

# **Cyberbullying: Control + Alt + Delete**

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# Today's Presentation

- I. Overview of Bullying Definition
- II. Cyberbullying & Electronic Bullying Rates
- III. Outcomes for Perpetrators & Victims
- IV. Prevention & Systematic Change
- V. Solutions and action steps to Identify, Prevent, and Address Bullying
- VI. Questions & Answers



# Definition of Bullying (CDC; Gladden et al., 2014)

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

- 1) an imbalance of **real or perceived power** that favors the aggressor(s);
- 2) is **repeated or has a high likelihood** of being repeated;
- 3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**



# Different Types of Bullying

- **Physical:** punching, shoving, hair-pulling, tripping
- **Verbal:** calling hurtful names, teasing, threatening
- **Indirect:** rejection, rumor spreading, humiliation, isolation, manipulation of friendships, exclusion
- **Electronic:** any kind of aggression perpetrated through technology (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments, posting pictures or videos)

Espelage DL. An ecological perspective to school-based bullying prevention. The Prevention Researcher 2004;11(3):3-6.;  
David-Ferdon C, Hertz MF. Electronic media, violence, and adolescents: An emerging public health problem. J Adolesc Health 2007;41(6 Suppl 1):S1-S5.



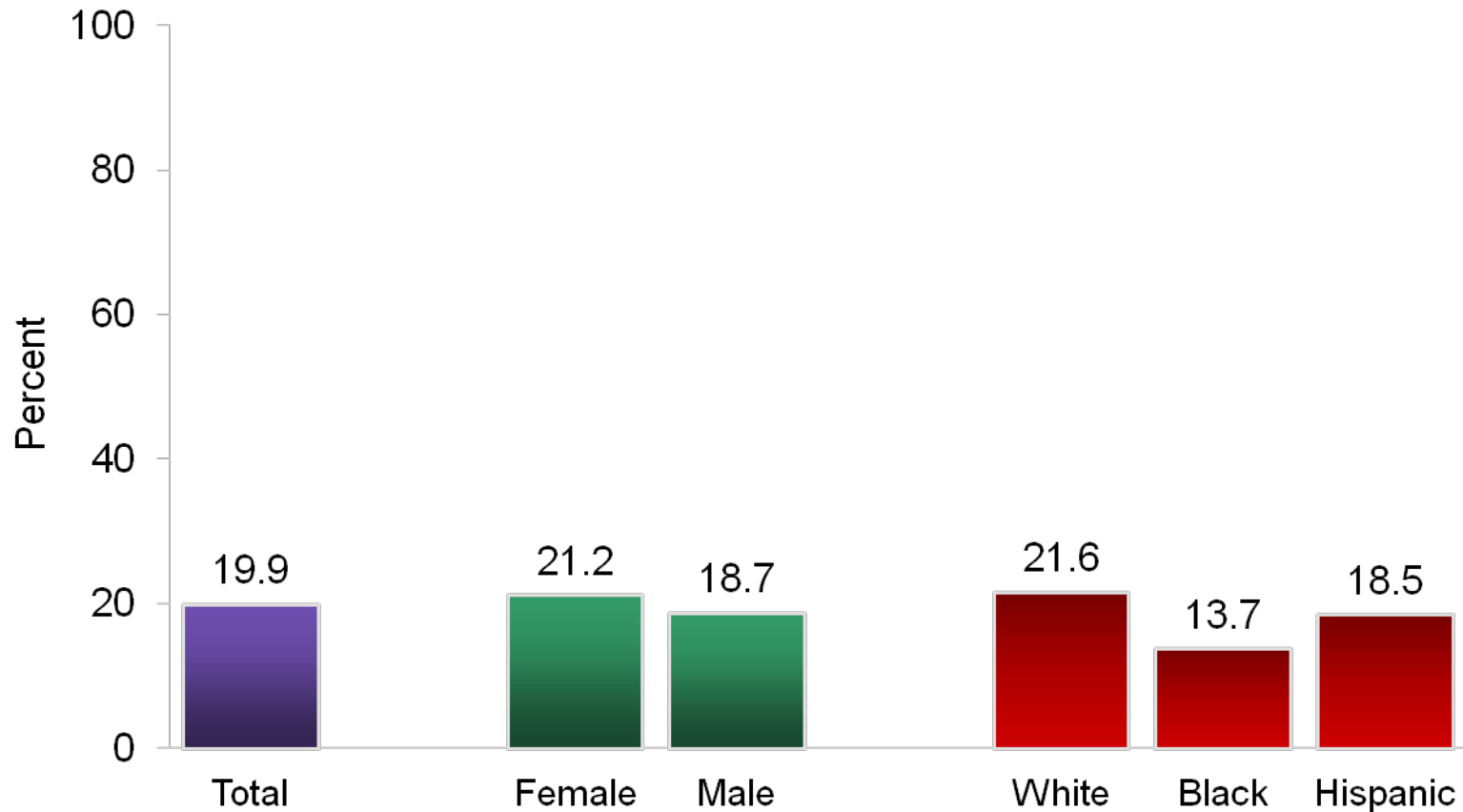
# Bullying Prevalence

- Youth Risk Behavior Survey (grades 9-12, ~ages 14-18)
  - Boys: 18.7%      Girls: 21.2%
- School Crime Supplement (ages 12-18)
  - Boys: 30.3%      Girls: 33.2%
- National Children's Exposure to Violence (ages 0-17)
  - Physical: 13.2% Emotional: 19.7%      Harassed: 5.6%
- Health & Behavior of School-Age Children (grades 6-10)
  - Physical:                      Boys: 17.8% Girls: 8.8%
  - Verbal:                        Boys: 38.5% Girls: 35.5%
  - Exclusion:                    Boys: 24.0% Girls: 27.6%
  - Rumor Spreading:        Boys: 27.6% Girls: 36.3%
  - Cyber:                        Boys: 9.9%      Girls: 10.4%



# Youth Risk Behavior Survey

## Percentage of High School Students Who Were Bullied on School Property, 2009



During the 12 months before the survey. <sup>†</sup> F > M <sup>‡</sup> W > H > B

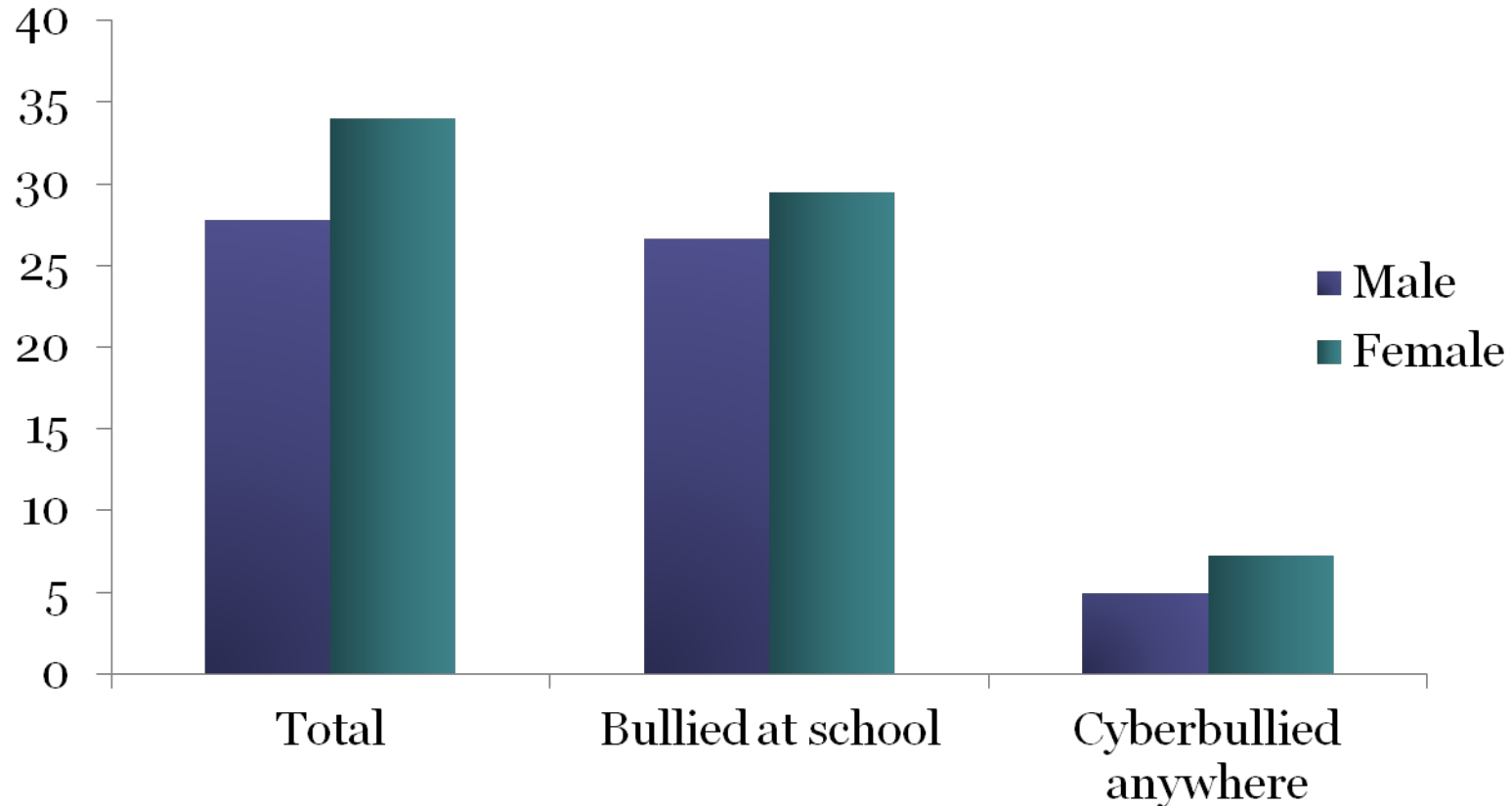


National Youth Risk Behavior Survey, 2009

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# **School Crime Supplement**

