

# Cyberbullying and Homophobia in Schools and Workplaces

Prevention and response strategies

Presented by Priscilla Prutzman and Bill Warters  
ACR 2012 Conference – New Orleans, LA

## Session Agenda

- ▶ Gathering
- ▶ Agenda Review
- ▶ Review of Recent Research on Cyberbullying
- ▶ True/False Quiz
- ▶ Cyberculture Jeopardy
- ▶ Read Arouns
- ▶ Responding to Cyber Bias & Bullying – Intervention Ideas and Roleplays
- ▶ Web Resources and Apps
- ▶ Changes at Facebook that improve reporting process for youth
- ▶ "Bully Banit" and "It Gets Better" Clips
- ▶ Session Evaluation
- ▶ Closing

## Definitions

Bullying, Cyberbullying and Homophobia

Creative Response to Conflict  
INNOVATORS IN THE FIELD OF CONFLICT RESOLUTION

### Definition of Bullying

- ▶ *“Bullying is a type of behavior that intends to harm or disturb someone, occurs repeatedly over time, and involves an imbalance of power. Such behaviors may be physical, such as hitting or stealing; verbal, such as teasing or name calling; or psychological, such as socially isolating students. The key component is intimidation, with the more powerful person or group targeting the less powerful one.”*

Nicole Danforth, MD, in “Bullying: What It is and Why Kids Do It”

## Definition of Cyberbullying

- ▶ *Cyberbullying is willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.*






## Note: Legal Definitions Vary Widely

*Most laws don't follow researcher definitions – as of January 2012, out of 48 state laws on bullying...*





- ▶ **Repeated Pattern** – 8 states define bullying only as encompassing behaviors that are repetitive, systematic or continuous
- ▶ **Intent to Harm** – 16 states define bullying to encompass only behaviors that are intended to harm
- ▶ **Power Differential** – only 4 states provides some treatment of power differential or imbalance in their definitions
- ▶ **Cyberbullying** – 38 states provide some treatment of cyberbullying, with 6 states defining cyberbullying more specifically than just bullying done with electronic acts

The Kinder & Braver World Project: Research Series  
 (danah boyd and John Palfrey, editors)

## Cyberbullying Channels include:

Technology	Activities	Possible cyberbullying
 <b>Mobile phones</b>	Chat, send and receive text messages and pictures, take photos, access the internet and email, share content with friends and family.	<ul style="list-style-type: none"> <li>* Sending nasty calls or text messages, including threats, intimidation, harassment.</li> <li>* Taking and sharing humiliating images.</li> <li>* Videcing and sharing acts of bullying.</li> </ul>
 <b>Instant messaging (IM)</b>	Chat live via text with other designated friends online.	<ul style="list-style-type: none"> <li>* Hacking into another's account and sending unpleasant messages.</li> <li>* Sending nasty messages or content.</li> </ul>
 <b>Chatrooms and message boards</b>	Chat live with, or put messages up for, groups of people around the world about common interests.	<ul style="list-style-type: none"> <li>* Sending nasty or threatening anonymous messages.</li> <li>* Ignoring individuals.</li> <li>* Persuading people to give out private information for purposes of exploitation.</li> </ul>
 <b>Email</b>	Communicate online at home and school and in the office.	<ul style="list-style-type: none"> <li>* Harassing someone by repeatedly sending unwanted messages.</li> <li>* Sending unsuitable images/video clips.</li> <li>* Forwarding someone else's personal emails.</li> <li>* Sending computer viruses.</li> </ul>
 <b>Webcam</b>	A webcam is a small digital camera on a computer. Record photographs or video, or see someone to whom you are talking live.	<ul style="list-style-type: none"> <li>* Producing inappropriate content after persuading/threatening children to act or talk in a provocative way, leading to further manipulation.</li> </ul>

