelings of depression than did cyberbullies or cyber bully-victims, a finding not seen with any other form of bullying.

Clearly, this study gives evidence that compared to other types of bullying, the emotional strain of cyberbullying is extremely intense for the victims.

"Cyber victims reported higher depression than cyber bullies or bully-victims, which was not found in any other form of bullying”

—(Wang, Nansel and Iannotti, 2010)
Sample Presentation Language:

*Unfortunately, the emotional pain for young cybervictims can be so intense that they can become suicidal. Several such cases have attracted a lot of media attention. One sad case is that of Megan Meier who committed suicide in 2006.*

*Megan’s cyberbullying took place on a social network, but it wasn’t typical. Megan thought she had been befriended, then rejected by a boy that she had met through Myspace. The “boy” turned out to be an adult who was the mother of a friend of Megan’s. Megan Meier was a victim of online impersonation. She was cyberbullied by an adult woman posing as a young man.*

*Megan’s case was unusual and brought on an awareness to the public that anyone can be involved in cyberbullying, regardless of age and situation.*
Sample Presentation Language:

A more recent cyberbullying suicide is that of Phoebe Prince, an immigrant from Ireland who lived and went to high school in Massachusetts. The bullying that she endured for months, which included sexual harassment and cyberbullying, led her to take own life in 2010.

Six teenagers have been charged with statutory rape and civil rights violations in connection with the incident. Pre-trail hearings began in the fall of 2010, and many people are watching the case closely to see what the implications may be in future criminal law concerning cyberbullying.
As the speed of technology increases, we need to increase the caution that we instill into the children in our schools.
**True or False**

- A school is protected from legal liability and not required to intervene in cyberbullying incidents that occur away from campus.

- Research has shown that utilizing blocking and filtering software decreases the likelihood of experiencing cyberbullying.

**Sample Presentation Language:**

*True or False. READ first statement. [Pause for 5 seconds]*

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. While this can be a challenging issue, a number of federal district court cases have attempted to clarify the conditions under which school officials can discipline students for off-campus behavior. For example, in J.S. v. Bethlehem Area School District (2000), the court made it clear that schools do have the authority to discipline students when speech articulated or behavior committed off-campus results in a clear disruption of the school environment. If any off-campus behavior results in a substantial disruption at school, they can intervene. Moreover, if students are denied the opportunity to learn in a safe environment (because of cyberbullying), school officials who fail to act may also be found liable under the Civil Rights Act of 1964 and/or Title IX of the Educational Amendments of 1972.

What about the second statement? **READ** second statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. According to an article published in Journal of Child Psychology and Psychiatry by Ybarra and Mitchell (2004), using filtering software is not significantly related to a decreased chance of Internet harassment victimization. Some adults believe that by simply purchasing and installing such software, they have "done their part" in safeguarding their child's participation online. This is naive and unwise. It is really
important to actively participate in your child's online experiences, establish rules, and informally monitor their activities. Software solutions only go so far in controlling certain actions in cyberspace, and can be circumvented by a motivated adolescent.

Let's take a 15 minute break and when we come back we will discuss what the laws say about cyberbullying.
Sample Presentation Language:

*Currently, there is no federal law specifically against “Cyberbullying.” However, there are some laws in place that include internet safety as well laws that mandate cyberbullying education.*
We will briefly discuss two acts that address online safety: The Children’s Internet Protections Act and Title II under The Broadband Data Improvement Act.
Sample Presentation Language:

The Children’s Internet Protection Act is a Federal Law that addresses concerns about access to offensive content over the Internet in school and libraries. Any school or library that receives internet access funding or internal connections from the E-Rate program (a federal program that makes some communication technology more affordable to schools and libraries), must adhere to certain CIPA Requirements.

Schools and libraries must have an internet safety policy in place for computers that are accessed by minors that include protective measures such as blocking or filtering access to pictures that are obscene, include child pornography, or contain material harmful to minors. Schools are also required to enforce a policy that monitors online activities of minors. In addition, schools and libraries are required to implement internet safety policy which addresses: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called “hacking,” and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures restricting minors’ access to materials harmful to them.
Sample Presentation Language:

*Title II: Section 215 under the Broadband Data Improvement Act* states that elementary and secondary schools that have internet access are required to educate minors about the appropriate online behavior. This would include interactions on social networking sites, websites, and chat rooms. As part of the schools internet safety policy, minors would also be taught about cyberbullying awareness.
According to the First Amendment, people have the right to Freedom of Speech. There are two general interpretations of what Freedom of Speech could mean: the English common law philosophy and the natural rights philosophy. The English common law philosophy is that the government has the power to control what speech goes against the public good; whereas, the natural rights philosophy is that the government’s role is to enforce the rights of individuals. These two conflicting philosophies are often considered in cases of cyberbullying.

The Supreme and federal courts have created standards on both of these philosophies as evidenced by the cases of Tinker v. Des Moines and Bethel v. Fraser which we will now discuss.
In the landmark case of Tinker v. Des Moines, the Supreme Courts was found the school guilty of inappropriately disciplining students who were protesting the Vietnam War by wearing black armbands. The court ruled that wearing the armbands did not disrupt the work of the school or threaten the rights of the students at the school.

From this case came the ruling that students could not be punished for speech unless it causes or threatens substantial disruption and interference for the rights of students to be secure. Often, the Tinker v. Des Moines case is used as a standard in the federal courts.

According to the precedent set by Tinker v. Des Moines, a school would have to ask themselves whether the results of a cyberbullying incident have caused material or substantial disruption to their school or if the reasonable potential to disrupt exists in order to apply discipline.

In contradiction to the Tinker v. Des Moines case, however, the Bethel v. Fraser case found that schools could take disciplinary actions against students that engaged in “lewd”, “vulgar”, or “profane” speech used in schools. In this case, a student was given disciplinary actions after giving a school-wide speech that was filled with sexual innuendos. The ruling from this case enforces the belief that not all speech is protected by the First Amendment. Therefore, the precedent set in this case suggests that in the case of cyberbullying, schools can take disciplinary actions if the speech used is considered lewd, vulgar or profane.
Sample Presentation Language:

*In California, there are two education codes that are considered in cases of cyberbullying. California education code 48950 states that no discipline can be imposed for speech outside of school because students have the right to free speech. However, California Education Code 48907, states that a student can be disciplined by the school if the off-campus speech is “obscene, libelous, or slanderous” or it is “material which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school.”*
Sample Presentation Language:
Here are the words of a California principal facing the effects of a cyberbullying incident at his school.

READ slide.

Here is a good example of how California education code and be applied in cases of cyberbullying.

J. Guidetti got involved with cyberbullying at his school when a website with hurtful postings caused many of his students to be depressed, angry, or simply unable to focus on school.

Guidetti first looked at the website after hearing about it from a parent. He was shocked to find some blatantly racist comments and threats. His next step, to keep everyone apprised of the situation, was to hold a series of meetings with parents, students, and faculty. After doing some research, he earned there are few rules governing what can get posted on the internet. He had trouble getting law enforcement to help.

Finally, a local radio station put enough pressure on the people running the site to persuade them to take it down. Another similarly named website popped up in its place immediately, so Guidetti checks it regularly for offensive content. As a 21st-century principal, it is a task he finds necessary to do.
What Can We Do?

• Should we forbid kids from using the internet?

• How can adults teach children about electronic media awareness and safety?

• How can we provide cyberbullying awareness to people involved in student’s life?

Sample Presentation Language:
Often, adults and parents consider forbidding the use if the internet, taking away cell phones, or placing other restrictions on electronic use. As adults and parents, we all have the ability to influence and shape children’s lives. It is very important that everyone, administrators, teachers, parents, students all be educated on cyberbullying: what it is, the effects, preventive measures, and interventions.

Let’s consider these three questions. READ slide. [Pause for 5 seconds].

These are the questions we will be answering as we look into the three tiers of cyberbullying prevention and intervention.
Sample Presentation Language:

*Let’s answer the first question right now.*

*Often, when parents hear about their child being involved in cyberbullying, the first idea they have is to forbid the child from using the internet. However, according to Hinduja & Patchin, (2009) it is the least appropriate approach. Because the electronic media is a huge part of children’s environment, and so readily available almost anywhere, it is impractical if not impossible to ban it completely from their lives. What is most important is for adults to teach children about appropriate internet use.*
Sample Presentation Language:

Now we are going to shift gears and look at the three levels of prevention and intervention. We will start with Tier 1: policies and procedures schools have in place or will create to address the problem. We will also look at everyone involved in cyberbullying prevention and intervention and discuss their roles. Then, we will move into Tier 2 and discuss some of the current curriculums available. After which, we will briefly discuss Tier 3 Intensive Individual Interventions. We will conclude with a group activity.
Sample Presentation Language:

*Studies have shown that having a multilevel bullying prevention and intervention approach in place is an effective way to reduce playground bullying and victimization and to reduce problem behaviors in schools. We are using the three-tier triangle to specifically address cyberbullying prevention and intervention.*
At Tier 1, the universal or prevention level, it is important to identify the needs of a school and to educate the staff on cyberbullying. Cyberbullying prevention at the universal level is aimed at all the children and all the adults that support them. The needs of the bullies, victims, bully-victims, are addressed and all those peers and adults who have potential influence upon them.