## **Percentage of students who reported being bullied at school & being cyberbullied anywhere during the school year, 2009**

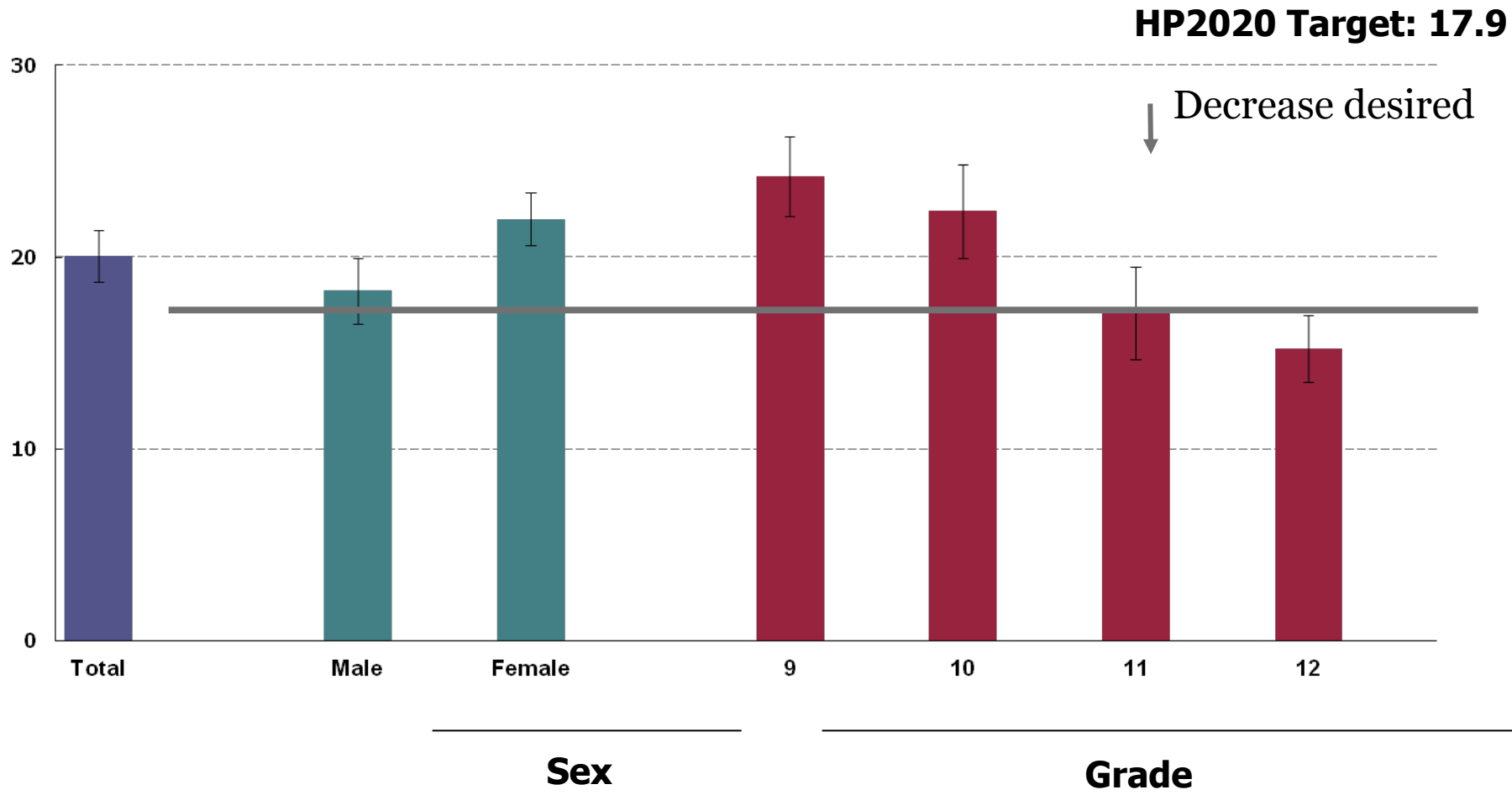


DeVoe, J.F., and Bauer, L. (2011). *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.