## Cyberbullying Channels include:

Technology	Activities	Possible cyberbullying
 <b>Social network sites</b>	Make friends and keep in touch via personalised homepages, blogs and photos.	<ul style="list-style-type: none"> <li>* Posting nasty comments, humiliating images/video.</li> <li>* Hacking into another's account and sending unpleasant messages.</li> <li>* Rejecting or excluding peers by refusing to return or acknowledge messages; blocking contact by deleting people from their friendship lists or using 'ignore' functions.</li> <li>* Creating a fake profile to pretend to be someone else, e.g. to bully, harass or get the target into trouble.</li> </ul>
 <b>Video-hosting sites</b>	Share video clips.	<ul style="list-style-type: none"> <li>* Posting embarrassing, humiliating video of someone.</li> </ul>
 <b>Virtual learning environments (VLEs)</b>	A VLE is a school site set up for students. Access assignments, tests, activities, message boards, chatrooms and instant messaging of school and maybe also at home.	<ul style="list-style-type: none"> <li>* Posting inappropriate messages or images.</li> <li>* Hacking into another's account to post inappropriate comments or delete schoolwork.</li> </ul>
 <b>Gaming sites, consoles and virtual worlds</b>	<ul style="list-style-type: none"> <li>* Online gaming sites: chat with players across the world.</li> <li>* Handheld consoles: chat with people in the same virtual environment.</li> <li>* Virtual worlds: design avatars – figures that represent individuals in the virtual world.</li> </ul>	<ul style="list-style-type: none"> <li>* Name-calling.</li> <li>* Abusive/derogatory remarks.</li> <li>* Picking on weaker or less experienced users, repeatedly killing their characters.</li> <li>* Forwarding unwanted messages to other devices in the immediate vicinity.</li> </ul>

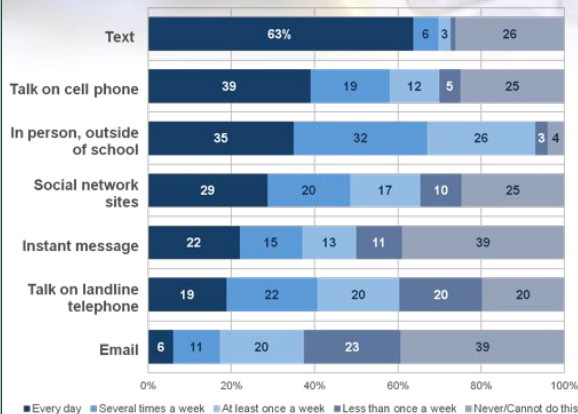
<http://pewinternet.org/Presentations/2012/Jun/Teens-Kindness-and-Cruelty-on-Social-Network-Sites.aspx>

## 2011 Pew Research Study

**Texting is the preferred method of communication among teens, and the number of texts sent daily is increasing**

The volume of teen texting has risen from **50 texts a day** in 2009 to **60 texts a day** in 2012 for the median teen texter

Just **6%** of teens use email daily, while **39%** say they never use email



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Creative Response to Conflict  
INNOVATORS IN THE FIELD OF CONFLICT RESOLUTION

## Definition of Homophobia

- ▶ *Homophobia is a fear or dislike of lesbian, gay, bisexual, transgender, queer or questioning (LGBTQQ) individuals.*

## Cyberbullying More Common Against LGBT Youth

- ▶ A 2012 survey of 444 junior high, high school and college students between the ages of 11 and 22 (including 350 self-identified non-heterosexual subjects) found that **54% of LGBT youth** had been victims of cyberbullying within the past 30 days. 45% of the respondents “reported feeling depressed as a result of being cyberbullied,” 38% felt embarrassed, and 28% felt anxious about attending school. The authors reported that **“more than a quarter (26%) had suicidal thoughts.”**

2012 study by Iowa State University researchers Warren Blumenfeld and Robyn Cooper

## GLSEN 2011 Survey



### ***8 out of 10 LGBT Students Experience Harassment, But School-Based Resources and Supports Are Making a Difference***

- ▶ The 2011 survey had 8,584 student respondents from all 50 states and the District of Columbia.
- ▶ **The Good News** - The 2011 survey found for the first time since 1999 both decreased levels of biased language and victimization and increased levels of student access to LGBT-related school resources and support.
- ▶ <http://www.glsen.org/cgi-bin/iowa/all/news/record/2897.html>

## GLSEN 2011 Survey

### The 2011 National School Climate Survey

Key Findings on the Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools

#### ▶ The Not So Good News

- ▶ 81.9% of LGBT students reported being verbally harassed, 38.3% reported being physically harassed and 18.3% reported being physically assaulted at school in the past year because of their sexual orientation.
- ▶ 84.9% of LGBT students heard "gay" used in a negative way (e.g., "that's so gay") and 71.3% heard homophobic remarks (e.g., "dyke" or "faggot") frequently or often at school.
- ▶ Nearly one third of LGBT students (29.8%) reported skipping a class at least once and 31.8% missed at least one entire day of school in the past month because of safety concerns.
- ▶ 60.4% of LGBT students never reported an incident of harassment or assault to school personnel.

