

# **Cyberbullying: A Seven-Step Model to Prevention**



**Kimberly Mason, Ph.D., NCC**

# Goals for Today ...

A large, stylized white arrow pointing upwards with a black outline and a grey drop shadow. The word "Awareness" is written vertically inside the arrow in a bold, maroon font.

**Awareness**

A large, stylized white arrow pointing downwards with a black outline and a grey drop shadow. The word "Risk" is written vertically inside the arrow in a bold, maroon font.

**Risk**

# What is Cyberbullying?

- It is the use of electronic information and communication devices to bully an individual or group through personal attacks or other means.
- It is willful, deliberate and repeated harassment inflicted through the medium of electronic text and media to inflict harm or fear
- It is about ...
  - Power
  - Control
  - Human Relationships



# Cyber-Threats

- Cyberthreats are either threats or “distressing material”
- General statements that make it sound like the writer is emotionally upset and may be considering harming someone else, harming himself or herself, or committing suicide.
- *Celia met Andrew in a chat room. Andrew wrote: "bring a gun to school, ur on the front of every . . . i cant imagine going through life without killing a few people . . . people can be kissing my shotgun straight out of doom . . . if i dont like the way u look at me, u die . . . I choose who lives and who dies"*
- Celia reported her online conversation to her father, who contacted the police. The police found that Andrew had many weapons, including an AK-47. He is now in prison.

# Cyberbullying Types

- **“Flaming”**: Online fights using electronic messages with angry and vulgar language
- **“Harassment”**: Repeatedly sending offensive, rude, and insulting messages
- **“Cyber stalking”**: Repeatedly sending messages that include threats of harm or are highly intimidating. Engaging in other on-line activities that make a person afraid for his or her own safety
- **“Denigration”**: ‘Dissing’ someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships



# Cyberbullying Types

- **“Impersonation”**: Pretending to be someone else and sending or posting material online that makes that person look bad, gets that person in trouble or danger, or damages that person’s reputation or friendships
- **“Outing and Trickery”**: Sharing someone’s secret or embarrassing information online. Tricking someone into revealing secrets or embarrassing information which is then shared online
- **“Exclusion”**: Intentionally excluding someone from an on-line group, like a ‘buddy list’

{Nancy Willard, M.S., J.D., Director of the Center for Safe and Responsible Internet Use}



# Cyberbully Roles



- **Cyberbullies**

- Entitlement bullies: “Put downers.” Individuals who think they are superior and the right to harass or demean others especially if the person is different.
- Retaliators: Individuals who are “get-backers”. They have been bullied by others and are using the internet to retaliate.

- **Targets**

- Targets of entitlement bullies: individuals who get picked on because bullies think they are different or inferior.
- Victims of retaliators: Usually individuals who have been bullying, but are now receiving the cruelty

# Cyberbully Roles (cont)

- **Bystanders**

- Bystanders who are part of the problem
  - Individuals who encourage and support the bully or who watch the bullying from the sidelines but do nothing to help the victim.
- Bystanders who are part of the solution
  - Individuals who seek to stop the bullying, protest it, and provide support to the victim.

# Prevalence of Cyberbullying

- Wolak, Mitchell, & Finkelhor (2005) conducted phone surveys (YISS-2) of 1501 regular internet users ages 10 -17 and found
  - Online harassment increased from 6% to 9%.
  - Peer harassment increased from 3% to 14%.
  - Distressing harassment rose from 2% to 3%.
  - 72% of harassment episodes happened to teenagers ages 14 to 17
  - 85% occurring at home
  - 28% of youth said they had “made rude or nasty comments to someone on the Internet” (increase from 14% in YISS-1).

# Prevalence of Cyberbullying (cont)

- 9% of youth said they had “used the Internet to harass or embarrass someone they were mad at” (increase from 1%)
- 58% girls and 42% boys were targets
- Girls (68%) were more likely than boys (32%) to experience distressing harassment.
- Half of the harassers (50%) were male and 28% were female.
- 44% of harassers were offline friends or acquaintances of youth.
- 58% of harassment perpetrators were other youth.
- Close to one-third of youth (31%) were “with friends or other kids [they] knew when this happened.”

# Prevalence of Cyberbullying

- Patchin and Hinduja (2005) studied 1400 Internet-using adolescents' experiences with online bullying found that

–34% of respondents bullied online

–30% felt angry

–13% were threatened

–22% felt sad

–5% were scared for their safety

–24% of victims were negatively affected at home

–17% have bullied others online

–18% of victims were negatively affected at school

–56% were bullied in a chatroom

–Over 42% of victims did not tell anyone about the incident

–49% were bullied using computer text message

–Only 11% of those who were bullied told parent

–28% were bullied by email

–34% felt frustrated

–Online bullying seems to be linked to offline, traditional bullying

# Prevalence of Cyberbullying

- Kowalski, et al. ( 2005) studied 658 6th-8th graders and found:
  - Girls - twice as likely as boys
  - Of those students *who had been cyberbullied*
    - 62% said that they had been cyberbullied by another student at school
    - 46% had been cyberbullied by a friend
    - 55% didn't know who had cyberbullied them
  - Of those students *who admitted cyberbullying others*
    - 60% had cyberbullied another student at school
    - 56% had cyberbullied a friend

# Why This Form? *(Environmental)*

- **Disinhibition**

- *You don't know me*

- dissociative anonymity
- experimentation with multiple identities

- *You can't see me*

- illusion of invisibility
- moral values and social expectations
- reduction of social and contextual cues and tangible feedback
- different social expectations for different online environments

