



Cyberbullying

Presenter:

Amanda B. Nickerson, Ph.D.
Professor and Director
Alberti Center for Bullying Abuse Prevention
Graduate School of Education, University at Buffalo
gse.buffalo.edu/alberticenter

Moderator:

James Dillon
New York Center for School Safety

NYS Center for School Safety Webinar



**New York State
Education Department**



New York State Center for School Safety
Providing support to schools, families, and communities

Overview

- **Social Media & Technology**
- **Cyberbullying**
- **Preventing Cyberbullying**
- **Responding to Cyberbullying**
- **Q & A**

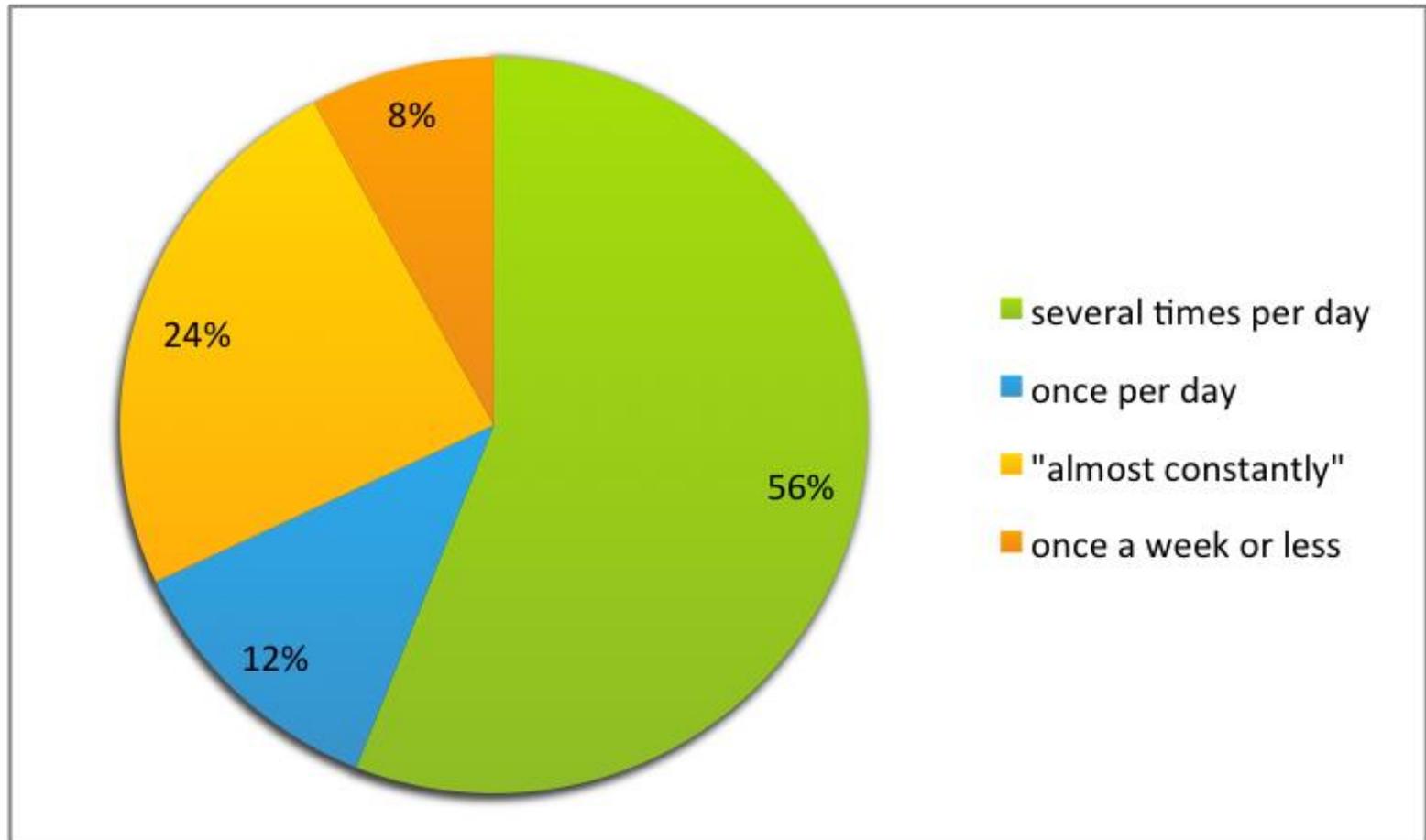
Bullying

Cyber

Social Media & Technology

(Pew Research Center, 2015)