## Students with Disabilities also more Vulnerable

- ▶ Only around 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities but all of these studies found that **children with disabilities were two to three times more likely to be bullied than their nondisabled peers (PACER Center)**
- ▶ Disability harassment is a civil rights issue if students are denied their right to an education, for instance, due to hostile conditions

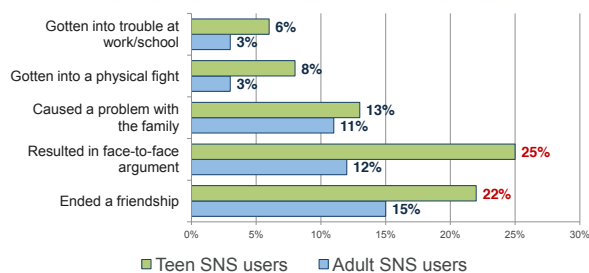


## 2011 Pew Research Study

### Teen SNS Users More Likely Than Adults to Report Negative Outcomes

#### Negative outcomes from SNS site use

% of SNS-using adults and teens who have had these experiences because of things that happened on SNS



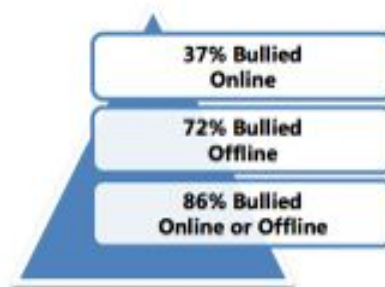
Source: Adult data come from the Pew Research Center's Internet & American Life Project, July 25 - August 26, 2011 Summer Tracking Survey, n=1,716 adults social networking site users and Twitter users. Interviews were conducted in English and Spanish and on landline and cell phones. Teen data come from The Pew Research Center's Internet & American Life Teen-Parent survey, April 19-July 14, 2011. N=799 for teens 12-17 and parents, including oversample of minority families. Interviews were conducted in English and Spanish and on landline and cell phones.

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## Intl Study of Youth 8-17 (25 countries)

- ▶ 37% (25 country average) of children 8-17 say they have been subjected to a range of online activities that some may call cyberbullying
- ▶ 19% - Mean or Unfriendly Treatment
- ▶ 20% - Made Fun of or Teased
- ▶ 18% - Called Mean Names

*"Worldwide Online Bullying Survey," Microsoft, 2012.  
(aka.ms/OnlineBullyingSurvey)*



## Language Used Matters to Youth

- ▶ Danah Boyd and Alice Marwick wrote an NYT Op-Ed piece (Sept 22, 2011) on the theme that “Cyberbullying Rhetoric Misses the Mark”  
<http://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-misses-the-mark.html>
- ▶ The key term to listen for, especially for girls, is **DRAMA** (not bullying). It’s use helps youth cope and avoid the labeling of themselves or others
- ▶ See full research paper “The Drama! Teen Conflict, Gossip and Bullying in Networked Publics” for details  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1926349](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1926349)

## 4 Types of Cyberbullies?



- ▶ According to StopCyberbullying.org, motivations for cyberbullying vary, but 4 general types stand out
- ▶ **Inadvertent Cyberbully** (joking around, trying out online personas)
- ▶ **Mean Girls** (done for fun, social, popularity & inclusion issues)
- ▶ **Power Hungry - with Revenge of the Nerds as subgroup** (closest to “school yard bully” – wants to be feared)
- ▶ **Vengeful Angel** (defending himself from attack, protecting others from attack, righting a perceived wrong)

<http://www.stopcyberbullying.org/parents/howdoyouhandlecyberbully.html>

## Quiz: "Facts about Cyberbullying"

Slightly modified version of one by  
Cyberbullying Research Center  
<http://www.cyberbullying.us/quiz.php>

### Statement 1

- ▶ Victims of cyberbullying are at an increased risk for traditional bullying victimization, substance use, and school problems.



## Answer 1

**TRUE**

- ▶ According to an article published in the journal *Deviant Behavior*, victims of cyberbullying were significantly more likely to report experiences with traditional bullying, to use illicit substances, and to have other problems at school.
- ▶ *Hinduja, S. & Patchin, J. W. (2008). Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization. Deviant Behavior, 29(2), 129-156.*



## Statement 2

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



## Answer 2

**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.



## Statement 3

- ▶ Most victims of cyberbullying tell an adult (parent or teacher) about their experience.



### Answer 3

**FALSE**

- ▶ According to *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.
- ▶ *Hinduja, S. & Patchin, J. W. (2009). Bullying beyond the Schoolyard: Preventing and Responding to Cyberbullying. Thousand Oaks, CA: Sage Publications (ISBN: 9781412966894).*



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### Statement 4

- ▶ Research has shown that victims of cyberbullying suffer from anger, frustration, and sadness.