- *It's just a game*

- underdeveloped empathy skills
- lack of impulse control
- underdeveloped an internal behavior control mechanism
- ineffective problem solving skills



*"On the Internet, nobody knows you're a dog."*

Cartoon by Peter Steiner. [The New Yorker](#), July 5, 1993 issue (Vol.69)

# Why This Form? *(Motivational)*

## Four Types of Cyberbullies

### Vengeful Angel

- don't see themselves as a bully
- see as righting wrongs
- protecting friend/others

### Power-Hungry/Revenge of the Nerds

- traditional schoolyard bullying mentality
- exert power and control
- use technology to frighten or embarrass victims
- empowered by anonymity to settle the score
- typically the victim of offline bullying

### Mean Girls

- doing it for entertainment
- usually in groups
- not always girls
- wants everyone to know – social status

### Inadvertent Cyberbullies

- didn't mean to cyberbully anyone
- reacted in anger or was misunderstood
- does not think he/she is a bully

# Cyber-Harassment and Interaction (overview)

- **Anonymity** – Kids can tease and humiliate one another without their identity ever being known; further, a cyberbully may not see the hurtful reaction of their target, thereby reducing empathetic feelings toward them.
- **Empowerment** – When kids either can't find the courage to confront someone they are in conflict with, or their social status makes them feel disempowered, cyberbullying can seem like a "safe" way to retaliate.
- **Entertainment** – When surveyed by The Ophelia Project, adolescents reported that the number one reason they engaged in relationally aggressive behaviors (i.e. malicious gossip, rumor spreading, building alliances) was excitement. The drama that surrounds adolescent relationships is perceived as fun for teens...unless of course, you are the target.
- **Instant Gratification** – Impulsivity seems to be a trademark of adolescent behavior. An angry teen may react to an emotional situation by sending a harsh e-mail or text message before fully considering its consequences.
- **Mass Audience** – A cyberbully can achieve their goal of humiliating another person by reaching a potentially huge online audience. Away messages, blogs, online journals and Web sites can achieve the same effect of the "bathroom walls" of generations past.

# Psychological Impact



- Cyberbullying is correlated with significant health and psychological issues among young people.
  - Low self-esteem, poor academic performance, stress, depression, emotionally distress (frightened, irritable, embarrassed) and, in some cases violence or even suicide (Finkelhor et al., 2000; Meadows, et al., 2005; Vossekuil et al., 2002; Wolak, Mitchell, & Finklerlor, 2006)
  - Youth, who reported bully/victim behaviors, are likely to reveal psychosocial challenges, including problem behaviors, drinking alcohol, smoking, depressive symptomatology, and low school commitment (Ybarra & Mitchell, 2004).

# Communication Technologies

## Asynchronous Communication

- Email (13%)
- Discussion groups
- Personal Websites
- Voting Polls
- Text/digital Messaging

## Synchronous Communication

- Chat Room (11%)
- Blogs (weblogs) (3%)
- Gaming
- Instant Messaging (47%)

## Combination of Both

- Social Network Communities

# KNOW the Computer Lingo

Chat Translators

[www.Lingo2word.com](http://www.Lingo2word.com)

<http://www.teenchatdecoder.com/>

## Improve your vocabulary

View our A-Z lists of the most common words

[Emoticons](#)

[Txt Lingo](#)

[Acronym Lingo](#)

## Find that funny txt message

[Dating and Romance Jokes and Funny texts](#)

## Completely Lost on Texting

[Create cool text messages](#)

[Turn a Text message into plain english](#)

## Acronym, Emoticon Dictionary, Texting Thesaurus and Text Message Translator. Funny txt message collection ,colorful phrases. Popular Smiley,Chat words and text message lists

*Lingo2word is devoted to demistifying the new Internet shorthand language of Text messages ,Chat rooms and Emails. We are devoted to the fun of text messaging in all forms, there is a whole new fun language out there just waiting for you!*

- An [Online Searchable Shorthand Dictionary](#) for words and phrases used in Email, Chat rooms, ICQ and Txt messages
- [Translate to txtmsg lingo](#). Do you want to create funny text messages?, Just type in your message and hit go.
- [Translate from Lingo to plain english](#). If you have a message that you don't understand?, Just type or paste it in, hit go.
- Lists of the most popular [Emoticons](#), [Txting words](#) and [Acronyms](#) to help enhance your vocabulary
- A [searchable Text Message collection](#), Find a funny text

## Hot Lingo

This weeks

IMAO

LOL

buff

Last weeks

1FS

TWLY

LMAO

**Search** for the meaning of an Abbreviation, Jargon, Emoticon, Slang or Lingo word:

Go!