# Bullying, Adolescents Grades 9-12, 2011

Percent

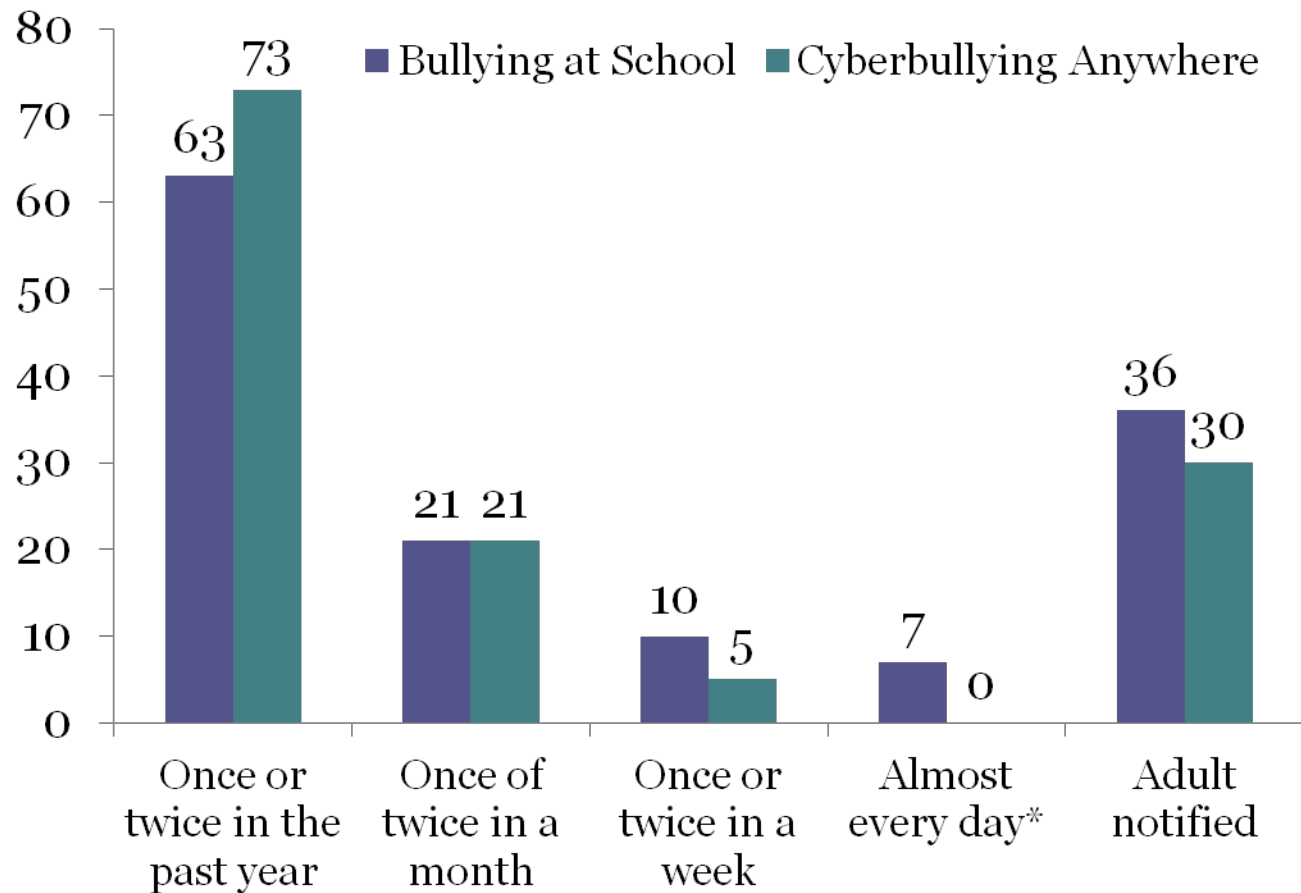


I = 95% confidence interval. Note: Data are for the percent of students in grades 9 through 12 who report being bullied on school property in the past 12 months. Source: Youth Risk Behavior Surveillance System (YRBSS), NCCDPHP, CDC.