Considering local and federal laws, policy and procedures need to be set in case of serious cyberbullying problems. School staff need to know to whom and how to report when a student tells them about cyberbullying incidents. It is also necessary to create procedures concerning possible police involvement, how cyberbullying evidence will be handled, etc.
Sample Presentation Language:
*Everyone in a student’s life plays a role in prevention. This includes administrators, teachers, students, and parents.*

*At a universal level, it is important to ensure that district and school policies are in place when dealing with cyberbullying. Educators need to be aware of the impact that bullying can have on students. One of the first steps in prevention is ensuring that staff and students are aware of what cyberbullying is and what the harmful effects are. Districts should be responsible for providing trainings to administrators and teachers so that they are well-versed in discussing cyberbullying with their students—schoolwide and in the classroom. It is recommended that schools hold assemblies on a regular basis to provide awareness on bullying and cyberbullying.*
Sample Presentation Language:
Superintendents, principals, and vice principals all play large roles in creating, maintaining, and ensuring the safety of schools. They ensure that school staff is trained and protocols are in place to deal with any situation that may arise. Policies and procedures that specifically deal with cyberbullying should be developed based on current laws. Whether or not the bullying occurs on or off school grounds, it is important to determine how it may affect students educationally at school.

Many nonprofit organizations currently have developed free curricula that can be used schoolwide or in the classrooms to educate students on the nature and consequences of cyberbullying. The Anti-Defamation League has lesson plans for all grade levels as well as interactive workshops for secondary school staff. The Ophelia Project provides school trainings on cyberbullying. Lastly, i-Safe (www.isafe.org) has classroom curriculum for K-12 and also provides outreach programs to educate the community.

Along with schoolwide education on cyberbullying, schools should ensure that clear rules are established and understood regarding computer use before students are permitted to use them at school. Rules regarding other electronic devices, such as cell phones and iPods, should also be created, implemented and discussed with students.
Sample Presentation Language:

*It is the teacher’s role to enforce the school’s policies and procedures. Teachers should teach their students to know the rules and also the consequences of their electronic use. In addition, teachers should have clear classroom rules which are in line with the school’s policy on electronic use.*

*One of a teacher’s roles is to provide character building education to students. One way to do this is to implement a classroom curriculum on cyberbullying, including respect, responsibility, impact, effects, and consequences. Students should also be taught what to do if they should become a victim and about the signs of cyberbullying so they might be able to recognize that a friend needs help.*
Sample Presentation Language:

Although parents cannot completely prevent their children from being bullied or cyberbullied, there are many things parents can do to help protect their children. Communication is the key. When parents and children have good relationships, children are more likely to come to parents when they face online difficulties.

Children are starting to use the computer at increasingly younger ages, so it is important that parents speak to their children early in their lives regarding internet safety. In order to do this, parents should keep up with advancing technology and educate themselves. Parents should educate their children on ways to stay safe and teach simple, but often undervalued information such as password protection and the harmful effects of giving out personal information online, accepting messages from unknown people. By doing so, parents will be helping children learn to use the internet in a responsible and safe way.

Children need to understand what is appropriate and what is not appropriate in regards to internet usage. Clear parental expectations and rules are necessary when it comes to computer use. In addition, parents also need to have rules for other electronic devices such as cell phone and iPods. Studies have shown that by just having any rules on electronic media use lowers kid’s daily media use by an average of three hours daily.

One way in which parents can ensure safe computer use is by monitoring their children’s online activities. It is a good idea to have computers placed in an open family area in the home to provide informal surveillance of what children are doing online. In addition,
monitoring software programs are available for installation to block or permit selected websites, and/or track websites which have been viewed. By playing an active role in their children’s computer use, parents may reduce cyberbullying and harassment and its effects.
Sample Presentation Language:

_Some signs that may signify that bullying is occurring in a student’s life are:_ expression of significant emotional distress, such as anger, depression, or fear. These emotions may tend to be more evident after the child receives a cell phone call, checks email, visits a social network, or is online.

_Students who are usually social, may start avoiding friends or peers._ A student may appear sleepy and/or complain of trouble sleeping at night. Another warning sign may be that a child avoids computer use or always wants to be online. Also, students who are victims of cyberbullying often start having difficulties in school, such as declining grades. _Changes in children’s behaviors, moods and personality are important to observe at home and school._
Sample Presentation Language:
There are a number of steps that students can take to ensure their own online safety. Students should never post anything they do not want everyone to see or know. Although setting privacy setting on a social network is important, it does not prevent a “friend” from downloading or printing information and sending it to other people. If it is online, it is public.

Another way for students to protect themselves is to keep their passwords private. Often, students allow friends to know their passwords and allow them access to different computer accounts. Such casual handling of information can allow passwords to get into the wrong hands. Cyberbullies may be able to access another student’s account, see private information then spread it on the internet, through texting or verbally in a social group. Cyberbullies could also use the information to masquerade as—or impersonate—the victim, sending damaging messages, photos, or other material to others as if they were the victim.

Passwords should not be written down where someone may find it. Along with this, security questions should be considered carefully. Often, people choose simple questions such as their pets name, middle name, or hometown. If someone knows the answer to the security question, they may be able to change the original password and gain access of an account. The same password should not be used for multiple accounts. If someone is able to discover the password to one account, they will be able to gain access to all accounts with the same password.
Sample Presentation Language:

In their desire to be clever, accepted or noticed, children will post or text material that can prove to be embarrassing to them. Consider this quote.

READ slide the SAY: Students do not always realize how far and wide information can travel. The information may resurface forever. People they may not have even met yet, such as potential employers, spouses, and children of their own and may see it in the future.
Sample Presentation Language:
Here is a short video on what could happen when student’s get involved with cyberbullying.
How do you determine the needs of your school in relation to cyberbullying?
Sample Presentation Language:

Now that we have discussed the roles of everyone involved, let’s look at how administrators and schools can determine how much of an issue cyberbullying is in their school. When dealing with cyberbullying, it is better to be proactive than reactive. Bullying occurs in some form at every school so it is important to understand in form it appears and to what degree it occurs.

Before devising a plan for a school, the frequency and dynamics of bullying at your school need to be identified. A good way to determine a school’s needs is by conducting a schoolwide survey. Effective surveys are short, simple, clear, and allow students to be anonymous. Students are more likely to share information if they feel that they will not be penalized for their responses or thought of as a “snitch”. Data that would be imperative to gather are the prevalence of cyberbullying, as well as the gender and grade of those students involved. This information will help a school to understand the size of the problem they are dealing with.
Categories to Address in a Survey

- Has the student observed bullying
- Has the student been involved in bullying
- Who or what group is most bullied
- Who or what group is most likely to bully
- Where does bullying occur
- When does it occur
- Do those who are bullied ask for help
- What do students do when they witness bullying
- What is the school response to reports of bullying

Roberts (2006)

Sample Presentation Language:

Asking appropriate questions in the survey will ensure that a school will get good information. According to W. B. Roberts (2006), there are nine categories that should be addressed and the questions should be based on these categories. The categories include whether bullying has been observed, if it has occurred directly to the student, who or what group is most often bullied, who or what group is most likely to bully, where does bullying occur, when does it occur, do those who are bullied ask for help, what do students do when they see bullying occur, and what is the school’s response when students report bullying.

Although the categories were created for general bullying, questions can be changed and tailored to address cyberbullying specifically. Based on the results of surveys, schools can then develop and implement prevention and intervention measures at the appropriate level of intensity.
Sample Presentation Language:

Let’s take a 15 minute break and when we come back we will look at Tier II, which includes schoolwide and group preventions and interventions.
Sample Presentation Language:

*Tier 2 level of intervention comes into play once we have determined that there is a need for some intervention. Some of the curriculum that we will discuss in this section can also be used in Tier 1 as preventative measures. For example, some of the class curricula could also be used as schoolwide approaches. In Tier 2, we intervene with selected students who have already been involved in some cyberbullying or are at a high risk for becoming involved.*
Tier Two Programs

Can teach students:
- There is something that can be done about cyberbullying
- They are not alone—help is available
- To tell others that cyberbullying is happening
- Cyberbullying tips (save the evidence, change passwords etc.)
- Skills so they can take action to prevent the cyberbullying from reoccurring

READ slide.
Choosing a Program

- Determine the area of need
- Consider what is available
- Consider what is appropriate

Sample Presentation Language:
Once it has been decided that some intervention is needed, schools should consider what the area of need is and to what degree. This can usually be determined through the schoolwide survey. Depending on the degree of cyberbullying, schools should determine whether they are in need of classwide interventions or, in more severe cases, small group interventions. Through class and group work, socially responsible habits can be developed and social-emotional skills for students can be taught. Currently, there are several free classroom and/or group curriculums being used to address cyberbullying.
Sample Presentation Language:

Hazelden is an addiction treatment center that has created a curriculum for grades three to five as well as for grades six to twelve. Included are lessons and activities that are designed to increase awareness, teach skills, and provide information on how to address cyberbullying to students who have already had some experience with it.

Hazelton’s cyberbullying program is based on current research, but has not been tested to show its effectiveness. The program is geared more towards victims of cyberbullying rather than the bullies or bully-victims in cyberbullying.
Sample Presentation Language:

Another curriculum used for both cyberbullies and cybervictims is Cybersmart! through the Character Education Partnership (2010). This program is designed to teach critical thinking skills, decision making skills, and methods for confidential reporting of cyberbullying. It emphasizes core character values such as caring, respect, honesty, and responsibility. This program could also be used in Tier 1 as a schoolwide preventive measure.
Sample Presentation Language:
This is a curriculum that was created through a grant in the Seattle Public Schools System. The program is designed to be implemented as an ongoing Olweus-inspired bullying prevention program. Lessons are designed to be flexible and teacher-friendly. The program includes nine lessons, each of which contains preparation information, teaching resources, student journal, and a writing extension activity. Motivation letters are also provided in each lesson: one for the student, teacher, and parent.
i-Safe

• Online curriculum for grades K-12
• Meets the needs of the Children’s Internet Protection Act for schools that receive E-Rate funding
• Provides video’s on how to teach lessons
• Includes outreach programs

Sample Presentation Language:
i-SAFE is a non-profit foundation that educates and empowers youth in make safe and responsible decisions on internet use. i-Safe has an online curriculum for grades K through 12 that educates students in topics such as Social Networking, Cyberbullying, Personal Safety, Cyber Security, and Digital Literacy which adheres the the requirements of the Protecting Children in the 21st Century Act legislation. In addition, i-Safe’s curriculum offers outreach programs to involve parents, community leaders, and law enforcement.
Sample Presentation Language:
Tier 3 comes into play when the cyberbullying has become severe and intensive individual interventions are needed for either cyberbullies, cybervictims, and/or cyber bully-victims. For Tier 3 interventions, outside counseling sources will likely be needed to treat individuals. Law enforcement may also be necessary.