- 92% of teens (ages 13-17) go online daily





Social Media and Personal Information

(Pew Research Center, 2013)

➤ Most teens share personal information about themselves on social media sites

- 91% post a photo
- 92% post real name
- 71% post city/town where they live



➤ 60% of teen Facebook users keep profiles private (only 24% of Tweets private)

➤ Facebook friendship network reflect offline relationships

- 98% are friends on Facebook with people from school
- 70% are friends with parents

Social Media Experiences

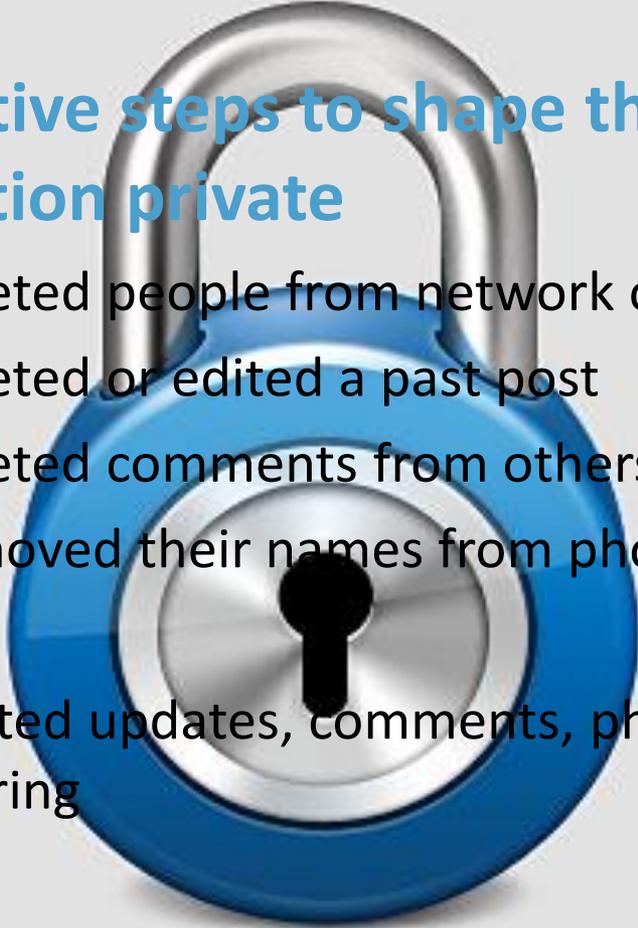
(Pew Research Center, 2013)



- **Teens report more positive than negative online experiences**
 - 57% said they had an experience online that made them feel good (vs. 30% who don't use social media)
 - 17% reported some kind of contact that made them feel scared or uncomfortable (more likely for girls)
 - 4% shared sensitive information online that later was a problem
 - 4% posted information online that got them in trouble at school

Social Media and Privacy

(Pew Research Center, 2013)

- 
- **Teens take active steps to shape their reputation and keep information private**
 - 74% have deleted people from network or friends list
 - 59% have deleted or edited a past post
 - 53% have deleted comments from others
 - 45% have removed their names from photos where they were tagged
 - 19% have posted updates, comments, photos they later regretted sharing

Cyberbullying Definition

(per Dignity for All Students Act;
Education Law § 11(7)(a)-(d) amendment in effect July 1, 2013)