**Obj. IVP-35**



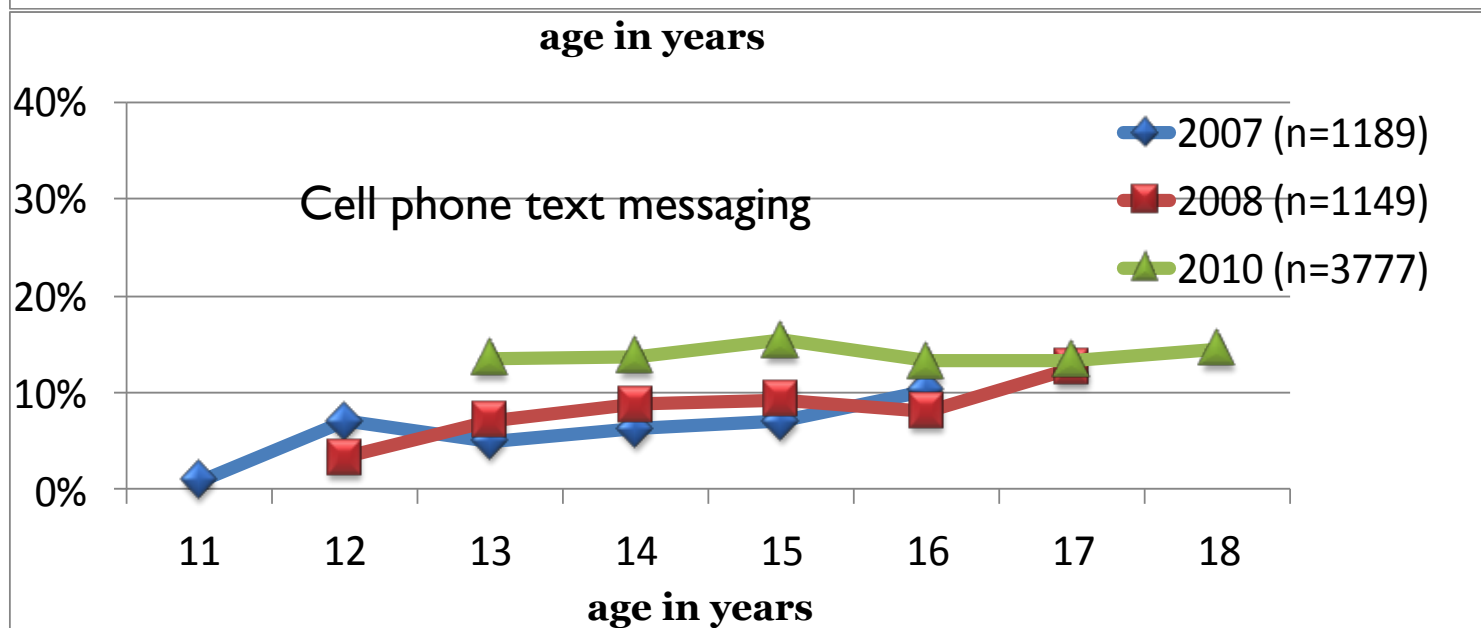
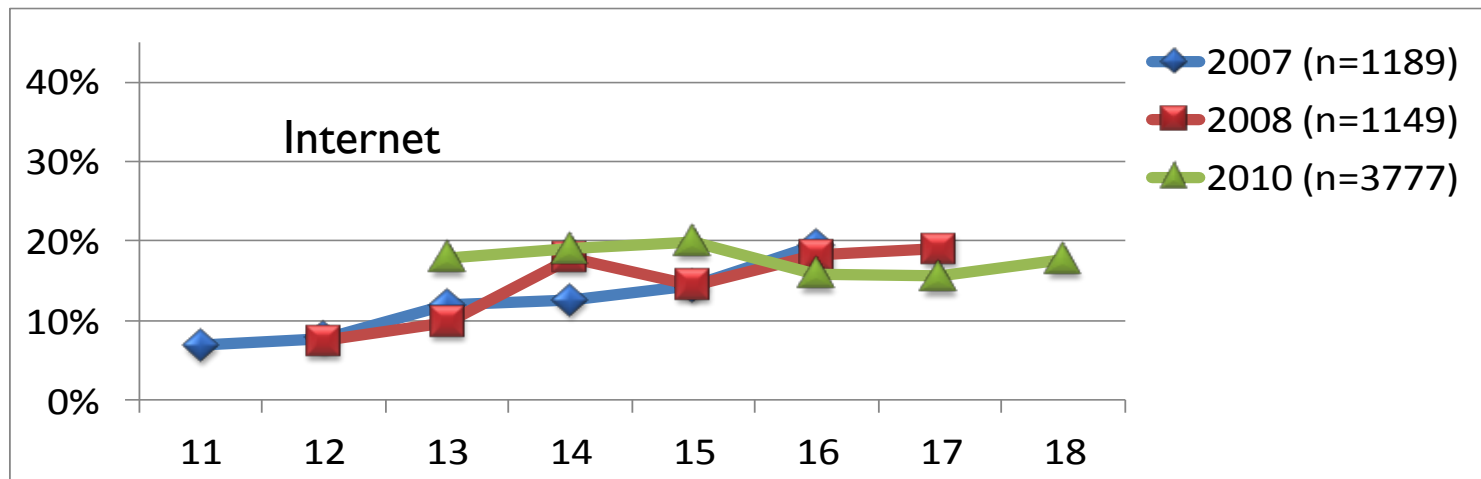
## **School Crime Supplement: Students who reported being bullied at school & being cyber-bullied anywhere by frequency, 2007**



DeVoe, J.F., and Bauer, L. (2011). *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.



