

Frequency, Patterns, and Prevention of Cyber Bullying and Victimization

GRENFELL
CAMPUS

MEMORIAL
UNIVERSITY

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Role of Technology

- Importance of technology
- Increasing access/use
 - MediaSmarts (2013)
 - 5,436 Canadian youth
 - Smart phone access
 - Social media
- Social networking sites



Role of Technology

- Current Apps
 - Cyberbullying Primus
- Dependency and addiction
- Responsible technology use

10 APPS TEENS ARE USING THAT PARENTS NEED TO KNOW



Calculator%
This app looks like a calculator but functions like a secret photo vault.



Hot or Not
Strangers rate your profile. Goal is to lead to a hook up.



Omegle
A free online chat website that promotes chatting anonymously to strangers.



Burn Book
Post anonymous rumors about people through audio messages, texts, and photos.



Yellow
This app is designed to allow teens to flirt with each other in a Tinder-like atmosphere.



Wishbone
An app that allows users to compare kids against each other and rate them on a scale.



Whisper
An anonymous app where the creators promote sharing secrets and meeting new people.



Kik
Messaging app. Kik has built in apps and web content that would be filtered on home computer.



Ask.fm
Ask an anonymous question and get an answer. This app has been linked to the most severe forms of cyberbullying.



Instagram
Many kids are now creating fake accounts to hide content from parents. Kids also like to text using Instagram because messages are deleted once a user leaves conversation.

FOR MORE INFO: APPSOLUTELYAPRIL.COM

QUIZ!



- 1) Cyber bullying is occurring at epidemic levels
- 2) The best way to respond to cyber bullying is to tell an adult
- 3) Cyber bullying is a problem for both boys and girls
- 4) Cyber bullying is more frequent than traditional forms of bullying
- 5) Monitoring is the best way for parents to prevent cyber bullying
- 6) Cyber bullying occurs more often in North America than elsewhere
- 7) Cyber bullying is most common during high school
- 8) A one size fits all approach is best to deal with cyber bullying

What is Cyber Bullying?

- *“Aggressive, intentional act carried out by a group or individual, using electronic forms of communication, repeatedly and over time against a victim who cannot easily defend him or herself”* (Smith et al., 2008, p. 376)
- Characteristics, types, and mediums
- The story of Megan Meier
 - <https://www.youtube.com/watch?v=HFsfDLCkfQU>




Frequency of Cyber Bullying & Victimization

- *Sex, racial or ethnic differences?*
 - Intellectual or developmental disability
- *Most frequent during what grades?*
 - Types of behaviours
- Conservative estimates
 - Canada and Worldwide
- Cyber < traditional (Modecki et al., 2014)

Article

The Nature and Frequency of Cyber Bullying Behaviors and Victimization Experiences in Young Canadian Children