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## Answer 4

**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%).



## Statement 5

- ▶ Cyberbullying does not result in physical harm to victims because it occurs (and is contained) completely online.



## Answer 5

**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.



## Statement 6

- ▶ Cyberbullying is just a problem in the United States.



## Answer 6

**FALSE**

- ▶ There have been a number of recent studies which have demonstrated that cyberbullying is also a problem in a number of other countries (Australia, Canada, Sweden, Turkey). Below are some examples of recent journal articles that address cyberbullying in other countries. In addition, several other studies are underway exploring cyberbullying across the world.
- ▶ Aricak, T., et al. (2008). *Cyberbullying among Turkish adolescents. CyberPsychology and Behavior, 11 (3), 253-261*
- ▶ Fleming, M. J., Greentree, S., Cocotti-Muller, D., Elias, K. A., and Morrison, S. (2006). *Safety in cyberspace: Adolescents' safety and exposure online. Youth and Society, 38(2), 135-154*
- ▶ Li, Q. (2007). *Bullying in the new playground: Research into cyberbullying and Cybervictimisation. Australasian Journal of Educational Technology, 23(4), 435-454.*
- ▶ Slonje, R. and Smith, P. K. (2008). *Cyberbullying: Another main type of bullying? Scandinavian Journal of Psychology, 49, 147-154*



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## Statement 7

- ▶ Victims report that they are primarily cyberbullied by strangers.



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## Answer 7

**FALSE**

- ▶ According to *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*, 21.1% of victims said the cyberbully was a friend, 20% said it was an ex-friend, and 26.5% said it was someone else from school. Only 6.5% said the cyberbully was a stranger.
- ▶ *Hinduja, S. & Patchin, J. W. (2009). Bullying beyond the Schoolyard: Preventing and Responding to Cyberbullying. Thousand Oaks, CA: Sage Publications (ISBN: 9781412966894).*



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## Statement 8

- ▶ Traditional schoolyard bullies are also likely to be cyberbullies.



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## Answer 8

**TRUE**

- ▶ According to an article published in *Deviant Behavior*, traditional bullies are 2.5 times more likely to be a cyberbully than someone who does not bully offline.
- ▶ Hinduja, S. & Patchin, J. W. (2008). *Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization*. *Deviant Behavior*, 29(2), 129-156.



## Statement 9

- ▶ Boys are more likely to be victims of cyberbullying than girls.



## Answer 9

### 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.
- ▶ Hinduja, S. & Patchin, J. W. (2008). *Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization*. *Deviant Behavior*, 29(2), 129-156.
- ▶ Lenhart, A. (2007, June 27). *Cyberbullying and Online Teens*. Washington, D.C.: Pew Internet & American Life Project.
- ▶ Li, Q. (2005). *New Bottle but Old Wine: A Research of Cyberbullying in Schools*. *Computers in Human Behavior*, 23(4), 1777-1791.
- ▶ Ybarra, M. L., Diener-West, M., & Leaf, P. J. (2007). *Does online harassment constitute bullying? An exploration of online harassment by known peers and online-only contacts*. *Journal of Adolescent Health*, 41, S51-58.



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## Statement 10

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



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## Answer 10

**FALSE**

- ▶ According to an article published in *Journal of Child Psychology and Psychiatry*, 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.
- ▶ Ybarra, M. L., & Mitchell, J. K. (2004). *Online aggressor/targets, aggressors and targets: A comparison of associated youth characteristics. Journal of Child Psychology and Psychiatry, 45, 1308-1316.*



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## Statement 11

- ▶ Teachers are also becoming targets of cyberbullying and the parents of students are often the offenders.

## Answer 11

# TRUE

- ▶ In a 2007 survey by COMPAS for the Ontario College of Teachers, 84% of respondents reported being the object of cyber-bullying
- ▶ A recent U.K.-based survey of 377 teachers found the following:
 

“Alarminglly, 35% of our respondents said that either they, or their colleagues, have been subject to some form of online abuse. Respondents were most likely to be subject to abuse from pupils (72% of incidents) but also from parents (26%) & other staff (12%). Parental abuse was also prevalent in helpline cases, with 20% having some relation to abuse by a parent..”
- ▶ *The Online Abuse of Professionals – Research Report from the UK Safer Internet Centre Prof Andy Phippen, University of Plymouth <http://www.swgfl.org.uk/Staying-Safe/Content/News-Articles/The-Online-Abuse-of-Professionals>*

## Cyberculture Jeopardy

DEFINITIONS	TYPES	TRIVIA & STATISTICS	COMMUNICATION TECHNOLOGY	POP CULTURE
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

## Cyberbullying Read-Arounds

### Incident no. 1

- ▶ *“I always say how bullied I am, but no one listens. What do I have to do so people will listen to me?”*

- ▶ 14 year old gay student Jamey Rodemeyer on September 9<sup>th</sup>, 2011 – nine days before he committed suicide in Buffalo, NY. Jamey had been bullied at school and online for months.