# Bullying victimization rates over time



# Specific Types of Bullying Experienced

	Males Bullied		Females Bullied	
	Ever*	Frequent	Ever*	Frequent
Belittled about religion or race	28%	9%	24%	7%
Belittled about looks or speech	58%	20%	65%	21%
Hit, slapped, or pushed	66%	18%	44%	11%
Subjects of rumors	55%	17%	65%	17%
Subjects of sexual comments or gestures	47%	18%	57%	21%

\*“Ever” includes all those reporting the behavior “once or twice”. “Frequent” refers to “once a week” or “several times a week.”

Nansel TR, Overpeck M, Pilla RS, et al. Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment. JAMA. 2001;285(16):2094-2100.



# Risk & Protective Factors

- Cook, Williams, Guerra, Kim, & Sadek (2010)
  - Meta-analysis - reviewed 153 studies since 1970
  - Youth who are bullied: lower peer status, lower social competence, negative community factors, negative school climate
  - Youth who bully other students: have significant externalizing behavior, social competence and academic challenges, negative attitudes toward others, family characterized by conflict
  - Peer Status & Bully varied by age: Adolescents who bully have higher peer status than children who bully others



# Psychosocial issues for victims

- Interpersonal victimization / bullying (Ybarra, Mitchell, Espelage, 2007; Ybarra, Mitchell, Wolak, Finkelhor, 2006; Ybarra, 2004)
- Depressive symptomatology and suicidal ideation (Ybarra, 2004; Mitchell, Finkelhor, Wolak, 2000; The Berkman Center for Internet & Society, 2008; Hinduja & Patchin, in press)
- Alcohol use (Ybarra, Mitchell, Espelage, 2007)
- Social problems (Ybarra, Mitchell, Wolak, Finkelhor, 2006)
- School behavior problems (Ybarra, Diener-West, Leaf, 2007)
- Poor caregiver-child relationships (Ybarra, Diener-West, Leaf, 2007)