## Can't understand the Txt message below?

Click Translate it

*I wan2 grow old  
with U,i wan2 di  
lyN n ur arms.*

# Instant & Text Messaging (IMing)

- Acronyms
  - POS =
    - Parent Over Shoulder
  - G2G =
    - Got To Go
  - RUF2T
    - Are You Free To Talk
  - P911
    - Parent in room: Watch language
  - A/S/L
    - Age/sex/location

[http://www.alliancecom.net/internet\\_lingo.php](http://www.alliancecom.net/internet_lingo.php)

<http://www.netlingo.com/emailsh.cfm>

# Chat Rooms



- [www.Yahoo.chat.com](http://www.Yahoo.chat.com)
- <http://www.ecrush.com/>
- <http://www.clubpenguin.com/>
- <http://www.webkinz.com/>
- <http://www.321teenchat.com/>
- <http://http://www.teenspot.com/>
- <http://www.kidscom.com/chat/kidschat/kidschat.html>
- <http://www.kidzworld.com/>
- <http://www.chatpit.com/>

MSN Messenger

Add Send Send File Page Mail

My Status:  
CyberBully (Online)

Online (1)  
alec

Not Online (2)  
claudiacouros@hotmail.com  
gec127@hotmail.com

msn Messenger:mac  
VERSION 4.1.0

alec - Conversation

To: alec <alec.couros@uregina.ca>

Never give out your password or credit card number in an instant message conversation.

CyberBully says: (2:26:52 PM)  
alec, watch your bak ... youre goin dwn aftR skul!

Font Emoticons

Send

alec - Conversation

To: alec <alec.couros@uregina.ca>

Never give out your password or credit card number in an instant message conversation.

CyberBully says: (2:26:52 PM)  
alec, watch your bak ... youre goin dwn aftR skul!

alec says: (2:28:11 PM)  
*im not scArd of U, stop bothering me.*

Font Emoticons

Send

Last message received on 4/18/05 at 2:28 PM

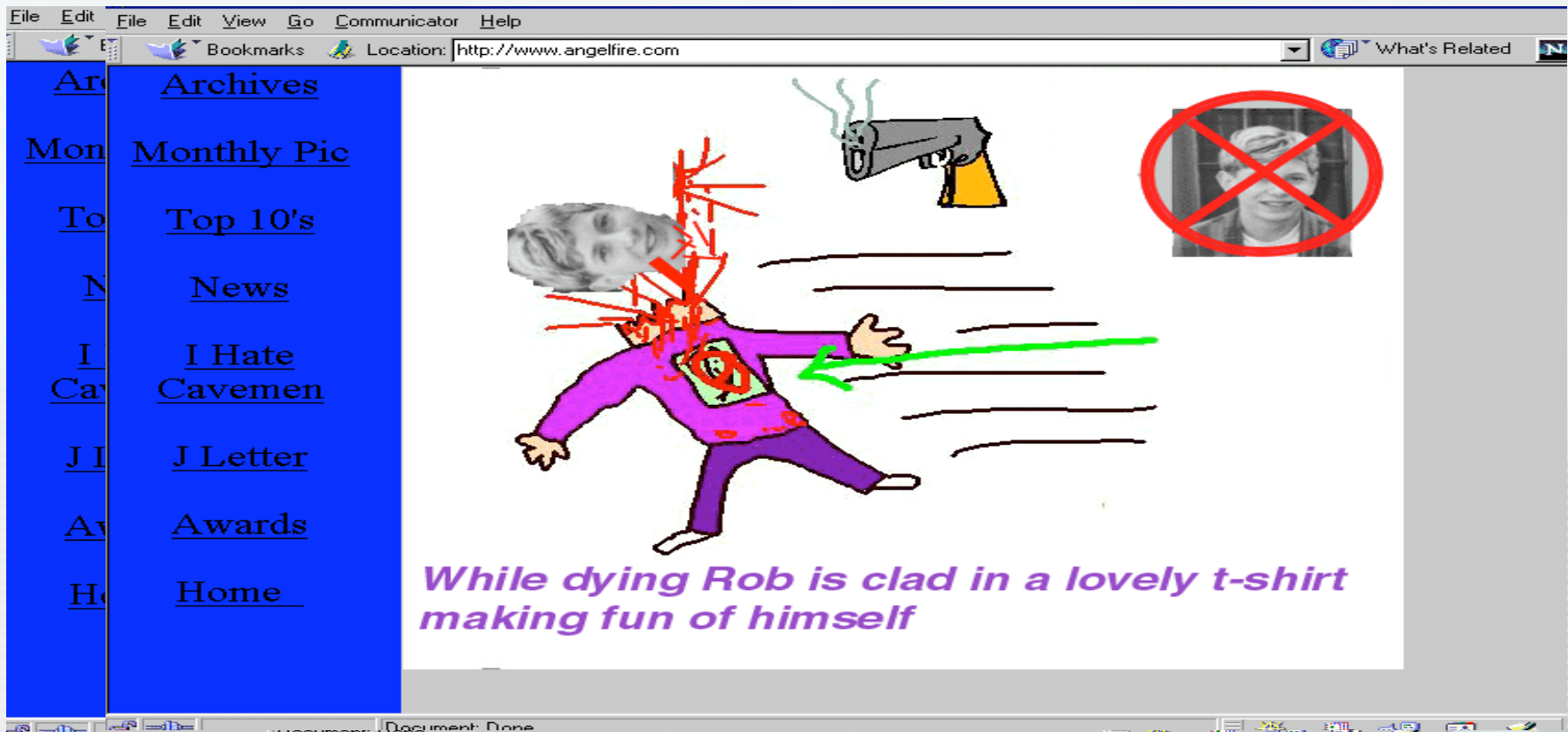
# Digital Image Messaging

- **Messages or images sent via cell-phones**
- The NCH survey, titled "Putting U in the Picture " collated responses from 770 youth ages 11 to 19.
  - One in 10 said someone had used a camera phone to snap their picture in a way that made them feel uncomfortable, embarrassed or threatened.
  - Of those, 17 % believed the images had been forwarded to others