It is now that the school cyberbullying policies and procedures will come into effect. Well-trained school staff will be know what to do when a student tells them about a cyberbullying incident, how to handle cyberbullying evidence, etc.
Sample Presentation Language:

The first thing that should be done when working individually with the victims of cyberbullying is to assess the psychological needs of the student. Victims of cyberbullying can go through a variety of emotional strains such as anxiety, depression, and low self-esteem. In extreme cases, students may feel depressed enough to be suicidal. Cyber bully-victims report experiencing emotional difficulties similar to, but not as intense as cybervictims. Even bullies report higher levels of depression than those students not involved in cyberbullying. It is important to remember that all children involved in cyberbullying are hurting to one extent or another.

Individual therapy, which usually takes place off-school site, is fundamental to assess and treat underlying emotional concerns for bullies, victims and bully-victims.
Risk Assessment for Those Involved in Cyberbullying

- Determine student’s role (bully, victim or bully-victim)
- Screen for reaction to event(s)
- Judge pain
- Consider emotional support system
- Judge feelings of hopelessness and isolation
- If necessary, formal suicide risk assessment
- Counseling referrals when necessary

Sample Presentation Language:

What do you do when a student confides in you that he or she has been cyberbullied—or that has been a bully? Once you understand the incident or incidents, performing a risk assessment is important to determine a student’s psychological state. Remember, emotional harm is associated with being a bully, victim, or a bully-victim, however, cybervictims suffer the most. Suicide is a possibility.

To perform a risk assessment, determine the student’s role in the incident. Listen without judgment even if the student is a bully-victim, or a bully. It is not the time for discipline. Screen for the student’s reaction to the event in a general way. Observe emotions that are expressed verbally and non-verbally through the student’s actions, posture and demeanor. Judge whether or not the student is in emotional pain and if so, how intense?

If you judge that the student is feeling significant pain, continue the risk assessment. What are the student’s support system—friends, family? Is there someone that they feel comfortable talking to? If not, consider the student’s level of feelings of isolation and/or helplessness. If the student is in significant emotional pain, doesn’t feel supported by others, has feeling of isolation and hopelessness, perform a formal suicide risk assessment. Ask the student if they have thought of killing themselves. If the student says yes, ask if he or she has a plan in place to accomplish this. If the student gives a scenario which you feel could be possible and effective, contact the student’s parents and stay with the student until the parent arrives. In the case that the parent can not be reached, call the police and stay with the student until the student is in custody.
When working with cybervictims, it is important that they be made to understand that it is not their fault. Any actions taken in response to the cyberbullying are secondary to the state of the student’s state of mental health. Remember to perform the risk assessment procedure explained in the last slide including determining if the victim may be a bully-victim.

Inform the student’s parents of the situation so they can monitor the student’s emotional state and behaviors. Have parents or law enforcement come to get the student if he or she is suicidal. If the situation is serious, the student will need intensive outside counseling as well as support from staff within the school setting.

Intensive individual counseling may include: teaching the cybervictim skills to protect themselves from bullying behaviors in the future. A counselor may discuss the importance of personal boundaries and to train them in assertiveness as an effective way of responding to cyberbullies. Other techniques that the cyber victim may be taught to use include verbal de-escalation (defusing), escape mechanisms (methods of getting away from the situation), teaming (when students band together against the bullying), and leaving the scene.
Sample Presentation Language:

**Working with cyberbullies:** It may be harder to be sympathetic to the bullies, but like the victims, it is necessary to assess their state of mental health before other steps are taken. Perform the risk assessment explained previously. It is less likely that bullies will feel significant pain, but they may be depressed. Also, it is important to understand the situation thoroughly to determine if the student is a bully-victim rather than simply a bully.

When working with bullies, there are several steps involved. First, it is important to know and understand the reason for the aggressive behaviors. In other words, “What is the bully’s rationale and logic for engaging in cyberbullying?” As do the victims, cyberbullies need to be heard. Next, the cyberbully needs to be educated about appropriate boundaries and behaviors. Finally, the cyberbully needs to learn alternate strategies, which may include anger management.

Addressing the behavior of cyberbullies is similar to addressing any other behavioral problem. These students need to be taught skills and values through reinforcement of appropriate behaviors. The focus when working with bullies is to help them understand what the consequences are of cyberbullying. Bullies need to be taught to accept responsibility of their actions. Skills that should be explored are empathy and insight into how their cyberbullying affects others. Although there may be a tendency want to help the victim only, counseling the bully is a critical part of cyberbullying intervention. A referral to outside counseling is preferred with school counseling support.
Sample Presentation Language:

Though most of the literature recognizes the category of cyber bully-victims, there are few if any accessible specific school interventions for them. It is suggested that a cyber bully-victim may be a victim who takes revenge on his or her attacker.

Recent research shows that cyberbully-victims feel almost as much depression as cybervictims. Because a cyber bully-victim’s behaviors have elements of the behavior of both cyberbullies and cybervictims, logic follows that the interventions for bullies and victims would be helpful for them as well. However, bully-victims may have additional needs that may not be completely met by the interventions for victims and bullies.

As with bullies and victims, the bully-victim’s state of mental health should be the most important consideration. Performing the risk assessment will give a clearer picture of the emotional strains that the student feels. A referral to outside individual counseling would be appropriate as is counseling support in the school setting.
Sample Presentation Language:

* Take a look at this scenario. **READ** 1st Bullet on slide. **Pause** for 5 seconds then **READ** 2nd bullet. Spend 3-5 minutes discussing the scenario as a large group.

**SAY** Let’s take a look at a few more scenarios. Please break off into groups of 4-5 people. Each group will be given a scenario to read and discuss as a group. **Look at the questions at the end and discuss the questions. You will have 10-15 minutes to discuss as a group and then we will come back together and see what you all came up with.**

Allow 10-15 minutes for groups to look over and discuss each scenario. Presenters should remain accessible by walking around the room, stopping at each group for a minute and providing guidance as needed. Once the audience has had sufficient time to go over the scenarios, bring the groups back together to explore what each group discussed.

**SAY** Looks like everyone is done. **Let’s start with group 1…………**[Continue on until each group has had a turn to speak.]
Sample Presentation Language:

In closing, let’s consider this quote.

Jason Ohler posted this thoughtful comment online in response to an article about inappropriate texting and online behavior. As a solution to the problem, he suggests that “it's up to us to practice due diligence as we govern ourselves in our digital lives. . . . It all comes back to us as digital citizens, and how far we're willing to stretch to protect ourselves and others.

What if this sentiment were shared by everyone with a computer? Privacy, online safety and cyberbullying wouldn't be the huge concern that it is today. We, as adults, we can set an example to the children we educate and teach them appropriate, safe ways to navigate through the e-landscape.
References

References Continued

References Continued

APPENDIX C

Handouts for Administrator and Teacher Presentation
Preventing Cyberbullying
Top Ten Tips for Educators

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
Cyberbullying Research Center

1. **Formally assess** the extent and scope of the problem within your school district by collecting survey and/or interview data from your students. Once you have a baseline measure of what is going on in your school, specific strategies can be implemented to educate students and staff about online safety and Internet use in creative and powerful ways.

2. Teach students that **all forms of bullying are unacceptable**, and that cyberbullying behaviors are potentially subject to discipline. Have a conversation with students about what “substantial disruption” means. They need to know that even a behavior that occurs miles away from the school could be subject to school sanction if it substantially disrupts the school environment.

3. **Specify clear rules** regarding the use of the Internet, computers, and other electronic devices. Acceptable Use Policies tend to be commonplace in school districts, but these must be updated to cover online harassment. **Post signs or posters** in school computer labs, hallways, and classrooms to remind students to responsibly use technology.

4. **Use peer mentoring** – where older students informally teach lessons and share learning experiences with younger students – to promote positive online interactions.

5. **Consult with your school attorney BEFORE incidents occur** to find out what actions you can or must take in varying situations.

6. **Create a comprehensive formal contract** specific to cyberbullying in the school’s policy manual, or introduce clauses within the formal “honor code” which identify cyberbullying as an example of inappropriate behavior.

7. **Implement blocking/filtering software** on your computer network to prevent access to certain Web sites and software. Just remember that a tech-savvy student can often find ways around these programs.

8. **Cultivate a positive school climate**, as research has shown a link between a perceived “negative” environment on campus and an increased prevalence of cyberbullying offending and victimization among students. In general, it is crucial to establish and maintain a school climate of respect and integrity where violations result in informal or formal sanction.

9. **Educate your community**. Utilize specially-created cyberbullying curricula, or general information sessions such as assemblies and in-class discussions to raise awareness among youth. Invite specialists to come talk to staff and students. Send information out to parents. Sponsor a community education event. Invite parents, grandparents, aunts, uncles, and any other relevant adult. Bribe if necessary.

10. **Designate a “Cyberbullying Expert”** at your school who is responsible for educating him/herself about the issues and then passing on important points to other youth-serving adults on campus.

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Sameer Hinduja, Ph.D. is an Associate Professor at Florida Atlantic University and Justin W. Patchin, Ph.D. is an Associate Professor at the University of Wisconsin-Eau Claire. Together, they lecture across the United States on the causes and consequences of cyberbullying and offer comprehensive workshops for parents, teachers, counselors, mental health professionals, law enforcement, youth and others concerned with addressing and preventing online aggression.