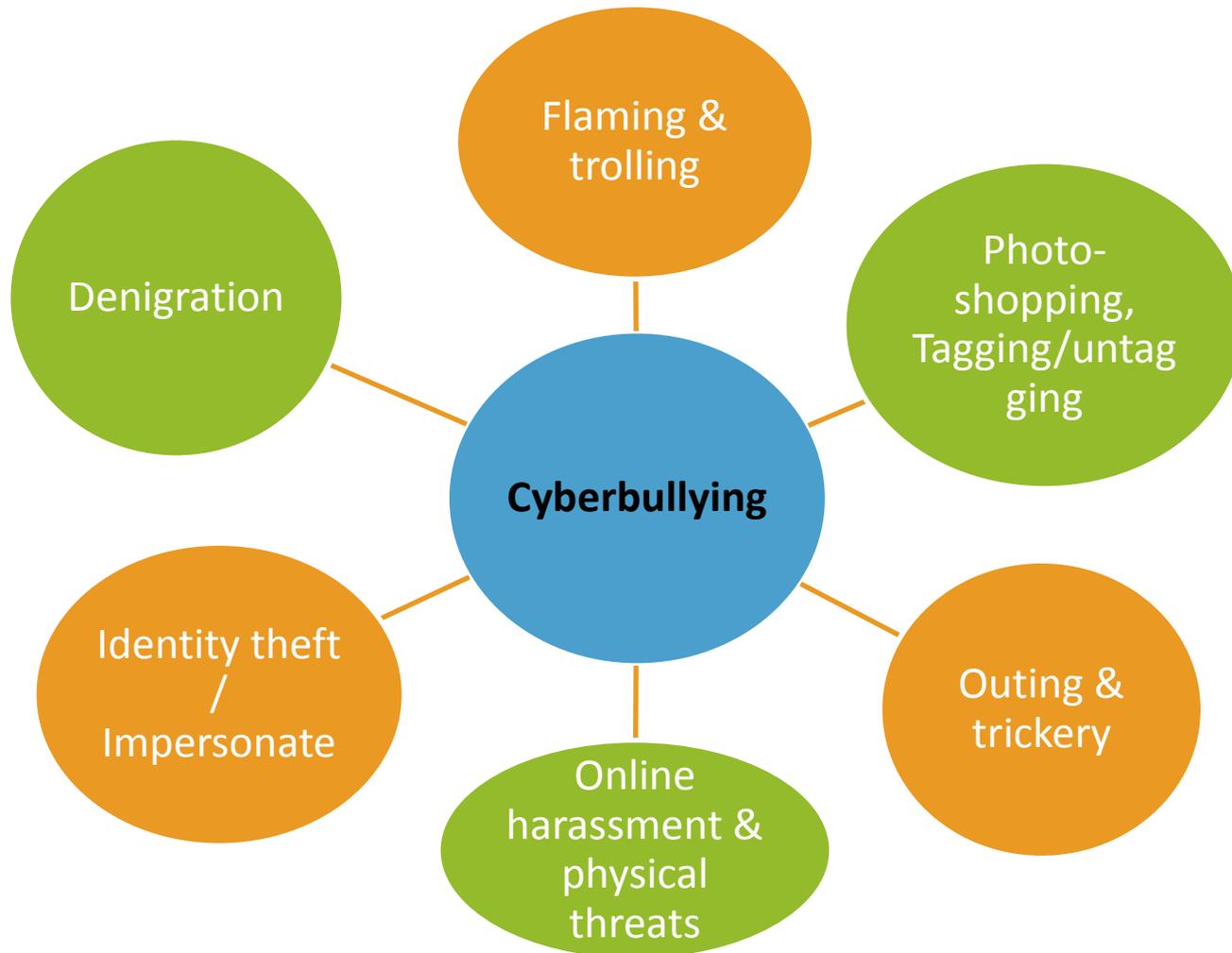
Harassment and bullying is the creation of a hostile environment by conduct or threats, intimidation or abuse which

- has or would have the effect of unreasonably and substantially interfering with a student's education performance, opportunities or well-being; or
- reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student or
- occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property

Cyberbullying includes all behaviors described above "where the harassment or bullying occurs through any form of electronic communication." Education Law § 11(8)

