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A Mixed Methods Study of Cyberbullying: Student, Educator, and Parent/Guardian Perspectives and Implications for Prevention and Intervention

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A MIXED METHODS STUDY OF CYBERBULLYING: STUDENT, EDUCATOR, AND

PARENT/GUARDIAN PERSPECTIVES AND IMPLICATIONS FOR PREVENTION

AND INTERVENTION

A Dissertation

Submitted to the Graduate School and Research

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Requirements for the Degree

Doctor of Education

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Title: A Mixed Methods Study of Cyberbullying: Student, Educator, and Parent/Guardian
        Perspectives and Implications for Prevention and Intervention

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The purpose of this study was to analyze the perspectives of the three groups most directly affected by cyberbullying: (1) the students involved in incidents, (2) their parents/guardians, and (3) educators such as teachers, school administrators, counselors, social workers, and school psychologists. There have been ineffective or nonexistent cyberbullying prevention and intervention strategies used by all three groups, partly due to their different perspectives on this issue, education needs, and lack of collaboration to address this problem. A recurring theme in the literature is the different perspectives of this problem by the three groups that most need to have consensus and collaboration if effective cyberbullying programs are to be created (Cassidy, Jackson, Brown, 2009; Cassidy, Brown, & Jackson, 2012a, 2012b; Mark, 2009; Spaulding, 2012; Wiseman, 2011). The researcher will address these issues by providing findings from this study that can be used to create more effective cyberbullying prevention programs.

ACKNOWLEDGEMENTS

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CHAPTER I

STATEMENT OF THE PROBLEM

Although bullying has been a persistent social and educational problem worldwide, it has been increasing in frequency and severity in recent years, in part due to cyberbullying (Citron, 2009; David-Ferdon & Hertz, 2009; Juvonen & Gross, 2008; Li, 2007; Patchin, 2013; Patchin & Hinduja, 2010; Price & Dalgleish, 2010; Wong-Lo, 2009). Cyberbullying is a new and escalating type of violence among the world's youth today, with ramifications in both the school and home environments (Cassidy et al., 2012; CDC, 2012; Hinduja & Patchin, 2011). The long-term effects of cyberbullying are not only devastating as the bullying situation occurs, but also usually affect victims and perpetrators into adulthood. Research suggests cyberbullying has similar negative effects as traditional bullying; however, some effects are increased in cyberbullying such as anxiety, social withdrawal, and suicidal ideation (Juvonen & Gross, 2008; Price & Dalgleish, 2010). Some researchers have concluded that cyberbullying does more damage than traditional face-to-face bullying due to privacy violations involved such as stealing passwords, forwarding victims' private communication, occurring in victims' homes, and "going viral" (Citron, 2009; Price & Dalgleish, 2010). Therefore, cyberbullying can result in more devastating embarrassment, public mortification, and persistence of messages (Citron, 2009; Juvonen & Gross, 2008).

Even though cyberbullying occurs less frequently than regular bullying (Olweus, 2012), according to a recent report issued by the Centers for Disease Control (CDC, 2012), cyberbullying is quickly manifesting as a public health concern in the United States, with a 50 percent increase in students reporting incidents in the last few years. Approximately 21 percent of students are affected by this problem in their lifetimes (Hinduja & Patchin, 2013).

Percentages vary internationally from 10 percent of Japanese high school students, 14.1 percent of German students, 52 percent of Polish 12 to 17-year-olds, and three-fourths of South Korean university students being affected (Hinduja & Patchin, 2011). There are several factors contributing to this worldwide escalation of cyberbullying, such as increasing numbers of young people using technology, the rapidly changing technologies that this type of bullying uses, and the knowledge discrepancies and limited communication about this problem in general. These factors have led to an increase in incidents, while at the same time effective cyberbullying strategies, which are defined as those that contribute to a decrease in cyberbullying incidents, have proven difficult to create (Cassidy et al., 2009; Cassidy et al., 2012; Wiseman, 2011).

Cyberbullying is a problem that is putting children's physical safety, as well as their emotional and psychological well-being, at risk (CDC, 2012; Citron, 2009; Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Li, 2008; Patchin & Hinduja, 2010; Price & Dalgleish, 2010; Spaulding, 2012). For example, it has been linked to several high profile cases of school violence in the past several years, as well as several cases of suicide (American Academy of Pediatrics, 2012; Patchin, 2012; Sieczkowski, 2012). Research has concluded that there is an increased risk of suicide for both cyberbully victims and cyberbullies. Cybervictims are 1.9 times more likely and cyberbullies are 1.5 times more likely to attempt suicide when compared to those who are uninvolved in cyberbullying (Hinduja & Patchin, 2010).

Additionally, the majority of students do not report cyberbullying incidents to adults (Juvonen & Gross, 2008; Keith & Martin, 2005) and many cyberbully victims try to resolve the problem by themselves, conceal its occurrence, or attempt to ignore it (Price & Dalgleish, 2010). Also, only about half of students use the prevention or intervention tools available to them that

would decrease cyberbullying, such as not using screen names on "friend" lists, blocking bullies, changing their screen name, or sending the bully a message to stop (Juvonen & Gross, 2008).