The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents. For more information, visit http://www.cyberbullying.us. © 2009 Cyberbullying Research Center - Sameer Hinduja and Justin W. Patchin

Cyberbullying Research Center
www.cyberbullying.us
Responding to Cyberbullying
Top Ten Tips for Educators

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
Cyberbullying Research Center

1. **Thoroughly investigate** all incidents so that you can direct resources and, if necessary, discipline to students who require it.

2. **Enlist the support of a school liaison officer** or another member of law enforcement to help, especially when it involves a possible threat to the safety of your students or staff.

3. Once you identify the offending party, **develop a response that is commensurate with the harm done** and the disruption that occurred.

4. **Work with parents** to convey to the student that cyberbullying behaviors are taken seriously and will not be tolerated at your school.

5. **Instruct parents to contact an attorney.** Some instances of cyberbullying just don't fall under the purview of the school. In these cases, parents may want to pursue other avenues for redress. All states allow for parties to sue others in civil court for harassment, intentional infliction of emotional distress, or a number of other torts.

6. **Contact cell phone providers** if threats or explicit content are transmitted via these devices. These companies keep data that may serve as evidence on their servers for a limited period of time before deleting it.

7. **Keep all evidence** of cyberbullying. Keep a file with screen shots, message logs, or any other evidence so that you can demonstrate the seriousness of the behavior and its impact on the school. This is especially critical if you intend to formally punish students (e.g., suspension, expulsion).

8. **Contact and work with** MySpace, Facebook, or any other web environment where the bullying occurred. By now they are used to working through cyberbullying cases and can be a resource to assist you in removing offending content, gathering evidence, or put you in touch with someone who can help.

9. **Solicit advice from neighboring schools** or districts about incidents they may have dealt with in the past.

10. **Use creative informal response strategies,** particularly for relatively minor forms of cyberbullying that do not result in significant harm. For example, students may be required to create anti-cyberbullying posters to be displayed throughout the school. Older students might be required to give a brief presentation to younger students about the importance of responsibly using technology. It is important to condemn the behavior while sending a message to the rest of the school community that bullying in any form is wrong.

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Cyberbullying Research Center
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Group Activity

Scenario 1
James is frustrated and saddened by the comments his high school peers are making about his sexuality. Furthermore, it appears a group of male students are creating fake e-mail accounts at Yahoo.com and are sending love notes to other male students as if they came from James—who is mortified at the thought of what is happening.

If you were a guidance school counselor or administrator within the school, what would you do if James approached you with the problem? What about if you were James's mom or dad? What can James do to deal with the embarrassment? What would be some incorrect and unacceptable ways that James might try to deal with this problem?

Taken from Cyberbullying Research Center www.cyberbullying.us with permission
Group Activity

Scenario 2

Two female sixth graders, Katie and Sarah, are exchanging malicious instant messages back and forth because of a misunderstanding involving a boy named Jacob. The statements escalate in viciousness from trivial name-calling to very vicious and inflammatory statements, including death threats.

Should the police be contacted? Are both girls wrong? What should the kids do in this instance? What would you do as a parent if you discovered this problem? What might a school counselor do?
Group Activity

Scenario 3
Chester, a tall, skinny teenager who excels in math and science classes, feels embarrassed when he has to change into gym clothes in the boy’s locker room at school because he lacks musculosity and size. Other, more athletic and well-built teens notice Chester’s shyness and decide to exploit it. With their camera-enabled cellular phones, they covertly take pictures of Chester without his shirt on and in his boxer shorts. These pictures are then circulated among the rest of the student body via cellular phone. Soon enough, boys and girls are pointing, snickering, and laughing at Chester as he walks down the school hallways. He overhears comments such as “There goes Bird-Chested Chester” and “Wussy-Boy” and “Chicken-Legs Chester” and “Stick Boy.” These words cut him deeply, and the perception that his classmates have of him begins to affect his math and science grades.

If you were his teacher, what would you do? If you were his parent, what would you do? What can Chester do to deal with the harassment—now and in the future? How can his harassing classmates really understand how much pain they are causing with their words and actions? What would you do if you were a bystander?

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Group Activity

Scenario 4
Karen is a very devout teenager who leads a prayer meeting every morning by the high school flag pole. Many boys and girls are simply drawn to Karen as a friend because of her sweet nature and hopeful innocence. Other girls in her school, however, feel threatened by Karen’s piety and commitment to holy living, and they begin to drum up ideas to expose her as a fraud. Specifically, they begin to spread rumors via the High School’s social network on MySpace.com that Karen is sleeping around with the boy’s track team. Karen is alerted to the online rumors by a close friend and is heartbroken. She tells her teachers and pastor, who then contact the school administration.

What would you do if you were the principal in this situation? What would you do if you were Karen? What would you do if you were Karen’s close friend and really wanted to help? How could those who spread the rumors understand how hurtful their actions were?

Taken from Cyberbullying Research Center www.cyberbullying.us with permission
Group Activity

Scenario 5

Stan is an eighth grader who is physically abused by his alcoholic uncle when he visits him on weekends. Additionally, Stan is being pushed around by some of his peers in middle school because he wears black all the time and is basically a loner. Recently, Stan has realized that on the Internet—in chat rooms and via instant messaging—he can freely become a person who seems much more attractive and fun and lighthearted than he is in real life. By taking on a different persona, he is finding social interaction with others much easier and more rewarding. Nonetheless, he still harbors much anger and bitterness within due to how his uncle and some of his classmates treat him. He decides to get back at his uncle and some of his classmates by posting personal information about them—along with some true stories about his negative experiences with them—on a very popular teen-oriented message board. This information includes their cell phone numbers, their home phone numbers, and their home addresses. Because Stan has made many friends on this teen-oriented message board, they rally around him in support and decide to exact some vigilante justice on their own to help Stan get revenge. A large number of his online friends use the phone numbers and addresses to make repeated prank calls, to order hundreds of pizzas to the victims’ doors, and to sign them up for many, many pornographic magazines and Sears catalogs. Stan is extremely pleased at the harassment that his uncle and mean classmates are now experiencing.

What would you do if you were a parent or school administrator and the police alerted you, themselves contacted by Sean’s Internet service provider after an online complaint was filed by Stan’s uncle about these incidents? How might Stan learn that such vengeful behavior is inappropriate? How might Stan get help for the abuse he suffers and the way he feels?

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APPENDIX D

PowerPoint for Parents
Welcome!
Cyberbullying: Prevention and Intervention in School Using a Three-Tier Model

Presenters:

Shietel Chhana and Laurel Tanner, Spring 2011

Sample Presentation Language:
Welcome to today’s workshop on Cyberbullying Prevention and Intervention. Today we are going to discuss cyberbullying prevention and intervention techniques using a three-tier model. My name is ............[Introduce yourself by saying your name, where you are from, and briefly your experience, interest and knowledge base of cyberbullying. Allow approximately 3-4 minutes per presenter.]

• If presenting to small group (15 or less), allow time for each person introduce themselves by saying their name, their role in education, and where they are from.
• If the group is larger than 15 people, ask introductory questions and have them raise their hands to answer. Ask questions such as: How many principals are here today? How many of you are teachers? How many of you are parents? Is there anyone else here with a role that I did not name?

Next, regardless of how many attendees are present, ASK additional questions such as: How many of you are familiar with cyberbullying? Has any of you ever had to deal with the issue within your schools?

Then SAY: Today’s workshop is designed to teach you about cyberbullying, give you some guidance on how to determine if cyberbullying is a problem in your school and let you know what you can do about it. We will go through different levels of prevention and intervention and also look at possible curriculum that can easily be implemented into any school.
Sample Presentation Language:

*Before we begin, let’s take a look at the outline for today’s workshop. This workshop is scheduled for two hours with a 15-minute break.*

*We will begin the discussion of cyberbullying with an examination of the current electronic media habits of youth. Next, we will discuss what cyberbullying is, how it compares to traditional bullying. The prevalence of cyberbullying, types of cyberbullying, and who is involved will be presented in the statistics portion. After that, the negative effects of cyberbullying will be considered, then we will look at some of the current federal and state laws as well as some of the case law that surrounds cyberbullying.*

*At that point in the presentation we will take a 15 minute break.*
Sample Presentation Language:
We will then briefly look at the three levels of prevention and intervention. We will look at everyone involved in cyberbullying and discuss what each person’s role is. Finally, we will spend the remainder of this workshop discussing ways parents can protect their children.
Let’s start by talking about the use of electronic media by children. The Kaiser Family Foundation has performed three studies to date on children’s media use in the United States. The studies were conducted in the years, 1999, 2004, and 2009. The results for the 2009 study were released in January 2010. Among other findings, the study showed that the use of personal electronic devices such as cell phones and iPods have increased explosively in the five years between 2004 and 2009.

The green line on the chart above represents iPods and MP3 player ownership among children and shows the greatest increase of the three devices which were studied. In 2004, eighteen percent of children owned iPod–type devices as compared to 76% of children in 2009. This is an 58% increase in four years. The orange line represents the children’s ownership of cellphones from 39% in 2004 to 66% in 2009—a 27% increase. The blue line represents children’s ownership of laptops which has increased by 17%.