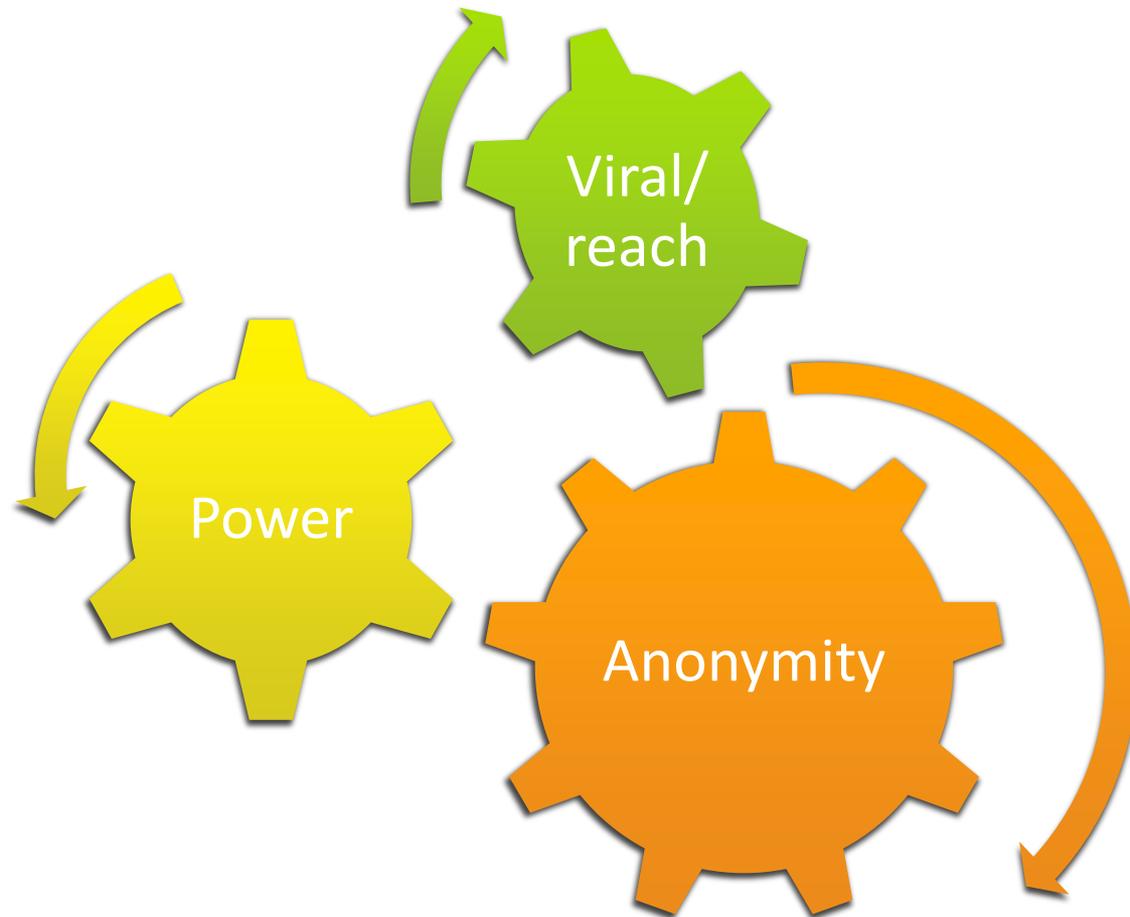
Forms of Cyberbullying

(Hinduja & Patchin, 2015; Kowalski, Limber, & Agatson, 2008; Willard, 2004)



