

# CYBERBULLYING

**SIGNS, EFFECTS & HOW TO PREVENT IT**

# AGENDA

**WHAT IS CYBERBULLYING?**

**WHY IS THIS TOPIC IS RELEVANT**

**SELF CHECK: HOW MUCH DO YOU KNOW?**

**CYBERBULLYING TOPICS**

**MOTIVES OF A CYBERBULLY**

**SELF CHECK: HAVE YOU EVER BEEN A CYBERBULLY?**

**WHAT IF MY CHILD/STUDENT IS A CYBERBULLY?**

**IDENTIFYING VICTIMS & WARNING SIGNS**

**EFFECTS OF CYBERBULLYING**

**WHAT IF I KNOW A VICTIM?**

**HOW TO RESPOND TO A CYBERBULLY**

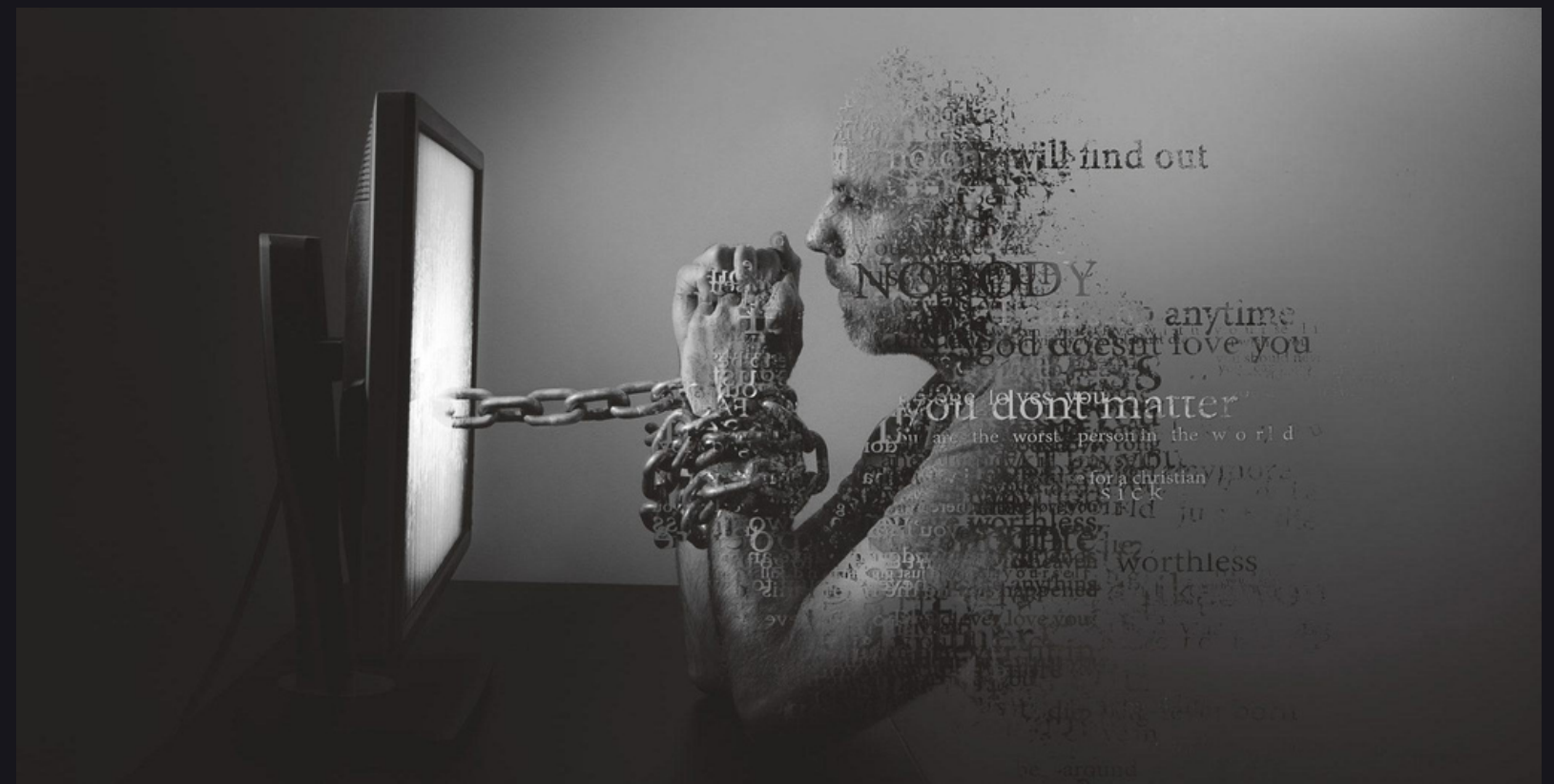
**PREVENTION**

**VIDEOS & RESOURCES**

# WHAT IS IT?

**"willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices."**

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# WILLFUL

The behavior has to be **deliberate**, not accidental.