More and more, children are taking technology with them wherever they go. Two of these devices have the capacity for texting and or online messaging—two common modes of cyberbullying. Some MP3 players have those capacities as well. Clearly, as children’s electronic media use increases, so do their chances of becoming involved in cyberbullying.
Sample Presentation Language:

*Increased use of mobile electronic devices have also made it easier for children to multi-task while using electronic media—piggybacking different activities to pack more media use in the same amount of time.*

*The 2009 Kaiser Family Foundation study reports that children are consuming 7 and ½ hours a day in actual time. This media use happens seven days a week making the time that kids spend weekly on media more than a typical work week. Additionally, kids are packing almost 11 hours of media use in that time. In 2004 and 1999, the actual time spent on media use was about the same—roughly 6 and a half hours, however, the media content inched up an hour from 1999 to 2004.*

*Researchers thought that the hours of use could not get much higher considering that kids were spending nearly every waking minute using electronic media during the time that they were not in school. However, in 2009, the media use increased by almost an hour and half AND media content swelled dramatically by more than two hours. Mobile electronic devices appear to have made the extra multitasking possible.*
Sample Presentation Language:
Pediatrician, Dr. Charles Rich asserts that the time has come when parents and other adults need to realize that constant electronic media exposure is part of the environment the children grow up in these days just “like the air they breathe, the water they drink and the food they eat.”

Of course, many great improvements have come from the increased availability and use of electronic media, but we also need to be aware of the risks that our children face as they use their mobile devices and computers. One of those risks is cyberbullying.
We would like to start by showing a brief video on cyberbullying.

After the video has finished SAY: In today’s workshop, we will be going over all of the information you just saw in the video. We will look at the prevalence of cyberbullying, which is frequently changing because of the newness of the topic. We will look at how cyberbullying is carried out and the effects it has on the people involved and how we, as adults, can help stop cyberbullying.
Sample Presentation Language:
Consider this quote [pause 5 seconds for the viewers to read the quote]. It is a title taken from an article in the Boston Globe.com published at the end of 2010. The article discusses several celebrities in entertainment and sports whose reputations and careers were compromised because their electronic media behavior had gone public.

We can see that successful, famous adults have difficulty using media appropriately. It is a surprise that our children misuse and make mistakes with texting and online resources? We need to be educated ourselves, be good role models, and guide and educate the children we influence in the area of electronic media use.
Sample Presentation Language:

True or False. **READ** first statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is **FALSE**. While most of the harm associated with cyberbullying is emotional, relational, or psychological (all important harms to prevent) there are many examples where cyberbullying has resulted in very serious physical consequences for victims. The most extreme example of this is the several cases reported in the media of adolescents committing suicide after experiencing cyberbullying. While the cyberbullying alone probably did not cause the suicide, it clearly was an important contributing factor in several incidents.

What about the second statement? **READ** second statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is **TRUE**. According to an article published in *Deviant Behavior* by Hinduja and Patchin (2008), traditional bullies are 2.5 times more likely to be a cyberbully than someone who does not bully offline.
Sample Presentation Language:

Dan Olweus, who is known as a pioneer and founding father of research on bullying, defines traditional bullying as . . . READ slide.
Sample Presentation Language:

Cyberbullying has been defined several different ways. An early definition of cyberbullying is . . . READ slide.
A Practical Definition

“Cyberbullying is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicated hostile or aggressive messages intended to inflict harm or discomfort on others”


Sample Presentation Language:

*A more recent definition by Tokunaga is... READ slide.*
Sample Presentation Language:
So now let’s look at the differences between traditional bullying and cyberbullying. In traditional bullying, a bully will say something mean or threatening while in a victim’s and perhaps some bystanders’ presence. When the bully is gone, the taunting is also gone. With cyberbullying, however, a bully can say something or type something online and it can be heard or read at any time, by almost anyone, and it has the potential to be accessed forever.
Sample Presentation Language:

In traditional bullying, the victim or target knows who the bully is. In cyberbullying, the bully can remain anonymous. Often this makes it difficult to know the identity of the person who started a rumor or threat. Also, the bully can pretend someone else or to be more than one person. Additionally, a group of kids can conspire to target a victim.
Sample Presentation Language:

In traditional bullying the bully is usually physically stronger than the victim. In cyberbullying, it does not matter how big or strong the bully is.
Sample Presentation Language:

*Traditional bullying* usually attack at certain hours and times of the day and it is usually face to face. *Cyberbullying* can attack at anytime of the day or week and are never seen by the target at the time of the attack. The fact that cyberbullying is anonymous and that it can occur at any time are key points in what makes cyberbullying different from traditional bullying.
Sample Presentation Language:

*With traditional bullying, the witnesses of an attack are the victims themselves and any bystanders who may be present. In cyberbullying, damaging messages and material can be spread far and wide reaching an potentially infinite number of viewers.*

*Malicious text messages can be forwarded again and again--exponentially increasing the number of people who read them.*

*Anyone who has internet connection can access online bullying. Even when the offending material is removed from the internet, the victim cannot rest easy. While the material was available online, someone may have downloaded it and stored it to their own computers. That person or people could repost the material at any time in the future. So, once material is placed online, there is no way to know where it has gone, in whose hands it is in, or when or if it may resurface.*
Sample Presentation Language:

Here are some other differences between traditional bullying and cyberbullying. Traditional bullying most often occurs on school property while cyberbullying usually occurs off of school property. Traditional bullies often have poor relations with adults and teachers. They are often seen as having conduct or behavioral problems. Cyberbullies usually have good relations with adults and teachers. They are not usually seen as behavior problems.

Furthermore, traditional bullying can be physical, such as hitting and pushing; verbal, such as name calling and teasing; or nonverbal, such as using gestures and exclusion. Cyberbullying is not as easily observed and emotional reactions cannot often be determined immediately. It tends to be further under the radar than traditional bullying.
Sample Presentation Language:

True or False. READ first statement. [Pause for 5 seconds]
SAY What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

SAY The answer is FALSE. According to Hinduja and Patchin’s book Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying, only about 40% of middle school victims of cyberbullying told their parents and less than 30% told a teacher. The book also points out that these numbers are much improved from just 4 years ago when fewer than 15% of victims told an adult.

What about the second statement? READ second statement. [Pause for 5 seconds]
SAY What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

SAY The answer is FALSE. While there are some differences found in the research, overall it appears that girls are slightly more likely to report being the victim of cyberbullying than boys. More studies have reported either that girls are more likely to be victims or that there are no gender differences in cyberbullying. When looking at lifetime experiences versus more recent experiences, the prevalence rates are even higher for girls. For more information, see the articles below.
Sample Presentation Language:
So, who is involved in cyberbullying? For our presentation, we will discuss 4 categories: the Bully, the Victim, the Bully-Victim, and those Not Involved. The Not Involved category are students who are not bullies or victims. Currently the profile of everyone involved in cyberbullying is still being researched. However, some characteristics that have been associated with cyberbullies include having a dominant personality, being easily frustrated, and impulsive. They usually are unable to understand emotional experiences of others and have little empathy for those who are being bullied. Victims are often quiet and sensitive, may be perceived as weak and are more likely to spend time using email, instant messaging, blogging, and web surfing. They also tend to do better academically. The Bully-Victim is someone who has been both a cyberbully and victim of cyberbullying. This can occur in a couple of ways. A person can initiate cyberbullying and can then be retaliated against or a victim of cyberbullying can turn around and retaliate against the cyber bully. They are often immature, hyperactive, and quick tempered. They have trouble reading social cues and often fight back when they feel they have been insulted or attacked. The Not Involved category includes students who are not involved in cyberbullying as bullies or victims.
Looking at current research as a whole shows that 20-40% of youths report being victimized. This statistic only considers cyberbullying victims not bullies. The wide margin of possible victims is likely due to the different methods, samples and variables used in different studies. As cyberbullying research finds its foundation, the statistics may become more precise.

Cyberbullying occurs more in middle school, usually starting around 6th grade.

Although research tells us that there is no particular gender difference in cyberbullying involvement, boys are more likely to be cyberbullies, while girls are more likely to be cybervictims.
Sample Presentation Language:

*The sample used in this study by Wang et al. was made up of sixth and tenth graders. The sample includes the age group for which cyberbullying is most prevalent—the middle school years.*

*Of the students who reported that they were involved in cyberbullying, Wang, et al. reported that 27.4% of them were bullies only, 40% of them were victims only, and 32.6% were bully-victims. These numbers reveal that many youths who are involved in cyberbullying are both bullies and victims, suggesting the possible cyclical nature of cyberbullying. A youth who is bullied may retaliate by becoming a bully, making victims out of those who bullied them.*
Now we are going to look at the forms that cyberbullying may take. Flaming is engaging in a heated online exchange, usually short-lived, between two or more people. At their worst, they may include direct or indirect threats of violence. When messages are sent back and forth repeatedly, a flamewar has begun.

Harassment is repeatedly sending harmful or offensive messages to a specific target, causing emotional stress to the recipient of such messages. This could involve one or more people harassing a single person with offensive, rude, and vulgar language as well as threats. Cyberstalking is repeated harassment that is highly intimidating and includes threats. There is a thin line between cyberstalking and harassment. The line is crossed when the victim fears for his or her own safety.

Impersonation occurs when the cyberbully pretends to be someone they are not. Sometimes the bully pretends to be a friend to get sensitive information from the victim which can then be exposed to hurt the victim. Sometimes the bully pretends to be the victim sending messages or material that causes the target to look bad. This can happen when a bully gains access to the victim’s passwords to internet accounts. Sometimes social networking accounts are even created for the express purpose of impersonating another person. Offensive messages can be sent out from the accounts to make other people think that the victim is sending them.

Outing includes sharing or forwarding a person’s personal and private information to others without that person’s permission. Exclusion is removing or blocking someone from a social network—something like Facebook, Myspace, a gaming site or a blog.
Where Does it Occur?
- Social networking sites
- Instant messaging
- Email
- Text messaging
- Chat rooms

Sample Presentation Language:
Where does cyberbullying occur? Research has shown that it occurs in a variety of environments. Cyberbullying occurs on social networking sites. This includes networks such as Myspace, facebook, and Twitter. It occurs through instant messaging, which is real time texting or video communication between two or more people through a service like Skype or through a social network. Cyberbullying can occur via online email or by texting on a mobile device. Chat rooms, which are virtual online rooms where any number of people may enter and communicate with others on one screen are also possible places for cyberbullying to occur.
Sample Presentation Language:

*Here are some other virtual places that bullies use to harass their victims. Forums, also known as message boards, are sites where people may have conversations by posting messages. Forums are different from chat rooms in that they are temporarily archived and in some instances, must be approved by a moderator before becoming visible to others.*

*Cyberbullying may also occur through blogs, which are interactive websites which allow visitors to leave comments in an interactive format. Lastly, YouTube allows people to post videos for anyone to see and comment on. An interesting angle about YouTube is that forms of traditional bullying may be captured on video and posted for people to see over and over again. This is an example of traditional bullying being boosted in its effect by cyberbullying.*
Social Network Privacy?