\*National Children's Home. (2005). Putting U in the picture. Mobile Bullying Survey 2005.  
[http://www.nch.org.uk/uploads/documents/Mobile\\_bullying\\_%20report.pdf](http://www.nch.org.uk/uploads/documents/Mobile_bullying_%20report.pdf)

# Personal Web Sites

- Sites to post material, including writings, drawings, and pictures
  - Xanga.com, Blurty.com, Newsisfree.com, www.Myspace.Profilebackgroundsnet; <http://personalweb.about.com>
  - <http://www.Myspacepimper.com>; <http://geocities.yahoo.com/>



# Voting/Polling Booths

- allows users to vote online
  - Who's Hot? Who's Not?
  - [www.freevote.com](http://www.freevote.com); [www.go2poll.com/](http://www.go2poll.com/); <http://quimble.com/>
- <http://invisionfree.com>, [www.hotornot.com](http://www.hotornot.com)



**HOT or NOT**  
As seen in People, Time, Newsweek, NY Times, and USA Today

Are you a Meet user from the Fresno, CA area? Want to be interviewed on TV? [Click Here for Info.](#)

[Meet Me at HOT or NOT - click here](#)

Please select a rating to see the next picture.

1 2 3 4 5 6 7 8 9 10

NOT  HOT

Show me  of any age



You can share this picture with a friend:  
<http://www.hotornot.com/r/?eid=BUOMEQK&key=RCF>

Please help keep this site **FUN, CLEAN, and REAL.**  
[Click here](#) if the picture above is broken, copyrighted, or inappropriate.  
If the pictures take more than 15 seconds to load, [click here](#)


**Are you HOT or NOT ?**  
**Submit your picture and find out!**

[Meet Me](#) | [FAQ](#) | [Submit your picture](#) | [Meet Jim and James Moderators](#) | [Privacy](#)

What others thought

**8.5**  
based on 665 votes  
You rated her: 7

[Click Here to Meet Me](#)



She last checked her score:  
3 hours ago

Over 10 Billion votes counted and  
17,200,000 photos submitted.

**Login**

Username

Password

# Interactive Gaming

- **First person shooter (FPS)**

- Many kids today are playing interactive games on gaming devices such as X-Box Live and Sony Play Station 2 Network.
- These gaming devices allow a child to communicate by chat and live Internet phone with anyone they find themselves matched with in a game online.
- Sometimes the kids verbally abuse the other kids, using threats and lewd language.
- Sometimes they take it further, by locking them out of games, passing false rumors about them or hacking into their accounts.

- Many games involve violence

- Call of Duty, Battlefield, Command and Conquer, Guildwars, World of Warcraft, Fear, Doom 3

# What is a Social Network?

- A set of online tools designed to *connect* people.
- Web sites that combine the features of profiles, personal web sites, blogs, discussion groups/boards, chat, gaming, and messaging.
  - **Friendster** – [www.friendster.com](http://www.friendster.com)
  - **My Space** - [www.myspace.com](http://www.myspace.com)
  - **Face Book** - [www.facebook.com](http://www.facebook.com)
  - **Tribe** - [www.tribe.net](http://www.tribe.net)
  - **Live Journal** – [www.livejournal.com](http://www.livejournal.com)
  - **YouTube** – [www.youtube.com](http://www.youtube.com)
  - **Xanga** - [www.xanga.com](http://www.xanga.com)

# Concerns with Social Networks

- The *Online Victimization (2005)* report compares current trends to those found in a similar 2001 study (n=1501, ages of 10 and 17). Here's what changed:
  - Exposure to unwanted sexual material rose from 25% to 34% despite a 33 to 55% increase in the use of filters.
  - Unwanted sexual solicitation dropped from 19% to 13%.
  - Aggressive attempts to contact students offline rose from 3% to 4%.
  - Requests for sexually explicit pictures rose from nearly none 0% to 3%.
  - Communications with strangers dropped from 40% to 34%.
- Cox Communications and NCMEC2
  - 20% of teens report that it is safe (i.e. "somewhat" or "very safe") to share personal information on a public blog or networking site.
  - 37% of 13- to 17-year-olds said they are "not very concerned" or "not at all concerned" about someone using information they've posted online in ways they don't want.

# Concerns with Social Networks

- Inappropriate/Personal material
  - Text
  - Photos
  - Graphics
  - Links
  - Tools for making contact
- Student are circumventing the school filters  
[www.freeproxy.ru/en/free\\_proxy/cgi-proxy.htm](http://www.freeproxy.ru/en/free_proxy/cgi-proxy.htm); [www.proxify.com](http://www.proxify.com); [www.vtunnel.com](http://www.vtunnel.com); [unblockmyspace.com](http://unblockmyspace.com);  
[www.guardster.com](http://www.guardster.com); [www.ztunnel.com](http://www.ztunnel.com);  
[http://proxy.org](http://http://proxy.org)



i love tattoos... and my man has the best



clubjenna.com



A group of diverse young children, including a boy in a blue patterned shirt, a girl in a pink shirt, a girl in a yellow shirt, and a boy in a red shirt, are crouching together. The text "How Can School's Intervene" is overlaid on the image in a large, bold, yellow-to-orange gradient font with a black drop shadow.