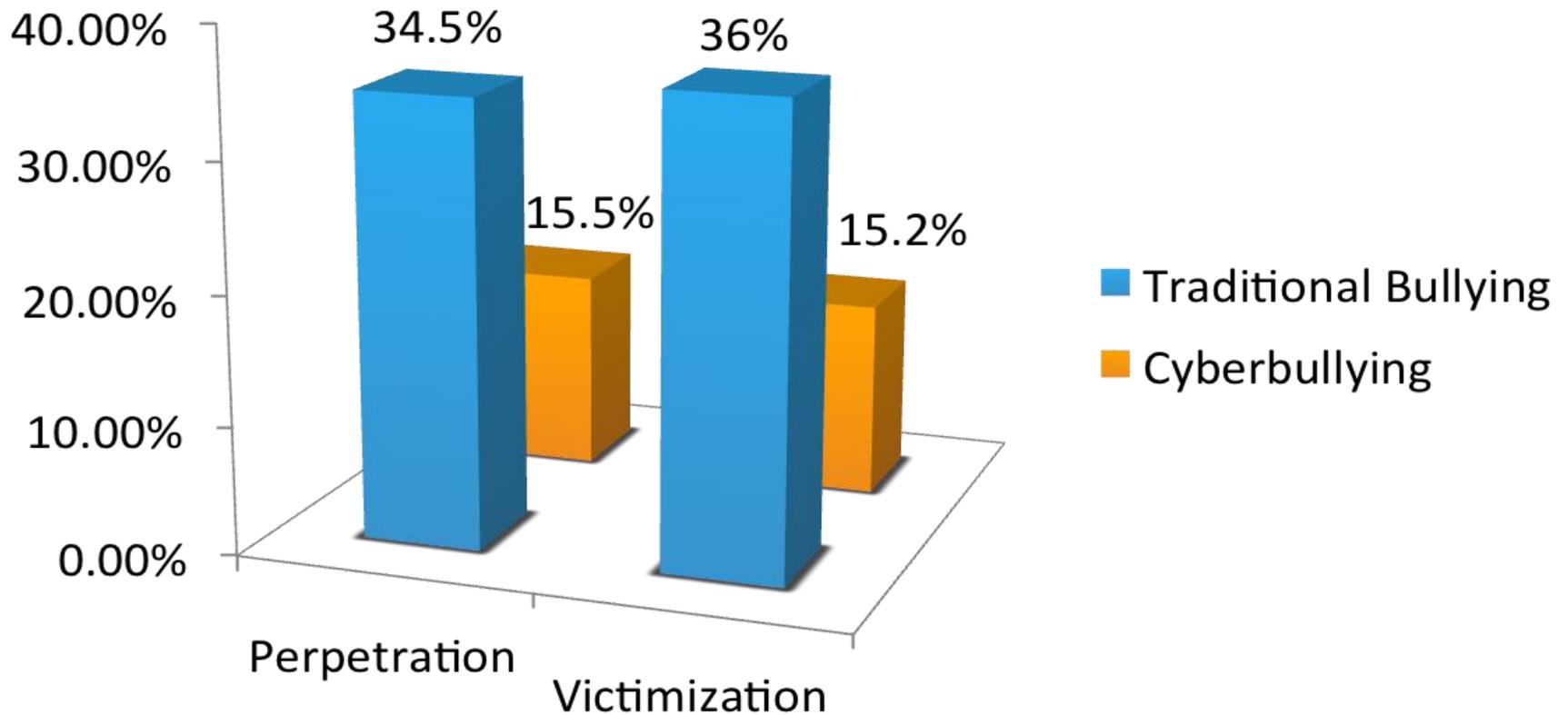
How is Cyberbullying Distinct?

(Dooley, Pyszalski, & Cross, 2009; Lang, 2012; Li, 2008)



How Common is it?

(Modecki, Minchin, Guerra, & Runions, 2014)



Prevention... Starts Long Before an Incident Occurs

Comprehensive, systematic efforts

- Positive Behavioral Intervention and Supports
- Social-emotional learning
- Progressive consequences [vs. zero tolerance]



Collaborative efforts

- Staff training and clear expectation
- Involve parents
- Student involvement
- Partnership with law enforcement and community agencies



**Promote
Positive
Climate**

Dignity for All Students Act

Dignity Act Components

- **Policy** (Code of Conduct)
- **Dignity Act Coordinator**
- **Instruction for students**
 - Civility, citizenship, and character education to address prohibition of harassment, bullying or intimidation, including bullying of protected classes
- **School employee training**
- **School employee reporting**
- **Annual reporting**

Clear Expectations for Conduct

(Couvillon & Ilieva , 2011)

**Define and
require
compliance with
the Internet use
policies**

**Commit to
digital safety
and citizenship**

**Include
progressive
discipline for
violations of
code of conduct**

**Make sure staff,
students, and
parents know
the expectations
(not a one time
event!)**

Educate and Promote Digital Citizenship and Netiquette (e.g., Common Sense Media)

Digital Citizenship Curriculum	K - 2			3 - 5			6 - 8			9 - 12			
	1	UNITS 2	3	1	UNITS 2	3	1	UNITS 2	3	1	UNITS 2	3	4
 Internet Safety	●	●		●		●		●			●		
 Privacy & Security	●	●	●	●	●	●	●		●			●	●
 Relationships & Communication	●	●	●	●	●	●	●	●	●	●	●	●	●
 Cyberbullying & Digital Drama		●		●		●	●		●	●		●	●
 Digital Footprint & Reputation		●		●	●	●		●	●	●	●	●	●
 Self-image & Identity				●	●	●	●	●	●	●	●		
 Information Literacy	●	●	●	●	●	●	●	●	●	●	●	●	●
 Creative Credit & Copyright	●			●	●		●	●	●	●		●	●

Education: NetSmartz

(www.netsmartz.org)



Educational website sponsored by the National Center for Missing & Exploited Children