“It’s a grave misunderstanding that if you post on social-network sites, it’s still somehow private.”

—George Snell

quoted by Kahn, (2010)

Sample Presentation Language:
Let’s consider this quote. READ slide.
Sample Presentation Language:

*It’s time for an activity. Let’s figure out this question together. READ slide.*
Imagine if that post that just went to 10,000 people was something damaging to your reputation? A unkind rumor or a humiliating photo?

What if your significant other saw it? Or your mother? Or your boss?

It can easily happen through impersonation cyberbullying. Or, perhaps you, in an instant of poor judgment post something yourself that you wish later that you hadn’t? You can remove it, but before you do that one of those 10,000 people may downloaded it, and repost it somewhere else. You can’t know all the places it might be posted or when it will pop up again. Maybe it was downloaded it to people’s phones and they are showing all their friends embarrassing information about you.

You can see that one incident of cyberbullying can last the lifetime of a victim. Because of the world wide web, it can follow wherever you go.

If your reputation was damaged through traditional bullying, you could move to another city. With cyberbullying, there is nowhere to go—you can’t move to another planet.
Sample Presentation Language:
True or False: READ first bullet. [Pause for 5 seconds]

READ second bullet. [Pause for 5 seconds]

**ASK**, What do you think the answer to the first statement is? [Allow 2-3 minute for answers and comments], then **SAY**, The answer is TRUE. According to an article published in the journal Deviant Behavior by Hinduja and Patchin (2008), victims of cyberbullying were significantly more likely to report experiences with traditional bullying, to use illicit substances, and to have other problems at school.

**ASK**, What do you think is the answer to the second statement? [Allow 2-3 minutes for answers and comments], then **SAY**, The answer is TRUE. According to a study published in the Journal of School Violence, victims of cyberbullying were angry (30.6%), frustrated (34%), and sad (21.8%).
Harmful Effects of Cyberbullying

- Fear
- Social anxiety
- Depression
- Sadness
- Embarrassment
- Negative educational impact
- Lowered general feelings of well-being

Sample Presentation Language:
*Harmful effects of cyberbullying include social anxiety, depression, sadness, embarrassment, and feeling scared. Cyberbullying impacts how students perform in school as well as their general feelings of well-being. Victims often experience several of these effects simultaneously.*
In 2010, a study conducted by the National Institutes of Health four different types of bullying in children were considered: physical, verbal, relational, and electronic. Electronic bullying is cyberbullying.

According to the study, children involved in any role within the four types of bullying reported experiencing more depression than children not involved in bullying. For cyberbullying specifically, the level of reported depression was highest for the cybervictims. Second highest was for the cyber bully-victims while the cyberbullies reported the lowest level of depression.

In other words, Cyberbullying victims reported higher feelings of depression than did cyberbullies or cyber bully-victims, a finding not seen with any other form of bullying.

Clearly, this study gives evidence that compared to other types of bullying, the emotional strain of cyberbullying is extremely intense for the victims.
Sample Presentation Language:

*Unfortunately, the emotional pain for young cybervictims can be so intense that they can become suicidal. Several such cases have attracted a lot of media attention. One sad case is that of Megan Meier who committed suicide in 2006.*

*Megan’s cyberbullying took place on a social network, but it wasn’t typical. Megan thought she had been befriended, then rejected by a boy that she had met through Myspace. The “boy” turned out to be an adult who was the mother of a friend of Megan’s. Megan Meier was a victim of online impersonation. She was cyberbullied by an adult woman posing as a young man.*

*Megan’s case was unusual and brought on an awareness to the public that anyone can be involved in cyberbullying, regardless of age and situation.*
Sample Presentation Language:
A more recent cyberbullying suicide is that of Phoebe Prince, an immigrant from Ireland who lived and went to high school in Massachusetts. The bullying that she endured for months, which included sexual harassment and cyberbullying, led her to take own life in 2010.

Six teenagers have been charged with statutory rape and civil rights violations in connection with the incident. Pre-trial hearings began in the fall of 2010, and many people are watching the case closely to see what the implications may be in future criminal law concerning cyberbullying.
As the speed of technology increases, we need to increase the caution that we instill into the children in our schools.
Sample Presentation Language:

True or False. **READ** first statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. While this can be a challenging issue, a number of federal district court cases have attempted to clarify the conditions under which school officials can discipline students for off-campus behavior. For example, in J.S. v. Bethlehem Area School District (2000), the court made it clear that schools do have the authority to discipline students when speech articulated or behavior committed off-campus results in a clear disruption of the school environment. If any off-campus behavior results in a substantial disruption at school, they can intervene. Moreover, if students are denied the opportunity to learn in a safe environment (because of cyberbullying), school officials who fail to act may also be found liable under the Civil Rights Act of 1964 and/or Title IX of the Educational Amendments of 1972.

What about the second statement? **READ** second statement. [Pause for 5 seconds]

**SAY** What do you think? Is that one true or false? [Allow 2-3 minutes for answers and comments]

**SAY** The answer is FALSE. According to an article published in *Journal of Child Psychology and Psychiatry* by Ybarra and Mitchell (2004), using filtering software is not significantly related to a decreased chance of Internet harassment victimization. Some adults believe that by simply purchasing and installing such software, they have "done their part" in safeguarding their child's participation online. This is naive and unwise. It is really important to actively participate in your child's online experiences, establish rules, and
informally monitor their activities. Software solutions only go so far in controlling certain actions in cyberspace, and can be circumvented by a motivated adolescent.
Sample Presentation Language:

*Currently, there is no federal law against “Cyberbullying.” However, there are some laws in place that include internet safety as well as providing cyberbullying education.*
Sample Presentation Language:
*We will briefly discuss two ACT’s that discuss online safety: The Children’s Internet Protections Act and Title II under The Broadband Data Improvement Act.*
### Sample Presentation Language:

*The Children's Internet Protection Act is a Federal Law that addresses concerns about access to offensive content over the Internet in school and libraries. Any school or library that receives internet access funding or internal connections from the E-Rate program (a program that makes some communication technology more affordable to schools and libraries), must adhere to certain CIPA Requirements.*

*Schools and libraries must have an internet safety policy in place for computers that are accessed by minors that include protective measures such as blocking or filtering access to pictures that are obscene, child pornography, or harmful to minors. School are also required to enforce a policy that monitors online activities of minors. In addition, schools and libraries are required to implement internet safety policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called “hacking,” and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures restricting minors’ access to materials harmful to them.*
Sample Presentation Language:

*Title II: Section 215 under the Broadband Data Improvement Act states that elementary and secondary schools that have internet access are required to educate minors about the appropriate online behavior. This would include interactions on social networking sites, websites, and chat rooms. As part of the schools internet safety policy, minor’s would also be taught about cyberbullying awareness.*
Sample Presentation Language:

According to the First Amendment, people have the right to Freedom of Speech. There are two general interpretations of what Freedom of Speech could mean: the English common law philosophy and the natural rights philosophy. The English common law philosophy is that the government has the power to control what speech goes against the public good; whereas, the natural rights philosophy is that the government’s role is to enforce the rights of individuals. These two conflicting philosophies are often considered in cases of cyberbullying. The Supreme and federal courts have created standards on both of these philosophies as evidenced by the cases of Tinker v. Des Moines and Bethel v. Fraser which we will now discuss.
In the landmark case of Tinker v. Des Moines, the Supreme Courts was found the school guilty of inappropriately disciplining students who were protesting the Vietnam War by wearing black armbands. The court ruled that wearing the armbands did not disrupt the work of the school or threaten the rights of the students at the school.

From this case came the ruling that students could not be punished for speech unless it causes or threatens substantial disruption and interference for the rights of students to be secure. Often, the Tinker v. Des Moines case is used as a standard in the federal courts.

According to the precedent set by Tinker v. Des Moines, a school would have to ask themselves whether the results of a cyberbullying incident have caused material or substantial disruption to their school or if the reasonable potential to disrupt exists in order to apply discipline.

In contradiction to the Tinker v. Des Moines case, however, the Bethel v. Fraser case found that schools could take disciplinary actions against students that engaged in “lewd”, “vulgar”, or “profane” speech used in schools. In this case, a student was given disciplinary actions after giving a school-wide speech that was filled with sexual innuendos. The ruling from this case enforces the belief that not all speech is protected by the First Amendment. Therefore, the precedent set in this case suggests that in the case of cyberbullying, schools can take disciplinary actions if the speech used is considered lewd, vulgar or profane.
Sample Presentation Language:

In California, there are two education codes that are considered in cases of cyberbullying. California education code 48950 states that no discipline can be imposed for speech outside of school because students have the right to free speech. However, California Education Code 48907, states that a student can be disciplined by the school if the off-campus speech is “obscene, libelous, or slanderous” or it is “material which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school.”
Sample Presentation Language:

*Here are the words of a California principal facing the effects of a cyberbullying incident at his school.*

**READ** slide then **SAY** *Here is a good example of how California education code and be applied in cases of cyberbullying.*

*J. Guidetti got involved with cyberbullying at his school when a website with hurtful postings caused many of his students to be depressed, angry, or simply unable to focus on school.*

*Guidetti first looked at the website after hearing about it from a parent. He was shocked to find some blatantly racist comments and threats. His next step, to keep everyone apprised of the situation, was to hold a series of meetings with parents, students, and faculty. After doing some research, he learned there are few rules governing what can get posted on the internet. He had trouble getting law enforcement to help.*

*Finally, a local radio station put enough pressure on the people running the site to persuade them to take it down. Another similarly named website popped up in its place immediately, so Guidetti checks it regularly for offensive content. As a 21st-century principal, it is a task he finds necessary to do.*
Sample Presentation Language:
*Often, adults and parents consider forbidding the use if the internet, taking away cell phones, or placing other restrictions on electronic use.*

**READ** slide then **SAY**: *Let’s take a 15 minute break and when we come back we will discuss this question.*

[Leave slide up during break.]