Brett Holfeld¹ and Bonnie J. Leadbeater¹

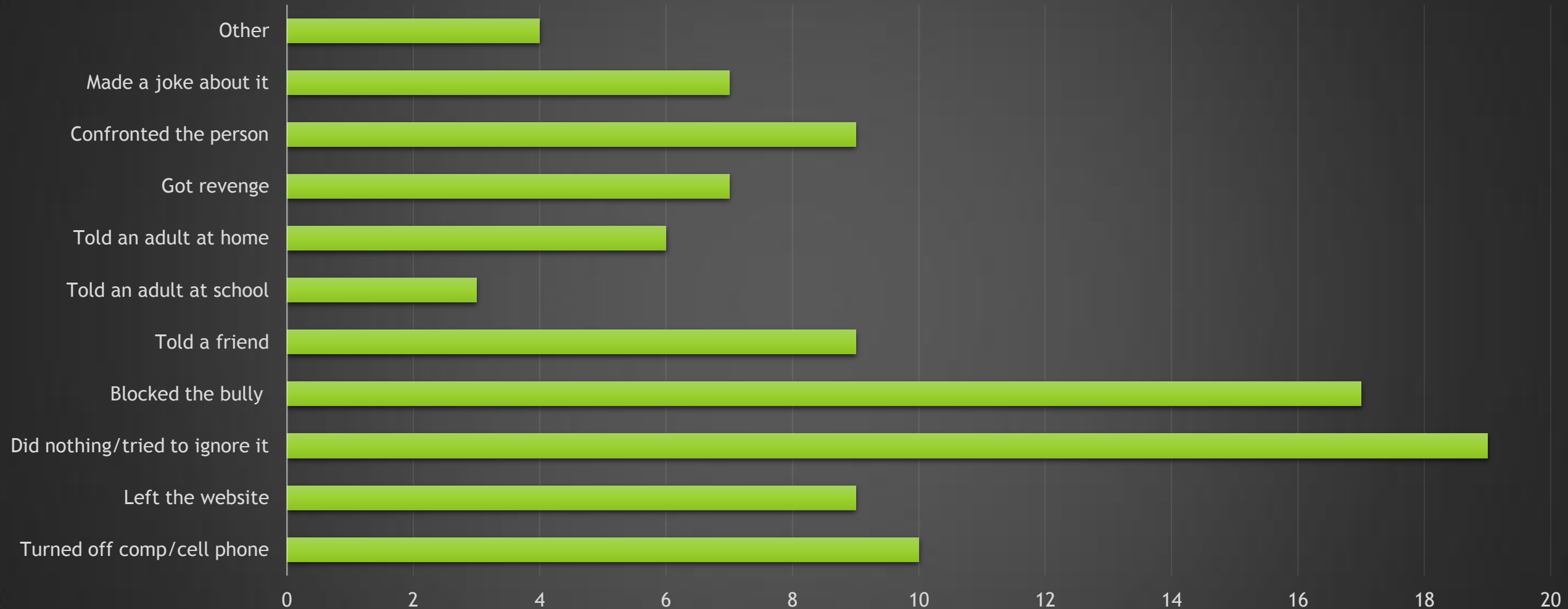
Canadian Journal of School Psychology
2015, Vol. 30(2) 116–135
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Responding to Cyber Victimization

- Passive - Ignore it, do nothing
- Active - Report it, tell someone
 - Parents, teachers
- Reactive - Confront the bully, get revenge