Jamey Rodemeyer

- ▶ On his Formspring account, a website that allows anonymous posts, one post said “JAMIE IS STUPID, GAY, FAT AND UGLY. HE MUST DIE!”. Another read, “I wouldn't care if you died. No one would. So just do it :) It would make everyone WAY more happier!”.



Jamey Rodemeyer

## Incident no. 4

- ▶ *“Jumping off the gw bridge sorry.”*

- ▶ 18 year old Tyler Clementi's last facebook entry after learning that his gay sexual encounter was streamed live to 150 twitter followers by his room mate Dharun Ravi.



Tyler Clementi

- ▶ Ravi knew that his roommate was engaging in gay sexual activities and he decided to access a webcam through Skype that he had set up on his own computer in the room shared with the victim.



Tyler Clementi

## Incident no. 5

- ▶ *“I don’t know what to do anymore, all I did was go out with that popular football player and now I feel like they will always be there to remind me that I shouldn’t have done what I did because I’m not popular enough”*

- ▶ Phoebe Prince a 15-year-old immigrant 'new girl' from South Hadley High School. She hung herself after being called an "Irish slut" and constantly harassed via text messages, Facebook and social networking sites.



Phoebe Prince

- ▶ The bullying was done by nine jealous teenage girls from Massachusetts who resented her dating the popular football player.



Phoebe Prince

## Incident no. 7

- ▶ *“No child should have to endure the cyberbullying I endured. I was scared, hurt and confused. I didn’t know why it was happening to me”*

- ▶ Kylie Kenney, after learning of the website “Kill Kylie Incorporated” that was filled with homophobic remarks. In 2006, students sent Instant messages from Kylie’s screen name to girls asking them out on dates. Because of this impersonation, she changed schools twice.



Kylie Kenney

## Incident no. 8

- ▶ *“Everybody in O’Fallon knows how you are. You are a bad person and everyone hates you. Have a shitty rest of your life. The world would be a better place without you”*

- ▶ Myspace message causing 13 year old Megan to commit suicide in 2006.



Megan Meier

- ▶ The mother of an ex-friend of Megan created a fake MySpace account and pretended to be a good-looking boy, Josh Evans. After a while, 'Josh' began to send cruel messages to Megan and said that he no longer wanted to be friends with her because she was mean.



Megan Meier

## Incident no. 9

- ▶ *"I can't believe that somebody hates me so much that they would create a website about me that even has a date for when I should be dead. Why am I so hated? What did I do?"*

- ▶ Jodi Plumb, the 15-year-old victim from Mansfield, England who was cyberbullied via a website created to insult her in 2003. The site contained abusive stories and pictures. Most of those stories poked fun at her weight.

### Incident no. 10

- ▶ *“You’re just a loser, I don’t want anything to do with you. I was only joking online. I thought it would be funny to make you think I liked you, so you could tell me a lot of embarrassing stories about yourself and I would forward them to my friends. The plan worked out perfectly, me and my friends had a great laugh”*

- ▶ A popular girl saying in front of her friends why she cyberbullied Ryan Patrick Halligan before he committed suicide at 13 in 2003.



Ryan Patrick Halligan

- ▶ Ryan had approached her online and tried to establish a relationship with her before.

## Ways of interrupting Bias

Responding to Bias Bullying Behavior

## Empathy & Action from Bystanders

### - Youth Responses to Cyberbullying of Others

- ▶ **Be kind.** Spend time together, and be a good listener. Reassure the friend with supportive phone calls and texts.
- ▶ **Set a good example.** Don't forward mean messages, or use insults to defend a friend.
- ▶ **Block bullying.** Advise the friend not to reply to or even read text messages and online attacks. Help the friend block bullies or change his or her password. Check with the service—social network site, IM, mobile phone—to find out how.
- ▶ **Ask those who are bullying to stop**—politely, though, and only if it feels safe to do so.
- ▶ **Tell others.** Help the friend report what's happening to a trusted adult like a parent, teacher, or coach, or to a counselor or other trained professional. Report the abuse to the website.