# How Can School's Intervene

# Current Anti-bullying programs

- *Treatments that do not work for bully*
  - Group Tx - <sup>1</sup>group treatment for antisocial behavior often results in participants learning to more effectively engage in negative behaviors, since interactions between participants allow for new negative learning experiences
  - Zero Tolerance Policies - <sup>2</sup> Severe punishments for bullying/cyberbullying, such as suspension or exclusion from school, may discourage students and staff from coming forward with their concerns about bullying (2). Need positive, prosocial models

(1) Dishion, T. J. (2004, October). Features of Ineffective and/or Unsafe Interventions. Paper presented at the NIH State-of-the-Science Conference, Preventing Violence and Related Health-Risking Social Behaviors in Adolescents, Bethesda, MD.

(2) Skiba, R. (2001). Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice. Bloomington, IN: Indiana Education Policy Center, Indiana

# ***Treatments that do not work for bully (cont)***

- Self -Esteem - <sup>1</sup> <sup>2</sup>not recommended, especially since bullies do not generally suffer from low self-esteem.
  - Such treatment may only lead to more confident bullies.
- Mediation - <sup>1</sup>not recommended since it implies equality in power between parties, which by definition does not exist in bullying
  - Suggest target shares the blame, and lessens the responsibility of bullies for their aggressive behavior.

(1) Limber, S. (2002, May) *Addressing Youth Bullying Behaviors*. Paper presented at the American Medical Association's Educational Forum on Adolescent Health, Washington, DC

(2) Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell.

# Cyberthreats – Direct Threats

- Not all cyberbullying behavior will reach a threatening level; Just because it is written and communicated electronically, does not make it “more real.”
- Online material that appears to be a threat could be:
  - A joke, parody, or game.
  - A rumor that got started and has grown and spread.
  - Material posted by a young person who is trying out a fictitious threatening online character.
  - The final salvos of a “flame war” that has gotten out of hand, but will unlikely result in any real violence.
  - Material posted by someone impersonating another someone else for the purpose of getting that person into trouble.
  - Distressing material posted by a depressed or angry young person that could foretell a violent or suicidal intention, but does not represent an imminent threat.
  - A legitimate imminent threat.

# Cyberbullying Threat Assessment

**How to differentiate the communication  
'rude communications' VS. 'cyber bullying'**

**Kind of Threats:** Physical or emotional safety issues

**Frequency of Threat:** How often?

**Source of Threats:** Where are the threats coming from?

**Nature of the Threats:** The means that the threat will be carried out

The more frequent, the greater the threat, the mention of more dangerous methods & the involvement of third parties tends to increase the seriousness of the threat

Knowing the cyberbully may increase or decrease the threat

# On-Campus Risk Assessment

1. What are the student's motive(s) and goals?
2. Has the student shown inappropriate interest in:
  - School attacks or attackers.
  - Weapons, including recent acquisition of any relevant weapon.
  - Incidents of mass violence, such as terrorism, workplace violence and mass murders.
3. Have there been any communications suggesting ideas or intent to attack?
4. Has the student engaged in attack-related behaviors? These behaviors might include:
  - Developing an attack idea or plan.
  - Making efforts to acquire or practice with weapons.
  - Casing or checking out possible sites and areas for an attack.
  - Rehearsing attacks or ambushes.

# On-Campus Risk Assessment (cont)

5. Is the student's conversation and "story" of his actions consistent with his actions?
6. Does the student have the capacity to carry out an act of targeted violence?
7. Is the student experiencing hopelessness, desperation and/or despair?
8. Does the student have a trusting relationship with at least one responsible adult?
9. Are other people concerned about the student's potential for violence?
10. What circumstances might affect the likelihood of an attack?
11. Does the student view violence as an acceptable -- or desirable -- way to solve problems?

# “ARMS” – Assessing Students Issues

- **A**ssess the threat to determine whether it is a transient or substantive threat. If substantive, determine if it is serious or very serious.
- **R**efer the student as the situation requires.
- **M**onitor the student with increased supervision if warranted.
- **S**upport the student by lessening the stressors on him/her. Address bullying, peer relationships and home factors that may be the cause of stress.

Diana Browning Wright, of the California Department of Education's Diagnostic Center in Los Angeles.

<http://www.pent.ca.gov/threat.htm>

# Threat Assessment Model

Step 1: Evaluate the threat.	<ul style="list-style-type: none"><li>•Obtain an account of the threat by interviewing students and witnesses.</li><li>•Consider the circumstances and intentions of the threat.</li></ul>
Step 2: Decide whether the threat is clearly transient or substantive.	<ul style="list-style-type: none"><li>•A transient threat: easily resolved because it isn't a serious threat.</li><li>•A substantive threat: poses a continuing risk or danger to others.</li><li>•Consider student's age, credibility and previous discipline history.</li></ul>
Step 3: Respond to the transient threat.	<ul style="list-style-type: none"><li>•A typical response: reprimand or parental notification.</li></ul>
Step 4: Decide whether the substantive threat is serious or very serious.	<ul style="list-style-type: none"><li>•A serious threat might involve a threat to assault someone.</li><li>•A very serious threat involves a weapon or threat to kill, rape or severely injure.</li></ul>
Step 5: Respond to a serious substantive threat.	<ul style="list-style-type: none"><li>•Take immediate precautions to protect potential victims.</li><li>•Notify student's parents.</li><li>•Consider contacting law enforcement.</li><li>•Refer student for counseling, dispute mediation or other intervention.</li><li>•Discipline student as appropriate to severity and chronicity of situation.</li></ul>
Step 6: Conduct safety evaluation for very serious threat.	<ul style="list-style-type: none"><li>•Take immediate precautions to protect potential victims.</li><li>•Notify student's parents.</li><li>•Consult with law enforcement.</li><li>•Notify student's parents.</li><li>•Begin a mental health evaluation of the student.</li><li>•Discipline student as appropriate.</li></ul>
Step 7: Implement safety plan for very serious threat.	<ul style="list-style-type: none"><li>•Complete a written plan.</li><li>•Maintain contact with the student.</li><li>•Revise plan as needed.</li></ul>