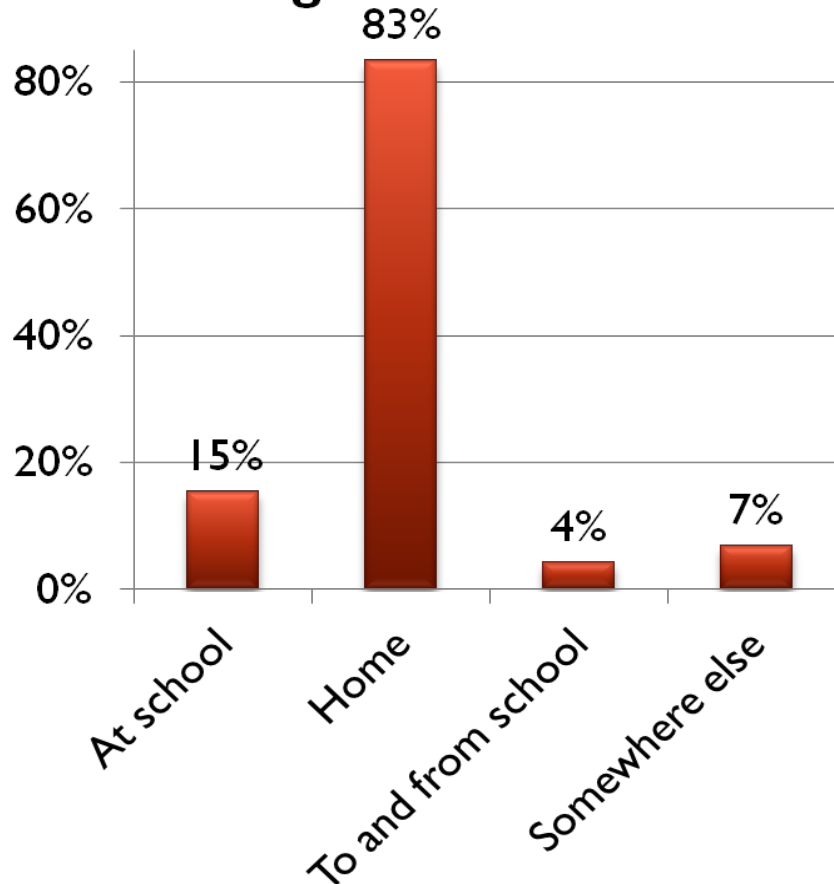
# Psychosocial issues for perpetrators

- Interpersonal victimization and perpetration (bullying) (Ybarra, Mitchell, & Espelage, 2007; Ybarra & Mitchell, 2007; Ybarra & Mitchell, 2004)
- Aggression / rule breaking (Ybarra, Mitchell, & Espelage, 2007; Ybarra & Mitchell, 2007)
- Binge drinking (Ybarra, Mitchell, & Espelage, 2007)
- Substance use (Ybarra, Mitchell, & Espelage, 2007; Ybarra & Mitchell, 2007)
- Poor caregiver child relationship (Ybarra, Mitchell, & Espelage, 2007; Ybarra & Mitchell, 2004; Ybarra & Mitchell, 2007)
- Low school commitment (Ybarra & Mitchell, 2004)

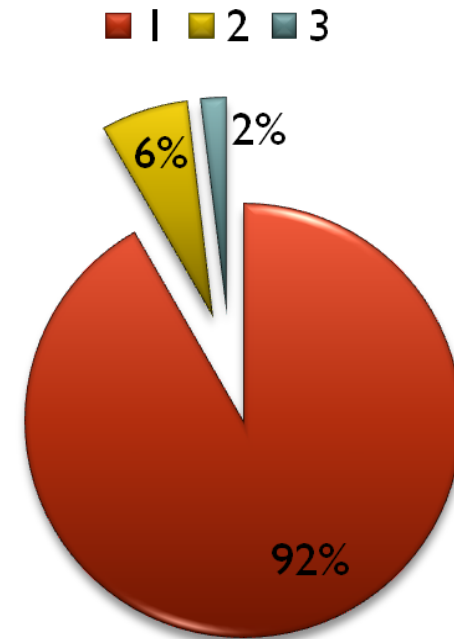


# Cyberbullying - Location

**% of youth reporting being bullied online**



**# of different environments one is bullied among those bullied online**



# CyberBullying: Recap

Cyberbullying (bullying online) affects between 15-17% of youth each year; harassment affects about 38%

- More than **4 in 5** youth who use the Internet are **\*not\* cyberbullied**

About 1/3 of bullied and harassed youth are very or extremely upset

- When youth were cyberbullied, 1/3 indicated that they were distressed.

Bullying is most commonly an **in-person** experience (21% are bullied exclusively this way).

- For a concerning minority (8%), bullying is ubiquitous (in person, online, via text)

Internet victimization is **not increasing**

- Text messaging victimization may be increasing...





# Action Steps: Prevention at School<sup>1</sup>



- Assess school prevention and intervention efforts
- Engage parents and youth
- Create policies and rules
- Build a safe environment
- Educate students and school staff



<sup>1</sup> [www.stopbullying.gov](http://www.stopbullying.gov)

# Monitoring can help your child

- 8% of youth are bullied in several places (in person, online, by phone)
- Kids who are harassed in person and online are more likely to be depressed, and suicidal ideation, use alcohol, and have other social problems
- Better monitoring can help identify youth who are struggling



# What Can You do?

- Restrict Technology Use
  - Students who flip back and forth between studying and using social media have worse grades
- Have your student focus on their school work and not use the technology until they are done
- Establish firm rules about online use
- Set clear limits
- Talk about possible negative consequences in advance



# What Can You Do?

- Talk to your student, or rather listen to them
  - Talk one minute and listen for five.
- Ask your student what they are doing online
- Ask them about sexting or posting provocative pictures online
- It is **your right** to know what they are doing with social media, and your student's **privilege** to use these technologies



# What Can You Do?

- Have access to your child's social media accounts
- Check for activity to make sure you have the correct Facebook account
  - If your student gives you their account, but the dates of postings etc. doesn't change regularly they may be using another account



# **S.A.F.E.**

- **S**et clear expectations
- **A**sk them about their usage
- **F**ocus on school work first
- **E**xplain the potential negative consequences



# Technologies Can Be Good

- These technologies can offer a way to promote mental, social, and physical well-being
- Powerful social tool, especially for those who might feel isolated
- They can help connect kids to new people, new ideas, and new places



# Electronic Aggression: Parent Tips<sup>1</sup>

- Talk to your child
  - Ask where they are going and who they are going with
  - For young people, going “online” is like going to the mall, ask the same types of questions you would if they were going there.
- Develop rules
  - Develop rules about acceptable and safe behaviors for all electronic media focusing on ways to maximize the benefits of technology and decrease its risks
- Explore the Internet
  - Visit the websites your child frequents, and assess the pros and cons
- Talk with other parents and caregivers
- Connect with the school
- Educate yourself

<sup>1</sup> Hertz MF, David-Ferdon C. Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers. Atlanta (GA): Centers for Disease Control; 2008.