# REPEATED

Bullying reflects a **pattern of behavior**, not just one isolated incident.

# HARM

The target must **perceive** that harm was inflicted.

# TECHNOLOGY

Computers, cell phones, other electronic devices.  
This is what **differentiates** cyberbullying from traditional bullying.

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**YOU'RE WEIRD.**

**WHY DO YOU TALK FUNNY?**

**YOU'RE A SLUT.**

**NO ONE WANTS YOU HERE.**

**YOU'RE FAT.**

**YOUR MOM IS AN ALCOHOLIC.**

**YOU'RE UGLY.**

**YOU HAVE NO REAL FRIENDS.**

**YOU'RE A BITCH.**

**THE WORLD WOULD BE BETTER WITHOUT YOU.**

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**THESE ARE ONLY JUST A FEW  
EXAMPLES OF THE DIALOGUE  
USED BY A CYBERBULLY.**



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WHY THIS  
TOPIC IS  
RELEVANT

-With the rise of technology, cyberbullying has become a **growing problem** in our world.

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- It is linked to **anxiety, depression, substance abuse, sleeping problems, and physical symptoms.**

-Adolescents are **forced to endure pressure** without even knowing the identity of the bully.

-It **increases the likelihood** that a victim or "target" may **complete suicide**, especially in males.






**38%** of people experience cyberbullying on social media platforms **daily.**

**59%** of teens have experienced **some form** of cyberbullying.

**25%** of students who are cyberbullied **turn to self-harm to cope.**



**SELF-CHECK:  
HOW MUCH DO YOU KNOW  
ABOUT CYBERBULLYING?**

**please refer to your handout & answer "true" or "false" to the following questions**



# QUESTION 1:


**BOYS ARE MORE LIKELY TO BE  
TARGETS OF CYBERBULLYING  
THAN GIRLS.**

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# ANSWER: FALSE

**While there are some differences found in the research, overall it appears that girls are slightly more likely to report being the target 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.**



## QUESTION 2:

VICTIMS REPORT THAT THEY  
ARE PRIMARILY CYBERBULLIED  
BY STRANGERS.

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# ANSWER: FALSE

When it comes to cyberbullying, the concept of “stranger danger” is not usually accurate. 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.

## QUESTION 3:

RESEARCH HAS SHOWN THAT PARENTS UTILIZING BLOCKING AND FILTERING SOFTWARE DECREASES THE LIKELIHOOD OF EXPERIENCING CYBERBULLYING.

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**ANSWER: TRUE**

**According to an article published in Journal of Child Psychology and Psychiatry in 2004, using filtering software was not significantly related to a decreased chance of Internet harassment victimization**



## QUESTION 4:

**MOST STUDENTS HAVE EXPERIENCED  
CYBERBULLYING.**

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**ANSWER: FALSE**

**On average, about 1/3rd to 1/4th of middle and high school students in America have been the target of cyberbullying at some point in their lifetimes. So the majority have not experienced it.**

## QUESTION 5:

**MOST WHO CYBERBULLY OTHERS ARE  
OUTCASTS OR JUST MEAN KIDS.**

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# ANSWER: FALSE

**Most cyberbullying is done by regular kids who are getting revenge for some real or perceived threat or injury, or by those who think they are just joking around. According to Englander (2008): "Cyberbullies themselves identify their own anger and desire for revenge as the major immediate motive for engaging in cyberbullying. A second motive is identified by students who report that they engage in cyberbullying 'as a joke.'" They aren't just "mean kids" or those who are marginalized.**

## QUESTION 6:


THOSE WHO ENGAGE IN TRADITIONAL  
SCHOOLYARD BULLYING ARE ALSO  
LIKELY TO ENGAGE IN  
CYBERBULLYING.