# Cyberbullying Legal Concerns

## Who May Be Involved:

- School Counselor
- Principal
- Resource Officer
- Police
- Attorney (School or Private)
- Superintendent
- Internet Service Provider

## School Limits:

Schools have policies against bullying

## Civil Law Limits:

Cyberbullying may also meet standards for 'institutional torts'

Defamation

Material that Constitutes an Invasion of Privacy

(1<sup>st</sup> Amendment)

Intentional Infliction of Emotional Distress

# Cyberbullying Legal Concerns

- Criminal Law Limits
  - Making threats of violence to people or their property
  - Engaging in coercion
  - Making obscene or harassing phone calls
  - Harassment or stalking
  - Hate or bias crimes
  - Creating or sending sexually explicit images of teens
  - Sexual exploitation
  - Taking a photo of someone in place where privacy expected

# Intervention Strategies for Speech Directed at Staff/School

## Assess type of speech

- *Tinker v Des Moines*, 393 U.S. 503 (1969)
  - The *Tinker* standard allows schools to respond to student speech if there is a substantial and material disruption or threat of disruption in the work of the school or the rights of students to be secure.
  - Legitimate, yet discomfort-provoking, protest speech that is challenging school authority is protect under the first amendment.
- Students have a constitutional right to publish speech, including speech that is rude and critical of the school or staff members.

# Off-Campus Speech

- J.S. vs. Bethlehem Area School District (2000)
  - J. S. was expelled from school for creating a webpage that included derogatory comments about his math teacher, including: "Why Should She Die?" and "Take a look at the diagram and the reasons I gave, then give me \$20.00 to help pay for the hitman." threatening and derogatory comments about specific school staff. School Favored
  - Teacher also filed a lawsuit against the student and his parents. The suit was based on libel and invasion of privacy. The court dismissed the libel suit, but the teacher won on the invasion of privacy claim and was awarded \$500,000.
- Emmett v. Kent School District No. 415 (2000)
  - Nick Emmett was initially expelled for creating a webpage entitled "Unofficial Kentlake High Home page" that included mock obituaries of students and an online mechanism for voters to vote on who should die next. Student Favored

# Off-Campus Speech

- *Killion v. Franklin Reg. Schl. District (2001)*
  - Student sued school alleging violation of free expression. A student published a derogatory "top ten" list about the school athletic director. The list was composed in the student's home and distributed to friends through his home computer. The school suspended the student. Student Favored
- *Layshock v. Hermitage School District (2006)*
  - Justin Layshock created a profile, which was posted on MySpace.com website, that contained a photograph of the principal imported from the school's official website. As word of the profile spread through the student body, students began accessing it on school computers.
  - The school officials placed him in an alternative education program. He sued. School Favored

# **Intervention Strategies for Cyberbullying Directed at a Student**

- **7 Steps to Intervention**

- Step 1 - Save the evidence
- Step 2 - Conduct a threat assessment
- Step 3 - Assess your response options
- Step 4 - Identify the perpetrator(s)
- Step 5 - Support the victim
- Step 6 - Provide guidance on how to remove or stop derogatory speech
- Step 7 - Seek to use informal resolution strategies

# Cyberbullying: A Comprehensive School & Community Based Approach to Prevention

1. Create an Advisory Council
  - Planning Stage - Integrate into Safe Schools; District Technology Awareness; Non-school Participants
2. Review Policy and Procedures
  - Develop a Clear, Well-Communicated Internet Use Policy
    - Access to inappropriate material
    - Unacceptable communication and communication safety
    - Unlawful and inappropriate activities
    - Protection of student personal information
    - Notice of limited expectation of privacy
    - Requirement of reporting cyberbullying

The Virginia Department of Education's Division of Technology: Handbook" that includes additional resources and templates for AUPs. It can be accessed