*From Help Kids Stand Up to Online Bullying  
- MS Trustworthy Computing*

## Responding to Bias Bullying Behavior

1. Listen and try to understand what the person is saying.
2. Paraphrase what is being said.
3. Share how you feel about the comment or behaviour. "I" Statements can be helpful here.
4. Ask questions to clarify what is being said or felt, why the person feels that way, and where the person got the information.
5. Let the person know it is the comment or behaviour, which is problematic, not the person. It helps to recognize that bias is learned, not something with which we are born.

## Responding to Bias Bullying Behavior

6. By speaking to a person in private, we take away the element of embarrassment or shame for being criticized in public.
7. Remaining calm, non-judgemental, and caring is an important element of effectively responding to bias. Responding aggressively is likely to escalate the bias.
8. Sometimes we may need to take the time to become calm before discussing the bias.
9. Offering alternative information concerning the bias is sometimes effective.
10. Dialogue, restorative justice and some forms of mediation may also help.
11. Asking for specific guidelines might be an outcome of an agreement; e.g., "I agree not to make biased comments around you."

## Roleplays

»» Responding to Bias Comments

## Discussion Scenario

- ▶ 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 muscularity 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 "Gay Stick Boy." These words cut him deeply, and the perception that his classmates have of him begins to affect his math and science grades.

## In Pairs - Your Role

- ▶ You walk by a boy (one of you) at a computer and you overhear him saying "That's So Gay!" as he looks at a picture of Chester.
- ▶ How do you respond?

## Scenario Two – Helping a Victim

- ▶ Beware of promising more than you should (ie “you have to promise not to tell anyone”)
- ▶ Consider using a structure to help person think through what to do.
- ▶ Rosalind Wiseman (author of Queen Bees & Wannabes – book on relational aggression among girls) suggests the following:
  - ▶ **Stop**
  - ▶ **Explain**
  - ▶ **Affirm and Acknowledge**
  - ▶ **Lock** (re relationship - lock-in or lock-out or take a vacation)

## The SEAL Strategy

- ▶ **•STOP:** Breathe, listen, and think when and where, now or later?
- ▶ **•EXPLAIN:** What happened that you don’t like and what you want.
- ▶ **•AFFIRM:** Affirm and acknowledge. What rights do you and the other person have in the situation? If appropriate, acknowledge your role in the situation.
- ▶ **•LOCK:** In the friendship, take a vacation or lock it out.

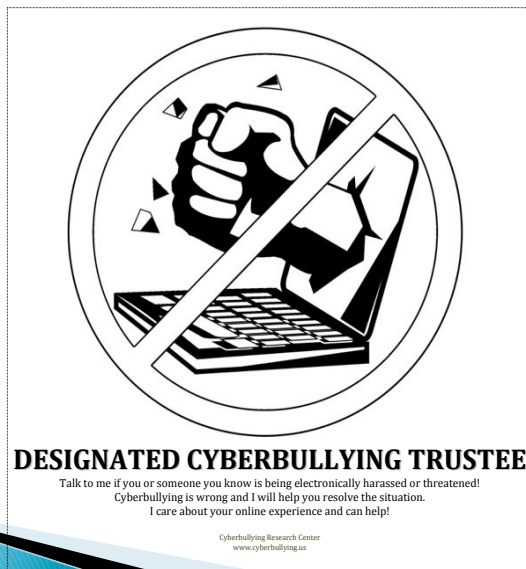
## Scenario Number 2

- ▶ You work as a volunteer at the library a few days a week. As you are going around the library letting people know you will be closing soon, you come upon Sarah, a girl you know from her work as a babysitter. She is looking at her laptop. She is visibly very upset. You ask her what is wrong, and she shows you the latest comments to her Tumblr blog, posted by a girl she used to be close to in middle school. They are both in 10<sup>th</sup> grade now (see comments on the next slide)
- ▶ Your task: support and coach Sarah as she thinks through what to do next.

## Latest Comments on Sarah's Tumblr

- ▶ **homegrl2:** Get a clue, S. Fashion is not yr thing. that skirt u were wearing today.. sorry, but that just shouldn't happen
- ▶ **homegrl2:** and no offense. but every1 thinks ur totally throwing urself on David
- ▶ **ksarasara:** why can't you just leave me alone?
- ▶ **homegrl2:** im just doing this for ur own good. I'd wanna know if ppl were talking behind my back about how fat and slutty I was