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# ANSWER: TRUE

**According to one of our research articles published in Deviant Behavior, those who bully others in traditional ways are 2.5 times more likely to cyberbully others than someone who does not.**



# QUESTION 7:


**MOST TARGETS OF CYBERBULLYING  
TELL AN ADULT  
(PARENT OR TEACHER)  
ABOUT THEIR EXPERIENCE.**

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# ANSWER: FALSE

**According to *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*, only about 40% of middle school targets 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.**





## QUESTION 8:


EDUCATORS DO NOT HAVE THE  
AUTHORITY TO DISCIPLINE STUDENTS  
FOR CYBERBULLYING THAT DOES NOT  
OCCUR AT SCHOOL.

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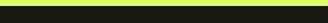


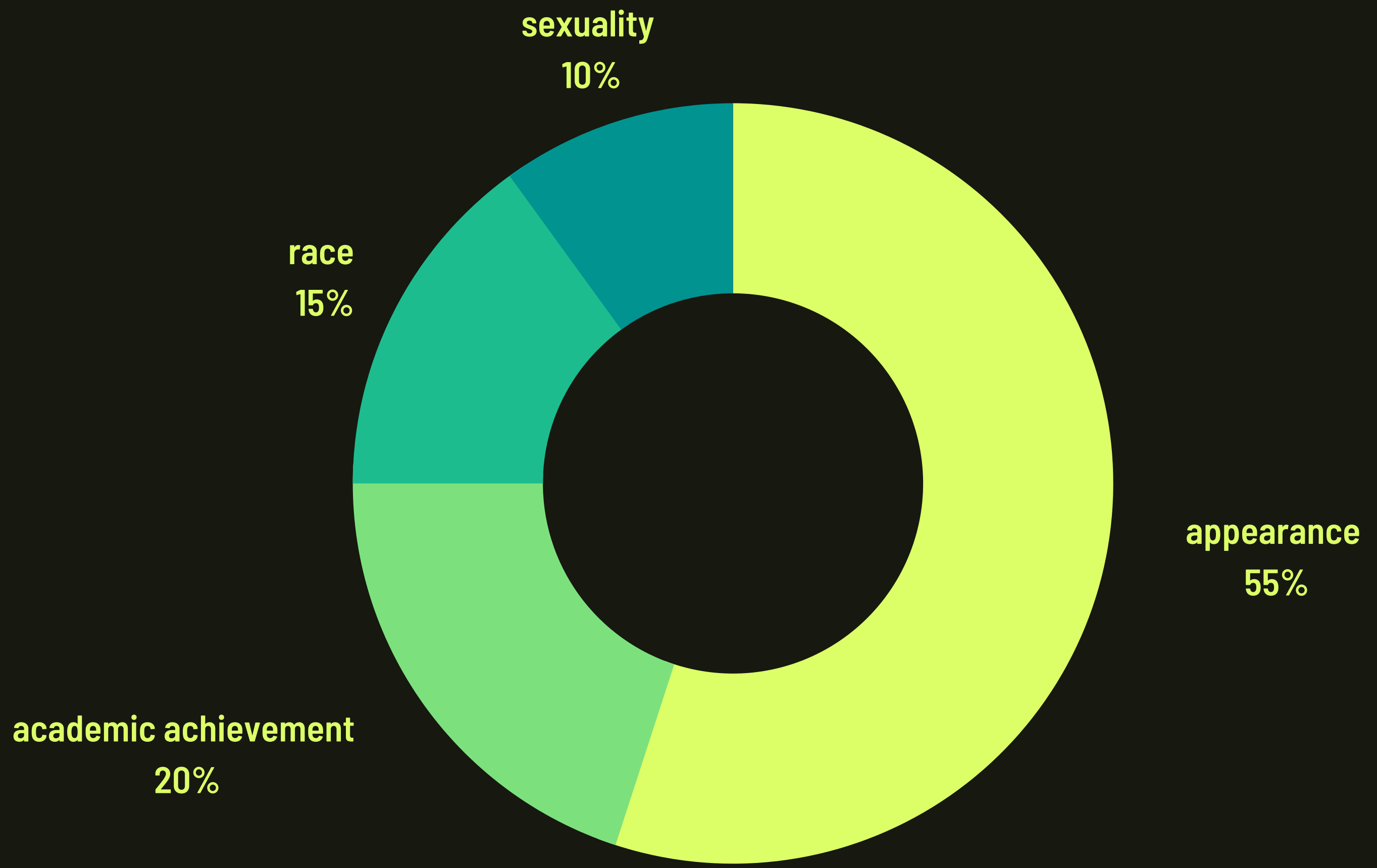
# ANSWER: FALSE

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.



# CYBERBULLYING TOPICS





# MOTIVES OF A CYBERBULLY

-**Boredom or feeling restless or upset** may prompt an individual to cyberbully and "blow off steam."