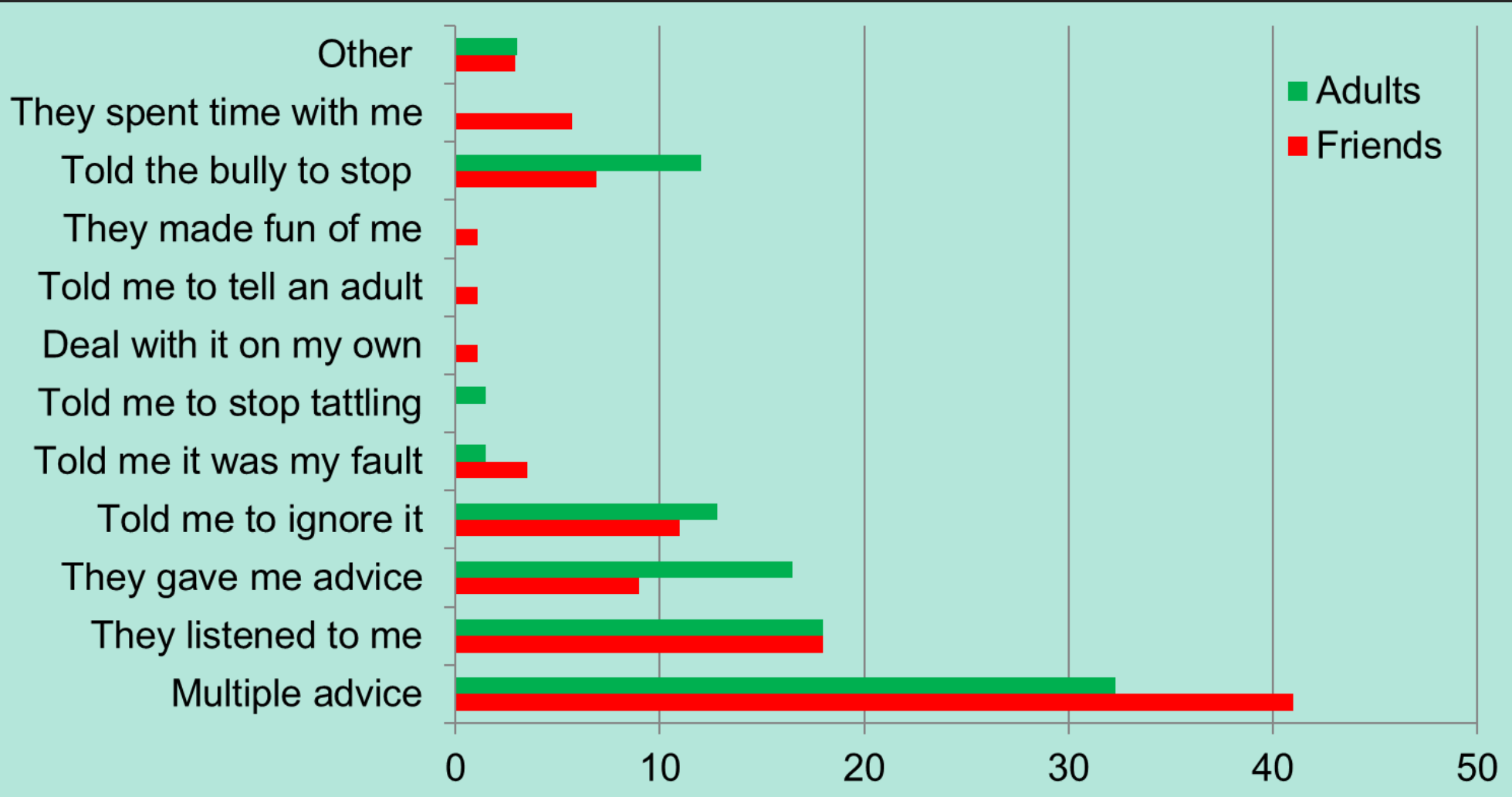
Frequency of 1st Response



Effectiveness of 1st Response

- Reducing the cyber bullying
 - Making a joke **MORE EFFECTIVE** than doing nothing/trying to ignore it, turning off comp/cell phone, and getting revenge
 - **Why?**
- Reducing the distress
 - Making a joke, leaving the website, telling an adult at home, or telling a friend **MORE EFFECTIVE** than turning off comp/cell phone and doing nothing/trying to ignore it
 - **Why?**

Reporting to Friends & Adults



Risk Factors and Consequences

- *Normal part of childhood and adolescence?*
- Mental health and behavioural problems
 - Cyber victimization and bullying
 - Direction of association
- Traditional bullying and victimization
 - Strongest predictor
 - Relational forms

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EMPIRICAL RESEARCH



Internalizing Symptoms and Externalizing Problems: Risk Factors for or Consequences of Cyber Victimization?

Brett Holfeld¹ · Faye Mishna²

MERRILL-PALMER QUARTERLY, VOL. 64, No. 2

The Interrelated Effects of Traditional and Cybervictimization on the Development of Internalizing Symptoms and Aggressive Behaviors in Elementary School

Brett Holfeld and Bonnie J. Leadbeater *University of Victoria*

Risk Factors and Consequences

- School environment
 - Academic concerns
- School climate
- Relationship problems



Contents lists available at [ScienceDirect](#)

Computers in Human Behavior

journal homepage: www.elsevier.com/locate/comphumbeh



Full length article

Concurrent and longitudinal associations between early adolescents' experiences of school climate and cyber victimization