Once break is over **SAY**: *Welcome back. Let’s look at this question again.** READ slide.*
Often, when parents hear about their child being involved in cyberbullying, the first idea they have is to forbid the child from using the internet. However, according to Hinduja & Patchin, (2009) it is the least appropriate approach. Because the electronic media is a huge part of children’s environment, and so readily available almost anywhere, it is impractical if not impossible to ban it completely from their lives. What is most important is for adults to teach children about appropriate internet use.
Studies have shown that having a multilevel bullying prevention and intervention approach in place is an effective way to reduce playground bullying and victimization and to reduce problem behaviors in schools. We are using the three-tier triangle to specifically address cyberbullying prevention and intervention.
Sample Presentation Language:
At Tier 1, the universal or prevention level, it is important to identify the needs of a school and to educate the staff on cyberbullying. Cyberbullying prevention at the universal level is aimed at all the children and all the adults that support them. The needs of the bullies, victims, bully-victims, are addressed and all those peers and adults who have potential influence upon them.

Considering local and federal laws, policy and procedures need to be set in case of serious cyberbullying problems. School staff need to know to whom and how to report when a student tells them about cyberbullying incidents. It is also necessary to create procedures concerning possible police involvement, how cyberbullying evidence will be handled, etc.
Sample Presentation Language:

We get into Tier 2 once we have determined that there is a need for some intervention. In Tier 2, we look at the understanding the risk factors and recognizing the profiles. This is most likely accomplished through classwide and small group intervention programs. Programs in Tier 2 tend to be more preventive when there are signs in a school that cyberbullying may be going on. Programs and curriculums can teach students: There is something that can be done about cyberbullying, they are not alone—help is available, to tell others that cyberbullying is happening, cyberbullying tips (save the evidence, change passwords etc.), and skills so they can take action to prevent the cyberbullying from reoccurring.
Sample Presentation Language:
Tier 3 comes into play when the cyberbullying has become severe and intensive individual interventions are needed for both the cyberbully and the cyber victim. Once we get into Tier 3, outside sources will most likely be needed to conduct individual treatment. The psychological needs of student’s should be assessed because student’s involved in cyberbullying can go through a variety of emotional strains such as anxiety, depression, and low self-esteem. At the extreme end of cases, suicide may be an outcome of cyberbullying. Individual therapy to assess and treat underlying emotional concerns for both bullies and victims is fundamental.
Slide 50

Sample Presentation Language:
*For the purpose of this workshop, we will be discussing Tier 1 preventions that parents can do at home to help educate children and also help prevent cyberbullying from occurring.*
Everyone plays a role in prevention. This includes administrators, teachers, students, and parents.
At a universal level, it is important to ensure that district and school policies are in place in dealing with cyberbullying. Educators need to be aware of the impact bullying can have on students. One of the first steps in prevention is ensuring that staff and students are aware of what cyberbullying is and what the harmful effects are. Districts should be responsible for providing trainings to administrators and teachers so that they are well-versed in discussing cyberbullying to their students—schoolwide and in the classroom. It is recommended that schools hold assemblies on a regular basis to provide awareness on bullying and cyberbullying.

Superintendents, principals, and vice principals all play large roles in creating, maintaining, and ensuring the safety of schools. They ensure that school staff is trained and protocols are in place to deal with any situation that may arise. Policies and procedures should be developed that specifically deal with cyberbullying based on current laws. Whether the bullying occurs on or off school grounds, it is important to determine how it may affect students educationally. Along with schoolwide education on cyberbullying, schools should ensure that clear rules are established and understood regarding computer use before students are permitted to use them at school. Rules regarding other electronic devices, such as cell phones and iPods, should also be implemented and discussed with students.
Sample Presentation Language:

It is the teacher’s role to enforce the school’s policies and procedures. Teachers should make sure that their student’s know the rules and also the consequences of their electronic use. In addition, teacher’s should have clear classroom rules in conjunction to the school’s policy on electronic use. Teacher’s should enforce character building. One way to do this is to implement a classroom curriculum on cyberbullying, including respect, responsibility, impact, effects, and consequences. Student’s should also be taught the signs of cyberbullying and what to do if they should become a victim.
There are a number of steps that students can take to ensure their own online safety. Students should never post anything they do not want everyone to see or know. Although setting privacy setting on a social network is important, it does not prevent a “friend” from downloading or printing information and sending it to other people. If it is online, it is public.

Another way for students to protect themselves is to keep their passwords private. Often, students allow friends to know their passwords and allow them access to different computer accounts. Such casual handling of information can allow passwords to get into the wrong hands. Cyberbullies may be able to access another student’s account, see private information then spread it on the internet, through texting or verbally in a social group. Cyberbullies could also use the information to masquerade as—or impersonate—the victim, sending damaging messages, photos, or other material to others as if they were the victim.

Passwords should not be written down where someone may find it. Along with this, security questions should be considered carefully. Often, people choose simple questions such as their pets name, middle name, or hometown. If someone knows the answer to the security question, they may be able to change the original password and gain access of an account. The same password should not be used for multiple accounts. If someone is able to discover the password to one account, they will be able to gain access to all accounts with the same password.
Sample Presentation Language:

Although parents cannot completely prevent their children from being bullied or cyberbullied, there are many things parents can do to help protect their children. Communication is the key. When parents and children have good relationships, children are more likely to come to parents when they face online difficulties.

Children are starting to use the computer at increasingly younger ages, so it is important that parents speak to their children early in their lives regarding internet safety. In order to do this, parents should keep up with advancing technology. Parents should educate their children on ways to stay safe and teach simple, but often undervalued information such as password protection and the harmful effects of giving out personal information online, accepting messages from unknown people. Children need to understand what is appropriate and what is not appropriate in regards to internet usage. Clear parental expectations and rules are necessary when it comes to computer use. In addition, parents also need to have rules for other electronic devices such as cell phone and iPods. Studies have shown that by just having any rules on electronic media use lowers kid’s daily media use by an average of three hours daily.

One way in which parents can ensure safe computer use is by monitoring their children’s online activities. It is a good idea to have computers placed in an open family area in the home to provide informal surveillance of what children are doing online. In addition, monitoring software programs are available for installation to block or permit selected websites, and/or track websites which have been viewed. By playing an active role in their children’s computer use, parents may reduce cyberbullying and harassment and its effects.
So, we have discussed why it is necessary to have good communication and to educate children on cyberbullying. A good way to get started in teaching children about cyberbullying is to have a family plan. Parents will want to discuss ahead of time things such as where the computer should be placed, the amount of time children are allowed to be on the computer, and what sites are allowed and not allowed. For example, should the children be allowed to get onto social networking sites? If so, which ones? If parents do allow their children to get onto a social networking site, parents may want to consider being there with the child when they set up the account.

Parents can also determine social network rules such as being a friend on their child’s account to see who their friends are and what kinds of messages are being sent and received. Some parents may prefer the control of having open access to their child’s account in order delete inappropriate material, if necessary. Parents can also discuss family policies for unexpected situations like: what can we do if we encounter pop ups, instant messages from people we may not know, or what do we do when there are pictures or words that we are not allowed to see? A family can have a plan in place if any of these things happen. Parents can be good role models showing children how to manage these types of situations when they occur.
Part of educating youth today, is to teach them to respect technology. Anything that occurs on the internet can become a permanent record and children need to understand the importance of this. Help children to have empathy for others and that online material can be harmful to someone else. If a child would not say something to someone’s face, then they should not say it over the internet.
Sample Presentation Language:
Along with teaching and educating children about cyberbullying, parents should also discuss with their children what to do if they witness cyberbullying. It can be difficult for bystanders of cyberbullying to know what to do when they witness it happening. Parents can teach children to stand up to cyberbullies by letting them know what they are doing is wrong.

However, this is easier to say than to do. Children may feel that if they stand up to cyberbullies, they will end up being a victim themselves. However, if more than one child stands up to a cyberbully, then they are not alone and they will feel more assertive to do so. Having a group of friends that agree can be empowering for children. Also, children can be taught to support the person being cyberbullied. By reaching out and offering support can offer the victim emotional support that would much be needed. Lastly, children can be taught to tell someone, an adult or parent, that cyberbullying is occurring. Parent’s can brainstorm with their children about people to whom it is safe to talk to about cyberbullying of a friend or of themselves.

Possible Discussion Question to ASK: Can you think of others ways parents can help to empower their children?
Sample Presentation Language:

If a parent finds out that their child has been a victim of cyberbullying, there are several things they can do to help them. Although saving evidence is something that parents should teach their children when discussing cyber safety, it is especially important when a child has been cyberbullied. Children should be taught to save any and all negative messages. If possible, they should also print them out.

Often, when children receive harmful messages, either online or in a text message, their automatic response may be to delete it to get rid of it. Teach them to save the message. For example, instant messaging sometimes have a “save” feature that they may not be aware of. Also, children should be taught what to do if they should ever receive offensive pictures. Again, the automatic response would be to make it go away, which would be by turning off the computer. Children should be taught to shut off the monitor but keep the computer on so that a parent or adult can deal with the material and see where it came from.