-The individual may **feel powerful and popular**, especially when others think it's funny.

-The person may have been bullied themselves and may turn to cyberbullying to **get back at those who hurt them**.

-They may feel like the **person deserves it**.

-They may be **egged on by other people**.

-They think what they are doing is **just a joke**.

**SELF-CHECK:  
HAVE YOU EVER  
BEEN THE  
CYBERBULLY?**

**please refer to your handout & take the quiz**

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**WERE YOU SURPRISED  
BY YOUR RESULTS?**

# WHAT IF MY CHILD/STUDENT IS THE CYBERBULLY?

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1

**AWKNOWLEDGE THE ISSUE** - as a parent/guardian/teacher, accept the reality that the person you know could be engaging in behaviors that hurt others. Rather than trivialize, rationalize or ignore, realize that anyone can be cruel to others.

2

**REMAIN CALM** - try to discuss the issue in a level-headed manner without demonizing, disrespecting or judging. Remember the individual is not the problem, their behavior is.

3

**KEEP OPEN COMMUNICATION** - youth can engage in cyberbullying to get revenge for something someone did first. Make sure the individual knows they can come to you and discuss issues, give them the opportunity to solve problems appropriately. .

4

**STOP THE BULLYING** - the goal is to always eliminate the bullying behavior.

5

**UNDERSTAND THE ROOT OF THE PROBLEM** - identify the reason(s) the youth acted out. Are they stressed, angry, crying out for attention, are they victimized? Get to the bottom of it.

6

**INVESTIGATE** - find out the extent of the bullying. What websites is the youth using? What are they saying? Who is responding? Are there any patterns?

7

**UNDERSTAND THE VICTIM** - work with the youth on putting themselves in the shoes of the victim. Cultivate empathy and compassion in a creative and compelling way.

8

**SET UP CONTROLS** - monitor the youth's online activities, formally and informally. Install software or apps on their laptop, tablet or phone. Routinely and randomly check their devices.

9

**SHARE YOUR CONCERNS** - connect with others who may have faced this problem with someone they know. Work with your community, rally around the issue, and take a stand. Promote a culture where all people recognize bullying is wrong.

10

**STAY EDUCATED** - learn about new technologies and sites youths may be using. Review strategies and experiences that are pertinent to the situation.



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# IDENTIFYING VICTIMS OF CYBERBULLYING

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**UPSET OR FRUSTRATED AFTER GOING ONLINE.**