Low student reporting of this problem to adults is due in large part to the fear many young people express that adults, and parents in particular, will respond by monitoring or limiting their Internet usage (Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Keith & Martin, 2005; Price & Dalgleish, 2010; Smith et al., 2008), or it may be due to the fact that most students do not think adults will intervene (Shariff, 2008; Spaulding, 2012), or that adult intervention will not be effective (Cross et al., 2009; Keith & Martin, 2005; Strom et al., 2011). For example in a study by Cross and colleagues (2009), almost half of students who reported incidents to adults stated reporting cyberbullying did not improve the situation and in some instances it even made it worse. Therefore, due to a high percentage of cybervictims attempting to solve cyberbullying themselves, it is imperative that education, support, and encouragement to alert others are offered (Price & Dalgleish, 2010). Also, young people need to learn available prevention and intervention tools in order to increase their use, and thus decrease cyberbullying (Juvonen & Gross, 2008).

Related to this phenomenon, another theme in the research is that, although most students consider cyberbullying to be a serious problem, many parents and school staff are unaware of most cyberbullying incidents and thus do not believe cyberbullying is an issue (Cassidy et al., 2012; Mark, 2009; Willard, 2011; Wong-Lo, 2009). However, some new research suggests that some adults are starting to become more aware of incidents as young people are turning to them for help and due to cyberbullying crossing over to school bullying (Cassidy, Faucher, & Jackson, 2013; Flaherty, 2013; Schneider, Smith, & O'Donnell, 2013; Spaulding, 2012). Still, the majority of the research pertaining to adult perspectives on this issue reveals that most adults do

not fully understand this problem, are not fully aware of this issue and the extent of cyberbullying that is actually occurring because of low reporting by students, and they are not monitoring young people's technology use. Furthermore, even when they are aware of incidents, they do not effectively intervene (Cross et al., 2009; Keith & Martin, 2005; Strom et al., 2011). As a result, efforts to prevent cyberbullying have been nonexistent or ineffective (Bradshaw, Sawyer, & O'Brennan, 2007; Mark, 2009; Wiseman, 2011).

Therefore, it is important that effective strategies are created and used in homes and schools to prevent the occurrence of cyberbullying and to intervene in ways that protect children of all ages from this problem. Also, it is important that all incidents of bullying, as well as consequences for inappropriate behavior, are addressed by consequences given to perpetrators and support to victims. These interventions send the message that incidents will not be tolerated (Hinduja & Patchin, 2009; Willard, 2011). Too often, all forms of bullying and the resultant long-term effects have been ignored by many people. Furthermore, there has been and continues to be, inconsistent understanding about cyberbullying in general among students, parents, and educators. Therefore, the result has been ineffective or, in many cases, nonexistent cyberbullying prevention and intervention strategies. These issues make cyberbullying an important research topic in today's world of increasing violence and increasing technology use (CDC, 2012; Hinduja & Patchin, 2010; Spaulding, 2012).

Technology Use and Implications for Cyberbullying

Since technology is integral to cyberbullying, in order to discuss this problem, first a discussion on technology is warranted. Technology use can have several positive benefits, such as: fostering positive online interactions and healthy relationships, connecting people who might not otherwise have the opportunity to interact due to time and space differences, increasing

learning opportunities through the vast amount of information that can be found by 'surfing the web', and networking online for socialization, research, and projects. However, there can also be many negatives associated with technology use, especially for children who are not given education on how to use technology and for those who use technology unsupervised. Some issues that can occur as a result are maladaptive and inappropriate technology use. These issues can lead to problems such as cyberbullying, online safety issues related to sexual predators and other strangers lurking online and hiding in the anonymity cyberspace provides, Internet addiction, and neglect for real-world social and physical healthy behaviors such as spending time with family and friends, and exercising (Gutnick et al., 2011). Cyberbullying is a cause for concern, especially due to the fact that technology use is increasing among all age groups, particularly among young people, which makes it more likely that cyberbullying incidents will continue to increase with technology use (CDC, 2012; Citron, 2009; Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Li, 2007; Price & Dalgleish, 2010).

Trends in technology use for young people seem to be moving toward an increasing use of mobile media, such as cell phones, which make adult monitoring more difficult. Most children have a considerable increase in their technology use at seven or eight years of age. This corresponds with their developmental need for peer acceptance, and therefore technology is being used socially by many children. The result is that technology is now a major part of youth culture. Also, most children are using several technology devices in tandem, such as surfing the web while talking on their cell phones. Trends for eight to 18-year-olds are that they spend an average of 10 hours and 45 minutes using technology daily (Gutnick, Robb, Takeuchi, & Kotler, 2010). For Internet usage in particular, research has found this increases with age. For instance, children in the age range of five to nine spend approximately 28 minutes per day using this

media, while for those in the age range of eight to 10 this time increases to 45 minutes per day. The same is true for cell phone ownership as only 2 percent of four to five-years-olds have their own cell phones; however, this number increases to 31 percent for eight to 10-year-olds (Gutnick et al., 2010).