- Provides information for law enforcement, students, families, and educators about online safety
- 1 hour free online training for educators
- *Student Project Kit* helps students grades 6-12 teach other students about topics like cyber safety
- Videos to use with students

www.nsteens.org/Videos/Cyberbullying

NSteens

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BIOS

LOGIN

REGISTER



Cyberbullying

Teens talk about dealing with cyberbullies. Listen in.
[Download](#)

STUFF TO KNOW

- **Never respond** to harassing or rude comments.
- **Save** or print the evidence.
- **Talk** to your parents or guardian if you are harassed; get help reporting this to your ISP, school, or local law enforcement.
- **Respect** others online.
- Only share your password with your **parent or guardian**.
- **Change** your passwords often.
- Password **protect** your cell phone.
- Use privacy settings to **block unwanted messages**.
- **Think before posting** or sending photos - they could be used to hurt you.
- **Contact** the site administrator if someone creates a social networking page in your name.

[Click here to find out what you should report.](#)

Activities for Building Digital Character

(Hinduja & Patchin, 2015)

- Include students in developing guidelines
- Discuss “digital citizenship”
- Have students Google themselves
- Discuss implications of phone usage
 - Taking and sending explicit photos
- Discuss experiences with cyberbullying
- Emphasize caution around online strangers



Activities for Building Students' Digital Character (Hinduja

& Patchin, 2015)

Discuss crediting online sources and the legal implications of plagiarism

Challenge students to unplug from technology

Organize a “Digital Citizenship Fair” to embrace technology and allow students to show creativity

Discuss specific vignettes and scenarios and how to respond

Assign students to produce public service announcements



Reporting Discrimination, Harassment, and Bullying (Dignity for All Students Act)

Become aware of incident and notify designee

Use calm, unemotional,
problem-solving
approach

Designee leads or supervises investigation

Talk to all parties
privately

Action should end
harassment, prevent
recurrence, and
ensure safety

If investigation verifies incident, prompt action is taken

Aim to eliminate
hostile environment
and create positive
climate

Designee notifies law enforcement if act is considered criminal
conduct

Step #1 Become Aware of Incident and Notify Designee

Become aware

- Proactively educate students and staff about reporting harassment, bullying, or discrimination
 - Staff member name and title of staff member to receive oral or written reports should be published in policy
 - Also good to include on website and post in school hallways and in class expectations
- Oral report must take place within 1 school day
- Written report no later than 2 school days after oral report
- Save the evidence – photos, screenshots, etc.

Information to Include in Initial Report

(Hinduja & Patchin, 2015)

- ✓ Date
- ✓ Name of student victim/target
- ✓ Name(s) of perpetrator(s)
- ✓ Name(s) of witnesses/bystanders
- ✓ Description of incident
- ✓ Name of reporter [can also be anonymous]

Note: These are recommended (not mandated)

Step #2 Lead or Supervise Investigation

(Cornell & Sheras, 2006)

Administrator typically leads the investigation

- As recommended in threat assessment, team approach is best
 - School resource office and mental health professional also advise and respond

Interview all involved (victim, perpetrator, witnesses)

- Separately
- Use calm, problem solving, investigative approach to find out:
 - What exactly was said and done [save evidence!]
 - Motive/intent (anger, misguided joke, threat of harm to safety)
 - Relationship and past history (one time occurrence or repeated)
 - Impact or perceived impact on school functioning

Step #3 Take Prompt Action

Discipline and consequences are most effective when they directly address the problem and the context

Continuum of consequences work best, with consideration of:

- Student's age
- Specific offense and circumstances around it
- Student's prior disciplinary record
- Effects of other forms of discipline
- Input from parents, teachers, mental health professionals, as appropriate
- Disability status * (CSE matter related to whether behavior is directly related to disability)

Note: This is a recommendation, not a mandated template

Use Continuum of Consequences



Verbal warning

Written notification to parent

Written warning

Detention

Restitution/reparation (central part of restorative practices)

Suspension of privileges (athletics, bus, extracurricular events)

Suspension from school

Take Action: Plan for Change

- ❖ Address incidents on a case-by-case basis
- ❖ Plan for change!
 - ❖ Counseling, conflict resolution, behavioral intervention/contract
- ❖ Provide support to target and family
- ❖ Take actions to improve school climate
 - ❖ Make sure all school staff are leading by example
 - ❖ Respect diversity in talents, skills, and abilities
 - ❖ Build relationships and allow time for check-ins
 - ❖ Use data to make change (e.g., increased supervision)