**APPEARS TO SUDDENLY BE DEPRESSED, WITHDRAWN FROM FAMILY AND/OR FRIENDS.**



**UNEASY, NERVOUS BEHAVIOR ABOUT GOING TO SCHOOL AND/OR OUTSIDE.**



**NERVOUS OR JUMPY WHEN TEXTING OR USING SOCIAL MEDIA.**



**LOSS OF INTEREST IN FAVORITE HOBBIES OR ACTIVITIES.**



**UNWILLING TO DISCUSS OR SHARE INFORMATION ABOUT THEIR ONLINE ACCOUNTS AND ACTIVITIES.**

# EFFECTS OF CYBERBULLYING

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HUMILIATION

ISOLATION

ANGER

POWERLESSNESS

DEPRESSION

ANXIETY

LOW-SELF ESTEEM

ACADEMIC ISSUES

SUICIDAL THOUGHTS

SELF-HARM

USE OF DRUGS AND ALCOHOL

SKIPPING SCHOOL

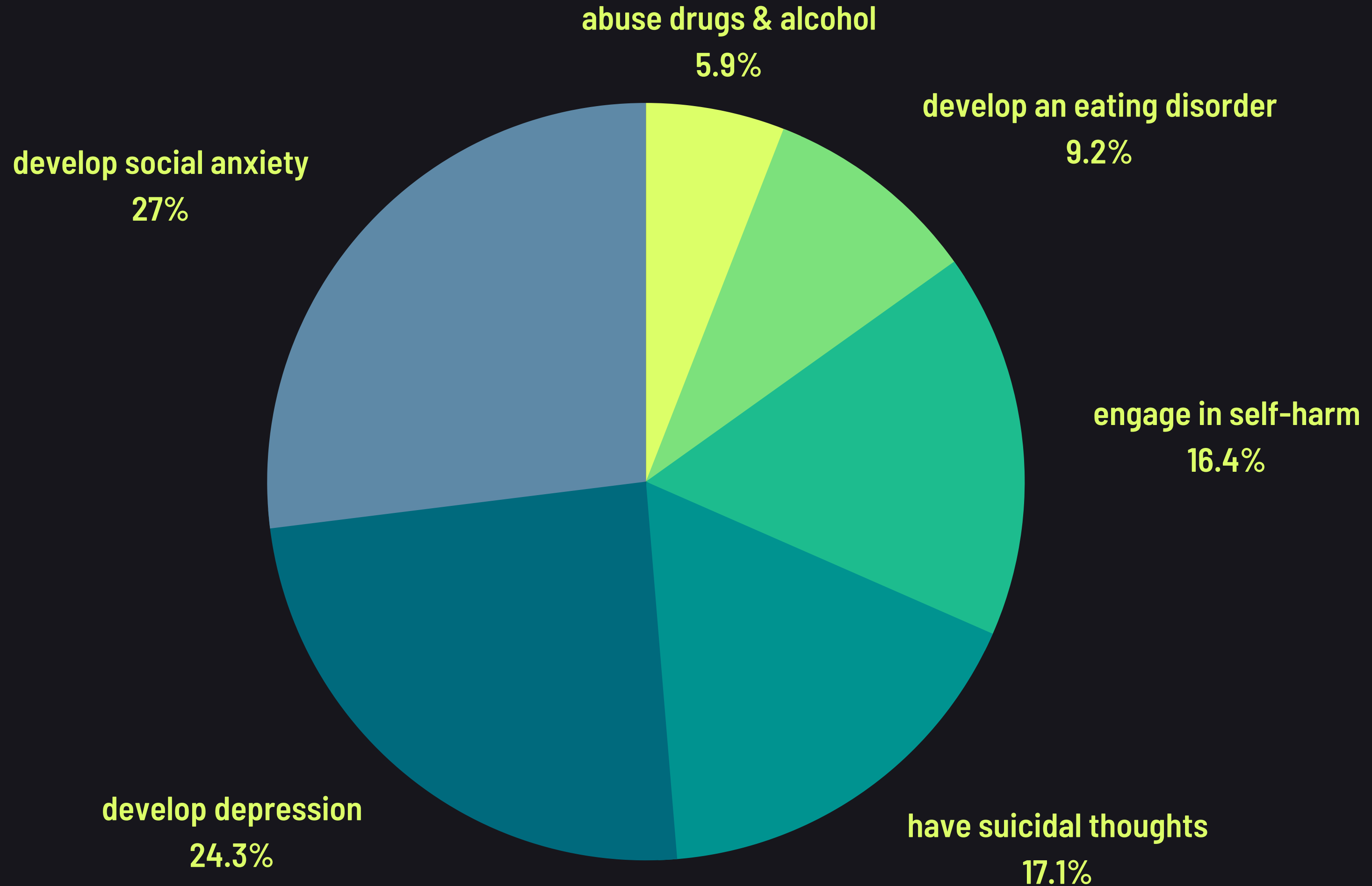
CARRYING A WEAPON

GI ISSUES

DISORDERED EATING

SLEEP DISTURBANCES

SUICIDE



WHAT IF  
I KNOW  
A VICTIM?