Harmful emails or text messages that children may receive can be traced to the sender. Service providers can be contacted and informed of any abuse that occurs via cell phone and internet. Emails and phone numbers may also be traced this way if the child does not know who is sending the harmful content. By contacting the website or social network, parents can request that a site remove harmful contact and, in some cases, accounts can be closed.
If cyberbullying continues, it is appropriate to ask for assistance from the child’s school. Sometimes, the school may not be aware of what is going on. Parents can share evidence with the school so that administrators and teachers know to what extent the bullying is happening. It is important for schools to be aware of cyberbullying situations because there may be policies and interventions in place to deal with such behavior. Also, it may help them recognize that other students at the school may be involved. Lastly, if cyberbullying includes threats, stalking, or pornography, a law enforcement agency should be informed. In some cases, parents have chosen to file lawsuits against the cyberbully or the cyberbully’s parents.
If your child is a cyberbully

- How would you react?
  - Deny your child’s involvement
  - Minimize the seriousness of the incident
  - Listen carefully

Sample Presentation Language:

Let’s take a minute and think about how we would react if we were to get a phone call saying that our child had been involved in cyberbullying? [Pause for 5 seconds]

SAY People can react in different ways. Some parents may deny their child’s involvement, some may minimize the problem suggesting it is not a big deal, and some will take this seriously and find ways to take care of the problem. As parents, we need to consider how we would react and also be prepared should a situation such as this arises.

Every mistake a child makes is an opportunity for learning and the way that we react sends a message to our children—for good or bad. If parents deny or minimize the situation, we may be relaying a message to our children that cyberbullying is okay. If we, as parents, take cyberbullying seriously, then we are portraying to our children, that this behavior is not okay. It gives parents an opportunity to teach our children. An appropriate parent reaction may also prevent other children from suffering the emotional effects of cyberbullying.
Sample Presentation Language:

We cannot reiterate enough how important it is to educate your children on cyberbullying. This is something that should be done routinely. Often parents think that if they have had this discussion once, then they have done what they need to do protect their children. Some things parents can do at home is to keep computers in central locations in the home where anyone can come by and see what is going on. Parents should have clear rules and expectations on media use and periodically go over these rules with their children.

At the same time, there needs to be clear consequences as to what would happen if children engage in inappropriate media usage. Technology is ever changing and advancing. Parents need to keep up to date with the newest programs, social networking sites, and specific interests their children have. Also, every now and then, parent’s may want to “google” their child’s name to see what may come up. This is a good way to see if your child is involved in anything inappropriate.

Possible Discussion Question: What are some other things you can do at home to protect your kids?
Sample Presentation Language:

Some signs that may signify that bullying is occurring in a student’s life are: expression of significant emotional distress, such as anger, depression, or fear. These emotions may tend to be more evident after the child receives a cell phone call, checks email, visits a social network, or is online.

Students who are usually social, may start avoiding friends or peers. A student may appear sleepy and/or complain of trouble sleeping at night. Another warning sign may be that a child avoids computer use or always wants to be online. Also, students who are victims of cyberbullying often start having difficulties in school, such as declining grades. Changes in children’s behaviors, moods and personality are important to observe at home and school.
Sample Presentation Language:
*This slide and the next slide are some additional signs to be aware of courtesy of cyberbullying.org, which is a great resource on cyberbullying.*

**READ slide.**
Signs That a Child May Be a Victim of Cyberbullying

Here are some early signs (courtesy of www.cyberbullying.org) that a child may be a victim of cyberbullying:

- Stomachaches and headaches
- Lack of appetite, throwing up
- Fear of going to out of the house
- Crying for no apparent reason
- Lack of interest at social events that include other students
- A marked change in attitude, dress or habits
- Lowered self-esteem
- Missing or incomplete school work, decreased success in class

Sample Presentation Language:

*Here are some more signs.* READ slide.
Sample Presentation Language:
*In their desire to be clever, accepted or noticed, children will post or text material that can prove to be embarrassing to them. Consider this quote.*

**READ** slide the **SAY:** *Students do not always realize how far and wide information can travel. The information may resurface forever. People they may not have even met yet, such as potential employers, spouses, and children of their own and may see it in the future.*
Sample Presentation Language:

Here is a short video on what could happen when students get involved with cyberbullying.

You Can’t Take it Back.

- http://www.netsmartz.org/RealLifeStories/CantTakeItBack
Sample Presentation Language:

*In closing, let’s consider this quote.*

*Jason Ohler posted this thoughtful comment online in response to an article about inappropriate texting and online behavior. As a solution to the problem, he suggests that “it’s up to us to practice due diligence as we govern ourselves in our digital lives. . . . It all comes back to us as digital citizens, and how far we’re willing to stretch to protect ourselves and others.*

*What if this sentiment were shared by everyone with a computer? Privacy, online safety and cyberbullying wouldn’t be the huge concern that it is today. We, as parents, can set an example to our children and teach them appropriate, safe ways to navigate through the e-landscape.*
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References Continued


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References Continued

References Continued


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APPENDIX E

Handouts for Parent Presentation
Preventing Cyberbullying
Top Ten Tips for Parents

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
Cyberbullying Research Center

1. Establish that all rules for interacting with people in real life also apply for interacting online or through cell phones. Convey that cyberbullying inflicts harm and causes pain in the real world as well as in cyberspace.

2. Make sure your school has Internet Safety educational programming in place. This should not solely cover the threat of sexual predators, but also how to prevent and respond to online peer harassment, interact wisely through social networking sites, and engage in responsible and ethical online communications.

3. Educate your children about appropriate Internet-based behaviors. Explain to them the problems that can be created when technology is misused (e.g., damaging their reputation, getting in trouble at school or with the police).

4. Model appropriate technology usage. Don’t harass or joke about others while online, especially around your children. Don’t text while driving. Your kids are watching and learning.

5. Monitor your child’s activities while they are online. This can be done informally (through active participation in, and supervision of, your child’s online experience) and formally (through software). Use discretion when covertly spying on your kids. This could cause more harm than good if your child feels their privacy has been violated. They may go completely underground with their online behaviors and deliberately work to hide their actions from you.

6. Use filtering and blocking software as a part of a *comprehensive* approach to online safety, but understand software programs *alone* will not keep kids safe or prevent them from bullying others or accessing inappropriate content. Most tech-savvy youth can figure out ways around filters very quickly.

7. Look for warning signs that something abnormal is going on with respect to their technology usage. If your child becomes withdrawn or their Internet use becomes obsessive, they could either be a victim or a perpetrator of cyberbullying.

8. Utilize an “Internet Use Contract” and a “Cell Phone Use Contract” to foster a crystal-clear understanding about what is appropriate and what is not with respect to the use of communications technology. To remind the child of this pledged commitment, we recommend that these contracts be posted in a highly visible place (e.g., next to the computer).

9. Cultivate and maintain an open, candid line of communication with your children, so that they are ready and willing to come to you whenever they experience something unpleasant or distressing in cyberspace. Victims of cyberbullying (and the bystanders who observe it) must know for sure that the adults who they tell will intervene rationally and logically, and not make the situation worse.

10. Teach and reinforce positive morals and values about how others should be treated with respect and dignity.

Sameer Hinduja, Ph.D. is an Associate Professor at Florida Atlantic University and Justin W. Patchin, Ph.D. is an Associate Professor at the University of Wisconsin- Eau Claire. Together, they lecture across the United States on the causes and consequences of cyberbullying and offer comprehensive workshops for parents, teachers, counselors, mental health professionals, law enforcement, youth and others concerned with addressing and preventing online aggression.

The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents. For more information, visit http://www.cyberbullying.us. © 2009 Cyberbullying Research Center - Sameer Hinduja and Justin W. Patchin

Cyberbullying Research Center
www.cyberbullying.us
Responding to Cyberbullying
Top Ten Tips for Parents

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
Cyberbullying Research Center

1. Make sure your child feels (and is) safe and secure, and convey unconditional support. Parents must demonstrate to their children through words and actions that they both desire the same end result: that the cyberbullying stop and that life does not become even more difficult.

2. Thoroughly investigate the situation so that you fully understand what happened, who was involved, and how it all started. Getting to the root cause of the behavior will help you develop an appropriate response – whether your child was the target or the bully.

3. Refrain from immediately banning access to instant messaging, e-mail, social networking Web sites, a cell phone, or the Internet in general. This strategy neither addresses the underlying interpersonal conflict, nor eliminates current or future instances of victimization. It will also likely close off a candid line of communication and promote overt defiance of the ban among children accustomed to frequent online access.

4. When deemed appropriate, contact the parents of the cyberbully, or schedule a meeting with school administrators (or a trusted teacher) to discuss the matter.

5. When necessary, contact and work with the Internet Service Provider, Cell Phone Service Provider, or Content Provider (MySpace or Facebook, for example) to investigate the issue or remove the offending material.

6. When appropriate, contact the police. For example, law enforcement should be contacted when physical threats are involved or a crime has possibly been committed (such as capturing, sending, or posting sexually-explicit images of minors).

7. Talk to other parents through school and community organizations to raise awareness and determine the extent to which cyberbullying is occurring among other kids in the area (chances are, it is). Alert other parents if your child is being cyberbullied, as this might prompt them to inquire about the online experiences of their own kids.

8. Apply firm consequences if your child engages in cyberbullying behaviors, and escalate punishment if the behaviors repeat or are particularly serious, so that your child realizes the unacceptability of harassing others online.

9. Work with your child’s school. They are trained to deal with these kinds of problems. If you feel like you aren’t getting anywhere, consult with educators from other schools.

10. Talk to your child about the problem in detail, and make sure you fully understand the roles of both parties, the motivations, and how technology was misused. Work together with the child to arrive at a mutually-agreeable course of action, including soliciting their input for resolving the situation (what would *they* like to see happen?).

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