# National Registry Evidence-Based Programs & Practices

- <http://nrepp.samhsa.gov/>
- NREPP - a searchable online registry of more than [320 mental health, academic, & social-emotional interventions](#)
- NREPP was developed to help the public learn more about evidence-based interventions that are available for implementation
- Includes school- and community-based interventions.
- Targets individual, families, peers, schools, and communities.
- Used in many multi-tiered school-based approaches.



# TIERED MODEL

## Flexible but research-based Options

**Foundations: Establishing Proactive Behavioral Support Systems**

**PBIS: Positive Behavioral Interventions and Supports**

**CHAMPS: A Proactive and Positive Approach to Classroom Management (K-8)**

**Discipline in the Secondary Classroom (9-12)**

**Coaching Classroom Management**

Social Emotional Learning (SEL)  
Curriculum: Second Step (PK – 8)

Restorative Justice:  
Peace Circles

Social Emotional Learning (SEL)  
Curriculum: Lion's Quest (9 – 12)

7 Habits

### ***Tier One Components***

School Wide  
Behavior  
Management

Classroom  
Management

Student  
Skill  
Building

### ***Interventions (Tiers 2 & 3)***

**Interventions: Evidence-Based Strategies for Smaller Groups of Students and Individual Students**

**Anger Coping, Think First and/or CBITS**

Restorative  
Justice: Peer Jury  
Peer Mediation

Check In/Check  
Out



# Realistic Strategies

- Simple strategies can help to decrease bullying
  - Use data to make decisions (i.e., Increase hallway monitors; reduce time between classes)
  - Involve PE teachers and coaches in stopping bullying behaviors
- With your support, students can play an important role in decreasing bullying
  - Implement a procedure to allow students to confidentially report bullying incidents
    - Create a confidential reporting system
  - Have an open door policy with counselors to address the needs of students involved in bullying



# Realistic Strategies

- Make sure your school has an anti-bullying policy that is consistent with state and federal policies
- Make sure the adult workplace models healthy social relationships
- Work respectfully and collaboratively with families
- Use videos and classroom discussion guides to talk about the detrimental effects of bullying
- Use social-emotional learning activities to create a positive school climate
- Use a positive behavioral interventions and supports to respond effectively to student behaviors



# Final Thoughts

- We have to work together to stop bullying, it is not just a school problem, it is a societal problem.
- There are no easy solutions, bullying is entrenched in our society and history.
- What messages do you send to your kids about bullying?  
Defending themselves?
- Do you have social emotional learning skills to impart to your kids?
- Good parents could raise a ringleader bully.
- Communication, Consistency, and Caring....My 3Cs.



# Resources

<http://www.stopbullying.gov/>

Newly launched government site, always changing, tips for surveys, and resources that are promising will eventually be added. Bookmark this site.

<http://www.stopbullying.gov/kids/>

Videos for kids; games

<http://www.cartoonnetwork.com/promos/stopbullying/index.html>

Cartoon Network Stop Bullying-Speak Up Campaign

<http://www.cartoonnetwork.com/promos/stopbullying/video/index.html>

Students talk about speaking up video (25 minutes)

<http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying>

Sesame Street Efforts (16 minute video)

<http://www.pacer.org/bullying/>

Wide range of resources



# Clearinghouse/Federal Resources

<http://www.campbellcollaboration.org/library.php>

**Meta-analyses of a wide range of topics**

<http://www.nrepp.samhsa.gov/>

**National registry of effective programs for aggression, AOD, bullying, etc.**

<http://casel.org/>

**Clearinghouse for Social-Emotional Learning Prevention etc.**

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

**Evidence-based School Climate Site**

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

**Character Education site**



# Interactive Resources

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# Resources

<http://www.pacerteensagainstbullying.org/#/home>

**Teens against bullying**

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

**Kids against bullying**

<http://www.facebook.com/safety/>

**Facebook Safety Tips**

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

**Stories of Us Videos and Curriculum**



# Evidence-Based Resources

<http://www.evidencebasedprograms.org/static/pdfs/GBG%20Manual.pdf>

**Good Behavior Game Manual**

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

**Positive Behavior Intervention Supports**

<https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>

**Shifting Boundaries Intervention**

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

**Developers of Second Step, Steps to Respect**

<http://web.uvic.ca/wits/>

**WITS-Canadian bully prevention program**



# Resources

[http://groundspark.org/our-films-and-campaigns/lets-get-real/lgr\\_clips](http://groundspark.org/our-films-and-campaigns/lets-get-real/lgr_clips)

Let's get real clip (clip 2:37)

<http://groundspark.org/our-films-and-campaigns/straightlaced>

Straightlaced clip (clip 2:00)

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

Gay, Lesbian, Straight, Education Network Main Website

<http://www.glsen.org/cgi-bin/iowa/all/educator/index.html>

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