**- MAKE SURE THE INDIVIDUAL FEELS SAFE.**

**- TALK AND LISTEN TO THE INDIVIDUAL.**

**- COLLECT EVIDENCE.**

**- WORK WITH THE SCHOOL.**

**- REFRAIN FROM CONTACTING THE PARENTS OF THE ONE DOING THE BULLYING.**

**-CONTACT THE CONTENT PROVIDER.**

**-SEEK COUNSELING, IF NEED BE.**

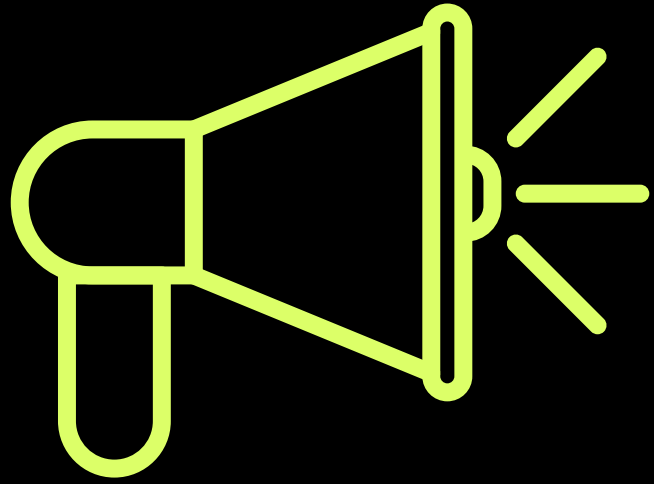
**-CONTACT POLICE IF PHYSICAL THREATS ARE INVOLVED.**

**-IMPLIMENT MEASURES TO PREVENT IT FROM REACURRING.**

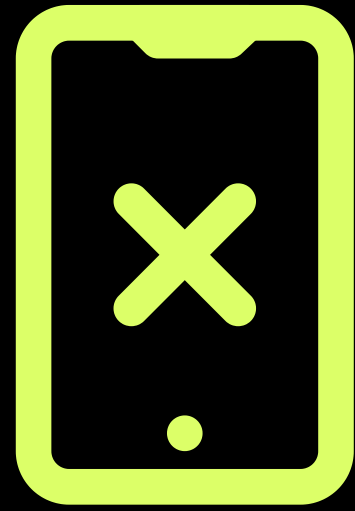


# HOW TO RESPOND TO A CYBERBULLY





**TALK ABOUT IT**



**IGNORE THEM**



**TELL THEM  
TO STOP**



**DON'T RETALIATE**



**BLOCK THEM**



**SAVE EVIDENCE**



**DON'T PASS  
INFO ALONG**



**REPORT IT**



**1. TALK ABOUT IT:** tell someone if you or someone you know is a victim of cyberbullying, even though it's hard.

**2. IGNORE THEM:** keep in mind that if the cyberbully doesn't get a response, they may just move on.

**3. TELL THEM TO STOP:** for repeated bullying, if ignoring doesn't work, tell them to stop and what they are doing is hurtful.

**4. DON'T RETALIATE:** be the bigger person, retaliation may only continue the cycle.

**5. BLOCK THEM:** block them from contacting you. If they are unable to reach you, they may give up.

**6. SAVE EVIDENCE:** record all instances of cyberbullying. Print social media conversations and posts. Turn them over to an adult.

**7. DON'T PASS INFORMATION ALONG:** if you receive a hurtful or embarrassing message or even a photo, delete it. Don't be a part of the problem.

**8. REPORT IT:** if you don't know who is cyberbullying you, message the provider. If you feel your safety is in jeopardy, call the police.

# CYBERBULLYING PREVENTION



# 1.ASK QUESTIONS

WHAT IS YOUR FAVORITE APP? WHAT DO YOU DO ON IT?

WHAT APPS ARE YOUR FRIENDS INTO THESE DAYS?

ARE YOU EVER CONTACTED ONLINE BY SOMEONE YOU DON'T KNOW?

HAVE YOU EVER RECIEVED A MESSAGE ONLINE OR VIA TEXT THAT MADE YOU UPSET?

DO YOU EVER GET INTO ARGUEMENTS ONLINE?

DOES CYBERBULLYING HAPPEN A LOT?

DO YOU THINK YOUR SCHOOL TAKES CYBERBULLYING SERIOUSLY? DO THEY HAVE A WAY FOR YOU TO REPORT IT?

HAVE YOU LEFT AN ONLINE GAME BECAUSE SOMEONE WAS BEING RUDE?

**Post flyers around the school campus and inside every classroom.**

**Continuously offer workshops, seminars and/or meetings for all faculty, parents/guardians, and youth.**

**Encourage all youth to speak to an adult, teacher, school counselor and/or any admin if they are aware of cyberbullying.**

**If appropriate, show TV shows, documentaries, and movies about cyberbullying. Discuss your observations.**

**Examples:**

**"13 Reasons Why" (NETFLIX)**

**"Cyberbully" (ABC)**

**"A Girl Like Her"**

**"The Social Dilemma" (NETFLIX)**

**2. PROVIDE  
RESOURCES  
INSIDE + OUTSIDE  
OF THE  
CLASSROOM**

# VIDEOS

*"What's Cyberbullying?"*

**Created by Common Sense Education**

**[https://youtu.be/6ctd75a7\\_Yw](https://youtu.be/6ctd75a7_Yw)**

*"What's Your Story?"*

**Created by Mark C. Eshleman featuring Tyler Joseph**

**<https://youtu.be/SdC7iBpD8Sk>**

# FINAL THOUGHTS

**HAVE A CONVERSATION**

**BUILD TRUST**

**ASK QUESTIONS**

**LOOK FOR THE SIGNS**

**ENCOURAGE THEM TO USE THEIR VOICE**

**PROVIDE RESOURCES**

**AND CONTINUE TO EDUCATE**

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