When to Call Law Enforcement

(Erie I BOCES; stopbullying.gov; Willard, 2007;

Consult with school's legal counsel about when to call law enforcement

Threats of violence

When it is suspected that a crime has been committed

- Hate or bias crimes
- Child pornography or sending sexually explicit messages or photos
- Stalking
- Taking photo or video of someone in a place where he or she would expect privacy

Annual NYSED Reporting: Report of Incidents Concerning School Safety and the Educational Climate

Annual NYSED
Reporting
VADIR Item 2

Other
information
regarding
intimidation,
harassment,
menacing, or
bullying (not
reported in
Item 10)

Incident Category	Number of Incidents (a)	Number of Offenders (Duplicated count. Offenders must be counted more than once if they commit more than one offense.)			Number of Victims (Duplicated count. Victims must be counted more than once if they are victims of more than one offense.)			Number of Incidents		How many enrolled student offenders were assigned or referred to: (Report all consequences)					
		Students (b)	Staff (c)	Other or Unknown (d)	Students (e)	Staff (f)	Other or Unknown (g)	Involving Alcohol or Drugs (h)	On School Transportation (i)	Counseling or Treatment Programs (j)	Teacher Removal (Section 3214) (k)	Suspension From Class or Activities (l)	Out-of-School Suspension (m)	Transfer to Alternative Ed Program (n)	Law Enforcement or Juvenile Justice (o)
16. Riot: four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm.															
With weapon(s)					NA	NA	NA								
Without weapon(s)					NA	NA	NA								
Incidents Involving the Possession of Weapons, Drugs, or Alcohol (not reported in Categories 1-16).															
17. Weapon Possession Only: Report incidents where weapons were found through screening at the building entrance separately from other weapon possession incidents.															
17.1. Weapon(s) confiscated through entry screening					NA	NA	NA								
17.2. Weapon(s) found under other circumstances					NA	NA	NA								
18. Use, Possession, or Sale of Drugs					NA	NA	NA	NA							
19. Use, Possession, or Sale of Alcohol					NA	NA	NA	NA							
20. Other Disruptive Incidents: incidents involving disruption to the educational process serious enough to lead to consequence listed in (j-o). These incidents are in violation of the district code of conduct.															

2. Other Information Regarding Intimidation, Harassment, Menacing, or Bullying (not reported in category 10)

Enter number of reports of alleged incidents of intimidation, harassment, menacing, or bullying of students or staff reported to the school principal or other school administrator responsible for student discipline by any source, such as a staff member, student, parent, or other concerned citizen, that did not result in a disciplinary action listed in columns j-o of Item 1 of this form. Do not include incidents reported in category 10.

Number of Reports

Of the total number of incidents reported in VADIR categories 1-20, how many referrals involved:	The School of Enrollment	Law Enforcement or Criminal Justice	Other Disciplinary Action
a. Staff (any paid employee of this school or district)			
b. Other Offenders (not enrolled in or employed by this district)			

4. Location, Time, and Nature of Incidents

Of the total number of incidents reported in categories 1-20, how many incidents occurred/were:

a. on school property c. during regular school hours e. gang related
 b. at school-sponsored function off school grounds d. before or after regular school hours f. bias related

Note: The sum of a. + b. must equal the sum of c. + d. Do not report Item 2 counts here.

Annual NYSED Reporting: Report of Incidents Concerning School Safety and the Educational Climate

REPORT OF INCIDENTS CONCERNING SCHOOL SAFETY AND THE EDUCATIONAL CLIMATE
 July 1, 2014 through June 30, 2015

Do NOT send this paper form to SED

School Name: _____
 BEDS Code (12 digits): _____

This paper form must be used only for the local gathering of data. Data represented in this form are required to be submitted to SED via the online BEDS-IMF-School Safety application. Your BEDS coordinator or superintendent will have details and protocol for entering data.