<http://www.pen.k12.va.us/VDOE/Technology/AUP/home.shtml>

# Cyberbullying: A Comprehensive School & Community Based Approach to Prevention

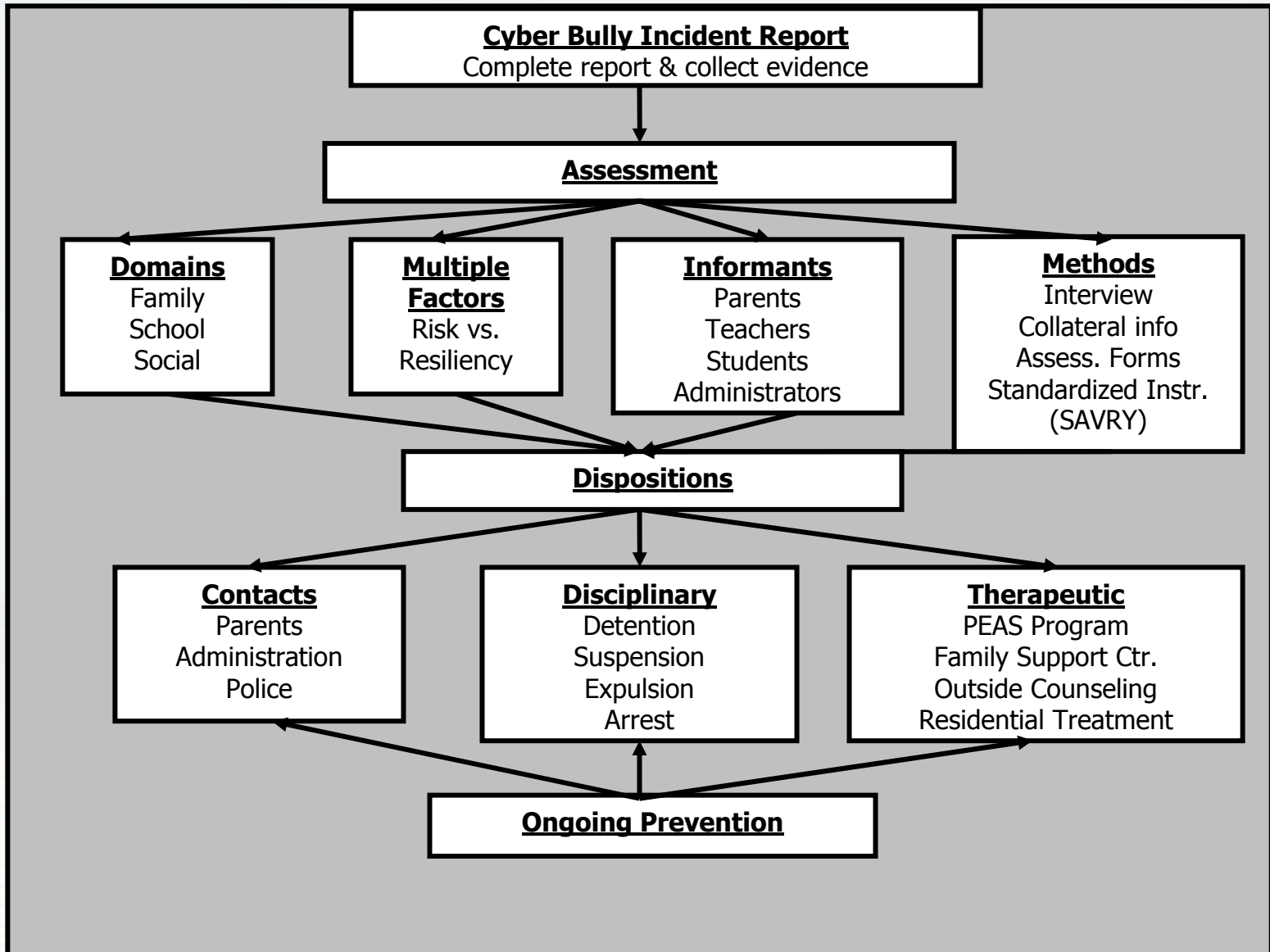
3. Conduct a Needs Assessment
  - Students, staff, parents, community; on & off campus incidences
4. Incorporate Cyberbullying into Anti-Bullying Program
  - core not authoritarian values; empathy & decision making skills; conflict resolution skills; problem solving skills; effective administrative responses, communication & social skills; promote Netiquette
  - focus on empowerment of bystanders; educational use; supervision & monitoring
5. Conduct Professional Development
  - Administrators, librarians, school nurses, counselors & technology educators basic understanding; all other staff alerted to existence & how to detect it

# Cyberbullying: A Comprehensive School & Community Based Approach to Prevention

6. Provide Education and Outreach
  - Students
    - Focus on values of kindness and respectful human relations
    - Enhancement of empathic awareness
    - Develop effective social & problem solving skills
    - Empowerment of bystanders
  - Parents and Community
    - Prevention, detection & intervention strategies; alert child to potential consequences of school discipline, loss of family account, civil litigation, criminal prosecution

For instance, the district's information technology staff could be given the task of designing and delivering K-12 curriculum to acquaint students, teachers, and parents with etiquette on the Internet, methods of self-protection, and ways of responding to persecution.

# Decision Tree





- Created by the National Center for Missing and Exploited Children (NCMEC)

- Age-grouped materials for K-3, 4-8 and 9-12
- Age-grouped pledge sheets for online use

[www.netsmartz.org/education/utl](http://www.netsmartz.org/education/utl)





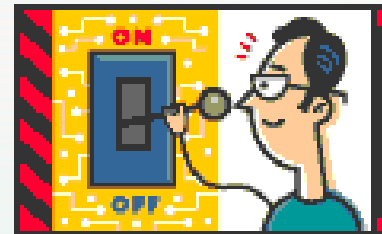
- [www.isafe.org](http://www.isafe.org)
  - Overview: is the worldwide leader in the Internet safety education.
  - Founded in 1998 and endorsed by the U.S. Congress, i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere.
  - i-SAFE incorporates classroom curriculum with dynamic community outreach to empower students, teachers, parents, law enforcement, and concerned adults to make the Internet a safer place.