## Cyberbullying Responses



## Online site tools to block and report offenders

- ▶ Twitter – Report a Violation  
<http://support.twitter.com/groups/33-report-a-violation>
- ▶ Facebook – Details on Social Reporting  
[https://www.facebook.com/note.php?note\\_id=196124227075034](https://www.facebook.com/note.php?note_id=196124227075034)
- ▶ The “Find Help” Facebook App that connects users to services
- ▶ YouTube – Family Safety Help Pages  
<http://www.google.com/familysafety/abuse.html>
- ▶ Find more help at WiredSafety.org  
<http://www.wiredsafety.org/>
- ▶ Bullyblock for Android phones  
<http://cyberbullyapp.com/>



## Facebook – Reporting Flow Changes

- ▶ July 11 2012 Facebook Compassion Research Day provided presentations on the new flow  
<http://www.cnn.com/2012/07/12/tech/facebook-cyberbullying-update/index.html>
- ▶ 13-14 year olds have a new way to report problems. Now young people click on a link that reads “This Post is a Problem” rather than “Report it”
- ▶ A series of questions help determine the nature of the problem and get a reading on their feelings about the problem and how serious it is
- ▶ Customized responses based on the nature of the problem. Promotes SEL and direct Communication

## Facebook Changes

### The new Report Flow (v 1.1)

Hide story  
This story is a problem

**Who is this post about?**

We are going to ask you some questions so we can find out more about the situation and help you.

First, who is this post about?

Me

Someone I know

It's not about anyone I know, but makes me uncomfortable.

Continue Cancel

## Facebook Changes

### The new Report Flow (v 1.1)

However, if  
"about me" or  
"someone I know,"  
go into...

**What happened to you?**

We are going to continue to ask you some questions, but if you feel suicidal or feel like hurting yourself, please get help now.

Jedediah:

- posted something that I just don't like.
- posted a photo of me that makes me very uncomfortable.
- said mean things to me or about me.
- won't leave me alone.
- threatened to hurt me.

Let us know the details of what happened here.

## Facebook Changes

### The new Report Flow (v 1.1)

Other options (e.g., "uncomfortable" / "said mean things" / "won't leave me alone")  
lead to *emotions slide*:

**How does this make you feel?**

Tell us more about how this photo made you feel. Please choose how much you felt about each emotion below.

Sad:  not at all  a little  very  extremely

Nervous:  not at all  a little  very  extremely

Afraid:  not at all  a little  very  extremely

Angry:  not at all  a little  very  extremely

Embarrassed:  not at all  a little  very  extremely

## Facebook Changes

### The new Report Flow (v 1.1)

After identifying emotion, lead to **social resolution** with text/options that vary as a function of the situation and intensity of emotion:

**What do you want to do?**

It's never ok for someone to bother you, or worse, stalk you. Here are some things you can do to help handle the situation.

- Unfriend Jake Brill  
You'll be removed from each other's friends list.
- Get help from someone you trust.  
Let someone know that Jake's photo makes you uncomfortable and you want help.

You could also:

- Ask Jake to stop bothering you - he might not realize how much it upsets you.
- Block Jake if he continues to bother you on Facebook.

**Continue** **Cancel**

## Facebook Changes

### The new Report Flow (v 1.1)

If "posted something I don't like," send message with pre-populated text:

**What do you want to do?**

- Send a message to Jedediah  
Let Jedediah know that this post makes you uncomfortable and that you want it removed.

Jedediah,  
I saw this posted and I really don't like it. Can you please take it down?

**Continue** **Cancel**

## Facebook Changes

### The new Report Flow (v 1.1)

Similarly, the option to **message someone you trust** is pre-populated with text that also varies as a function of the situation and intensity of emotion:



## Online Quick Help Sites

<http://www.schoolclimate.org/bullybust/resources>

Cyber Mentors Online:  
<http://www.beatbullying.org>

Boys Town National Hotline  
<http://www.yourlifeyourvoice.org>



[www.thetrevorproject.org](http://www.thetrevorproject.org)

[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

## Show Your Support Online

- ▶ Online, embeddable “Upstander or Bystander Cyberbullying Quiz” from MS
- ▶ <http://www.microsoft.com/security/resources/onlinebullying.aspx>



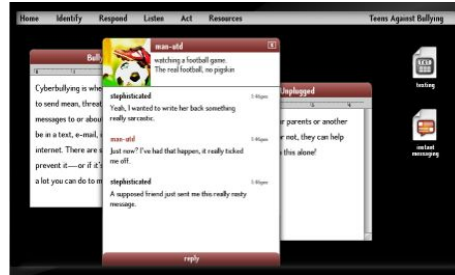
## Some related iOS Apps





## PACER Center Teen Site - simulation of supportive friend replying via chat

- ▶ <http://www.pacerteensagainstbullying.org/#/respond/bullying-unplugged>



PDF Text of Exchanges: <http://www.pacer.org/bullying/pdf/mh-starting-the-discussion-files/BullyingUnplugged.pdf>

## BeSeen – a free mobile app on responsible social networking

- ▶ <http://www.playbeseen.com/>
- ▶ Developed at Carnegie Mellon University, the app aims to teach youth how to be responsible in social networks by securing their private and personal information, protecting their online reputation and defending their peers. This app is a single-player game that simulates a social networking website. The player creates a profile and starts earning “friend” characters and interacting with them.