PART 2: DIGNITY FOR ALL STUDENTS ACT (DIGNITY ACT): Report all material incidents of discrimination and/or harassment, even if they occurred in combination with other incidents reported under the VADIR categories above. If a material incident involves more than one category of discrimination and/or harassment, include all counts in all categories that apply. Category definitions are summarized in this document and detailed in the *Dignity for All Students: Act Glossary and Acronym Guide*. For additional information on the Dignity for All Students Act (including glossary of terms, instructions and Q&A documents), please consult the resource documents located at http://www.p12.nysed.gov/school_safety/data_collection.html.

1. Material Incidents of Discrimination and/or Harassment:

Incident Types	Nature of Material Incidents of Discrimination and/or Harassment (Duplicated counts. Incidents must be counted more than once if they involve more than one category)									
	Race (a)	Ethnic Group (b)	National Origin (c)	Color (d)	Religion (e)	Religious Practice (f)	Disability (g)	Gender (h)	Sexual Orientation (i)	Sex (j)
1. Count of Incidents by Location¹										
1.a incidents occurring on school property										
1.b incidents occurring at school-sponsored function off school grounds										
2. Count of Incidents by Type of Discrimination/Harassment¹										
2.a incidents involving intimidation or abuse but no verbal threat or physical contact										
2.b incidents involving verbal threat but no physical contact										
2.c incidents involving physical contact but no verbal threat										
2.d incidents involving both verbal threat and physical contact										
3. Count of Incidents by Offender Type¹										
3.a incidents involving only student offenders										
3.b incidents involving only employee offenders										
3.c incidents involving both student and employee offenders										
Total Count (Auto-sum)¹										

NOTES: ¹ For each column:
 - The sum of incident counts by location (1.a + 1.b) must equal the sum of incident counts by type of discrimination/harassment (2.a + 2.b + 2.c + 2.d)
 - The sum of incident counts by location (1.a + 1.b) must equal the sum of incident counts by offender type (3.a + 3.b + 3.c)
² When using the online form, total count values are automatically calculated and will not accept user input

2. Material Incidents of Cyberbullying:

Incident Types	Nature of Material Incidents of Cyberbullying (Duplicated counts. Incidents must be counted more than once if they involve more than one category)												
	Race (a)	Ethnic Group (b)	National Origin (c)	Color (d)	Religion (e)	Religious Practice (f)	Disability (g)	Gender (h)	Sexual Orientation (i)	Sex (j)	Weight (k)	Other (l)	Total Count (Auto-sum) ¹ (m)
1. Count of Incidents by Type of Cyberbullying¹													
1.a incidents involving intimidation or abuse but no threat(s)													
1.b incidents involving threat(s)													
2. Count of Incidents by Offender Type¹													
2.a incidents involving only student offenders													
2.b incidents involving only employee offenders													
2.c incidents involving both student and employee offenders													
Total Count (Auto-sum)¹													

NOTES: ¹ For each column:
 - The sum of incident counts by type (1.a + 1.b) must equal the sum of incident counts by offender type (2.a + 2.b + 2.c)
² When using the online form, total count values are automatically calculated and will not accept user input

3. Superintendent/Charter School Leader Certification (Dignity Act)

I certify that the data reported here are complete and accurate to the best of my knowledge.

Superintendent/Charter School Leader Name: _____

E-mail Address: _____

Phone: _____ Area Code _____ Number _____ Fax: _____ Area Code _____ Number _____

Date: _____

Definition of Material Incident

A single incident or series of related incidents

Student is subjected to discrimination and/or harassment by student and/or employee

Creates a hostile environment with or without physical contact and/or by verbal threats, intimidation, or abuse

Educational performance, opportunities, or benefits

Severe or pervasive enough to substantially interfere with education, well-being, or fear for physical safety

Mental, emotional, and/or physical well-being

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Michael Sellet, Regional Safety Coordinator, Putnam/Northern Westchester BOCES

Contacts



New York State Center for School Safety

Jim Dillon

(518) 427-9840 x215

jdillon@measinc.com

www.nyscfss.org

New York State Education Department

Office of Student Support Services

518-486-6090

<http://www.p12.nysed.gov/sss>

Alberti Center for Bullying Abuse Prevention

Amanda B. Nickerson, Ph.D.

Professor and Director

Graduate School of Education, University at Buffalo

gse.buffalo.edu/alberticenter

nickersa@buffalo.edu

**Resource and Promising Practices Guide for School Administrators and Faculty
@ <http://www.p12.nysed.gov/dignityact/resourceguide.html>**

Questions?

Thank you for your attention and interest!