- A free, K-8 online curriculum that was developed with support from Macmillan/McGraw Hill.
- The curriculum is correlated to the International Society for Technology in Education's National Education Technology Standards (NETS)
- Consists of 65 original, non-sequential, and standards-based lesson plans, student activity sheets, posters, and information for families.
- The downloadable materials are organized around five themes -safety, manners, advertising, research and technology- that teaches online safety and information literacy skills.
- <http://www.cybersmartcurriculum.org/home/>

# What else can we do?

- Encourage students to develop their own moral code so they will choose to behave ethically online.
  - Emphasize the schools expectation that students will act in accord with the school rules, families' values and beliefs at all times, and to do what is right, regardless of the uncovering and punishment by the school, parent or anyone else.





# cyberbullying.us

## STOP cyberbullying

<http://www.stopcyberbullying.org/>



**Play Shrink the Cyberbully and help Patrice beat her bully!**  
<http://www.mcgruff.org>

 [staysafe.org](http://www.staysafe.org/) for Parents

<http://www.staysafe.org/>



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FREE NEWSLETTER

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<http://www.securedistrict.org>

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<http://www.internetsuperheroes.org/>

# Education and Prevention

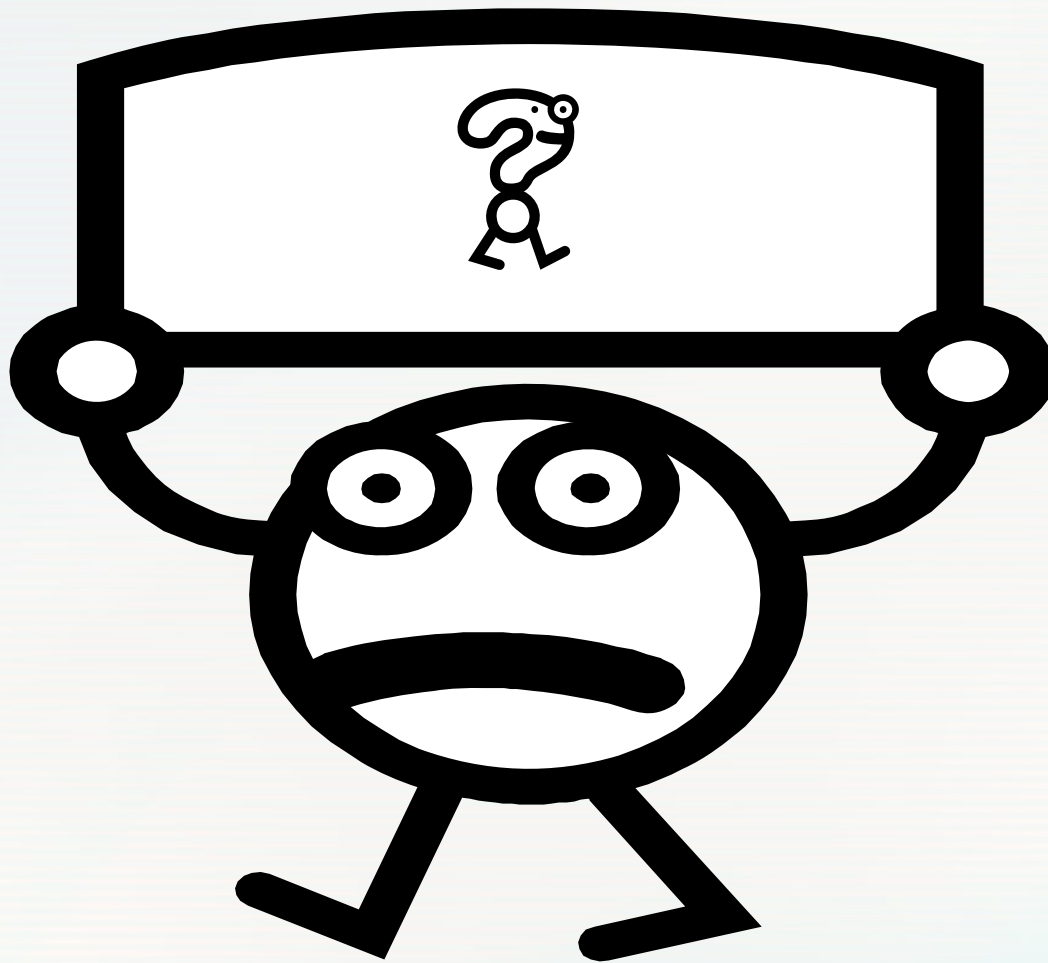
- Web Wise Kids ([www.webwisekids.com](http://www.webwisekids.com)),
- SafeTeens.com ([www.safekids.com](http://www.safekids.com))
- Ad Council  
([www.adcouncil.org/issues/online\\_sexual\\_exploitation](http://www.adcouncil.org/issues/online_sexual_exploitation))
- Florida Computer Crime Center Parent's Guide to Internet Safety  
([www.fdle.state.fl.us/Fc3/childsafety.html](http://www.fdle.state.fl.us/Fc3/childsafety.html))
- ProtectKids.com ([www.protectkids.com](http://www.protectkids.com))

# Monitoring Programs

- Install *extra* security such as blocking, filtering, and key logging software.
  - Net Nanny
  - CyberPatrol
  - Safe Eyes
  - CyberSitter
  - PC Tattletale



For Internet Filter Reviews visit  
<http://internet-filter-review.toptenreviews.com/?ttreng=1&ttrkey=internet+filter>



# Further Contact

Kimberly Mason, Ph.D., NCC  
Assistant Professor  
Counseling Program  
Cleveland State University  
216-523-7114  
[Kim.mason@csuohio.edu](mailto:Kim.mason@csuohio.edu)