**beSeen**  
A FREE MOBILE APP FOR TEEN SOCIAL NETWORKING  
FROM THE PACER CENTER

## Born This Way Foundation – Lady Gaga

- ▶ Commissioned a series of **really good summary papers** using practitioner-friendly language on the theme of preventing cyberbullying. Co-sponsor is Berkman Center at Harvard  
<http://cyber.law.harvard.edu/node/7491>
- ▶ Sponsoring a “Back to School” campaign with Office Depot focusing on empowering bravery and compassion among youth



## Supportive allies matter



## Back Me Up campaign - Australia

### Welcome To BackMeUp



Join BackMeUp and take a stand against bullying. BackMeUp is a video competition to help eliminate cyberbullying in Australia!

If you're 13-17, then get snazzy with your camera and enter the competition to win an all-expenses-paid trip to Sydney for a MUA!

### What you Need To Do

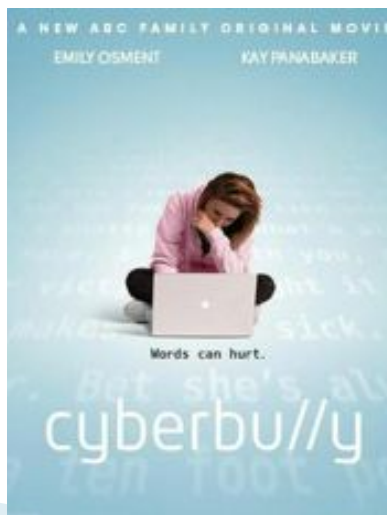


Make a video—up to 2 minutes long—on how you would backup someone who has been cyberbullied.



## ABC Movie - Cyberbully

Check YouTube - last time I looked, the full movie was available there.




## Other Good Resources

- ▶ **Cyberbullying Research Center** - great resource!  
<http://www.cyberbullying.us/> (see video of
- ▶ MTV Digital Rights Project – Teen Focused, hip  
<http://www.athinline.org>
- ▶ Define the Line – New Canadian site - <http://definetheline.ca/>
- ▶ Common Sense Media – digital citizen posters, videos & more  
<http://www.commonsensemedia.org/>
- ▶ It Gets Better Project – Give hope to LGBT youth  
<http://www.itgetsbetter.org/>
- ▶ PACER National Bullying Prevention Center (especially strong on issues of disability) <http://www.pacer.org/bullying/>
- ▶ BullyBust – Focus on “Upstanders” - good on issues SEL  
(part of National School Climate Center)  
<http://www.schoolclimate.org/bullybust/>



## Free Teaching/Training Curriculums

- ▶ Anti-Defamation League Cyberbullying Lesson Plans  
[http://www.adl.org/education/curriculum\\_connections/cyberbullying/](http://www.adl.org/education/curriculum_connections/cyberbullying/)
- ▶ Seattle PS Middle School Cyberbullying Curriculum  
<http://district.seattleschools.org/modules/cms/pages.phtml?pageid=216981>
- ▶ Not in Our Town sample lesson plan with video  
<http://www.niot.org/nios/lesson/lesson-idea-“students-take-cyberbullying”>
- ▶ Let’s Fight it Together film and lesson plans (UK)  
<http://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx>
- ▶ Common Sense Media Digital Literacy & Citizenship Curriculum  
<http://www.commonsensemedia.org/educators/curriculum>
- ▶ PACER Center – Starting the Discussion Classroom Toolkits  
<http://www.pacer.org/bullying/resources/activities/toolkits/>



**Bully Ban-It Clip** >>

From a project reaching out to students of color on issues of homophobia and bullying

## Resources and Session Evaluation

- ▶ Final Slides and handouts and other links will be posted online at <http://www.scoop.it/t/cyberbullying-prevention>
- ▶ Connect with Priscilla via Creative Response to Conflict (CRC) at <http://www.crc-ny.org/>
- ▶ Find more Conflict Resolution in Education materials at **CREducation.org**, Bill's CRE resources website