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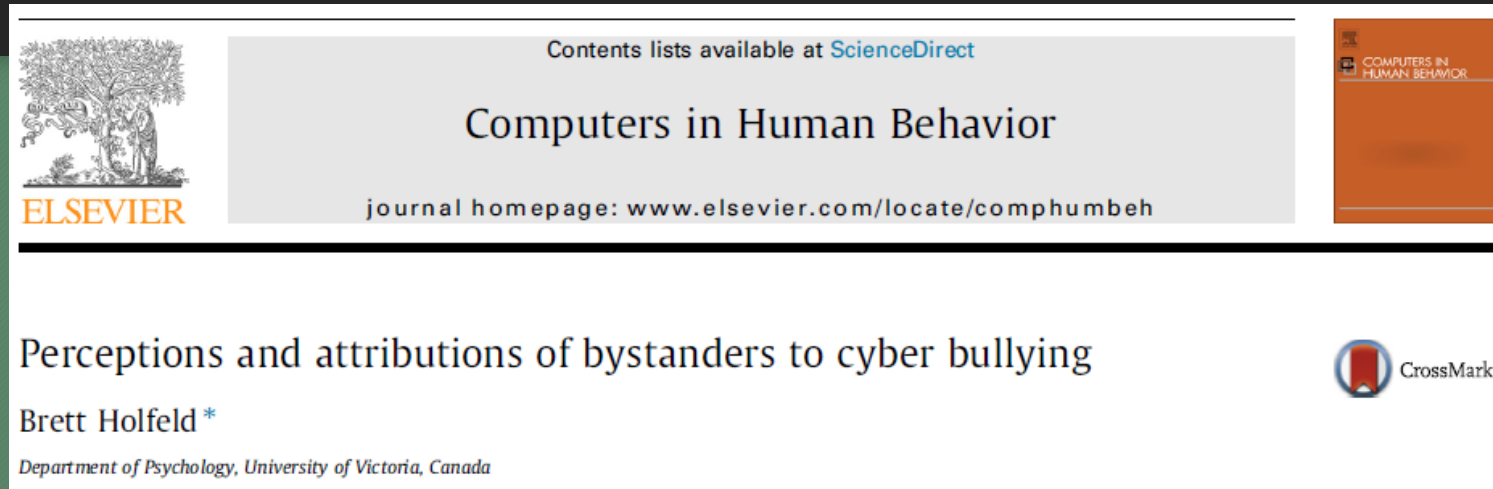


Role of Bystanders

- Largest involvement
- Unlimited audience
- Passive vs. Active role
- *“By doing nothing, bystanders are doing something”*



Role of Bystanders



- Perceptions and attributions of bystanders of cyber bullying
 - Control, responsibility, and blame
- Victim response (passive, active, or reactive)
- 1105 middle school students (ages 10 to 14)

Role of Bystanders

- *Imagine the following blog was written by a boy/girl at your school:*
 - “I recently found out that another boy/girl at school created a Facebook profile about me and sent friend requests to all of my classmates. In the profile, there are pictures of my face photo-shopped onto embarrassing pictures and everyone has been posting mean and hurtful comments. Since I found out about the profile a few weeks ago I can’t sleep because I can’t stop thinking about it and I’m scared everyone is turning against me. *I tried to ignore it* but the hurtful comments are still being posted.”
- Varied victim response (passive, active, reactive)

Role of Bystanders

- Passive responses → greater control, responsibility, and blame
- Not that serious OR other victims were “*trying harder*”
- “*True victim*”??? *Who needs help online*???



Implications for Prevention

- Education (digital citizenship, modeling, supervision, communication, rules)
- Address the early risk factors
 - Mental health and behavioural problems
 - Traditional (relational) bullying and victimization
- Healthy relationships!
 - Create safe and supportive environments
 - Encourage prosocial behaviours
 - Compassion, kindness, empathy



The End!

THANK
YOU!