Through technology young people now have a forum to quickly post any information that unfortunately sometimes is not socially appropriate, or that should be personal and confidential. Therefore technology use can result in damaging the person or people involved if it is used inappropriately (Kite et al., 2010; Walker, 2012). The negative results of inappropriate technology use, such as those that occur from cyberbullying, can lead to a range of social and emotional problems that can adversely affect the academic performances of those involved and also their optimal development and functioning, not only at the time of the incident, but also these negative effects can last into adulthood (CDC, 2012; Gutnick et al., 2011). Furthermore, increasingly younger children are using technology. Preschoolers are currently the most rapidly expanding group of Internet users (Becerra, 2010). International statistics for two to five-year-olds conclude that 58 percent can use a computer to play games, and 19 percent can use a SMART phone application. This means that more young children can play games on a computer than can tie their shoe laces, ride a bike, or swim unaided (Perna, 2011). This situation makes it imperative that awareness is raised about cyberbullying, and education and prevention are the focus during early childhood as children are learning to use technology (Wright, Burnham, Inman, & Ogorchock, 2009).

Understanding how and to what extent young people use technology can enable parents, educators, and various other stakeholders, such as policymakers, to help children reach optimal development. This effort needs to start with education to learn how to use it responsibly and

effectively. Also, a focus on technology as a negative force needs to be tempered by an appreciation for its potential as a tool to foster learning and healthy development (Gutnick et al., 2010; Kite, Gable, & Filippelli, 2010).

Purpose of the Study

The purpose of this study is to investigate and compare the perspectives among students, educators, and parents/guardians pertaining to cyberbullying awareness and perceptions. The perspectives of students are from their own experiences with cyberbullying, the perspectives of parents are from their children's experiences with cyberbullying, and educators' perspectives are from their students' reports to them of incidents. This investigation is necessary in order to more fully understand this problem and therefore contribute to research-based prevention and intervention strategies. This research is in response to increasing cyberbullying incidents (Citron, 2009; Juvonen & Gross, 2008; Li, 2007; Patchin & Hinduja, 2010; Price & Dalgleish, 2010), and nonexistent or ineffective cyberbullying prevention and intervention strategies (Jäger et al., 2010; Nocentini et al., 2010; Vandebosch & Van Cleemput, 2008).

Research on cyberbullying suggests this is an increasing problem worldwide (Cassidy et al., 2013; Citron, 2009; Juvonen & Gross, 2008; Li, 2007; Patchin, 2013; Patchin & Hinduja, 2010; Price & Dalgleish, 2010), with long-term negative psychological ramifications that could extend into adulthood and or lead to violence and suicide (American Academy of Pediatrics, 2012; Patchin, 2012; Sieczkowski, 2012; Ybarra, Diener-West, & Leaf, 2007). Also, effective prevention and intervention strategies have proven to be elusive due to the varying perspectives of the three main groups involved, the students, parents/guardians, and educators, and also due to the different educational needs among all of these groups (Cassidy et al., 2009; Cassidy et al., 2012; Cassidy et al., 2013; Citron, 2009; Hannah, 2010; Jäger, Amado, Matos, & Pessoa, 2010;

Juvonen & Gross, 2008; Price & Dalgleish, 2010). For example, most students need to understand how to prevent incidents, and how to get help once cyberbullying occurs (Keith & Martin, 2005), while most educators and parents need be educated on the basics of technology and cyberbullying before they can even begin to take action to try to prevent or intervene (Jäger et al., 2010).

Issues to be considered when formulating and enacting intervention programs are understanding gender differences and how this affects cyberbullying incidents (Safran, 2007), understanding and utilizing cultural differences in regards to bullying (Li, 2008), understanding school factors and how they affect bullying (Espelage & Swearer, 2003), understanding the negative effects of bullying (Bonanno, & Hymel, 2010), and understanding bystander roles (Keith & Martin, 2005; Olweus, 2012). The Society for Adolescent Medicine advocates against the widely held belief that bullying is admissible and normal behavior (The Brown Child and Adolescent University Behavior Letter, 2005). Furthermore, they promote action among adults, students, communities, and educational and public health institutions to work together to fight bullying.

Cross comparative analysis among the cyberbullying perspectives of the main groups involved is sparse in the research literature. This is unfortunate because this information is crucial for the creation of effective prevention and intervention programs (Hinduja & Patchin, 2010; Jäger et al., 2010; Keith & Martin, 2005). Furthermore, an extensive review of the literature also reveals that the majority of research in this area consists of quantitative studies that have focused on student perspectives of the extent of this phenomenon (Jackson, Cassidy, & Brown, 2009; Patchin, 2013; Perren et al., 2012; Spaulding, 2012).

Therefore, this study is intended to fill gaps in the current cyberbullying literature by being among the few studies that compares the perspectives of the main groups involved using a mixed methods approach. The results of the current study may enable cyberbullying program creators to more fully understand the perspectives of those most affected and then be in a position to identify the most effective ways to design cyberbullying programs (Hinduja, & Patchin, 2011; 2010; Jäger et al., 2010), investigate the most integral education that is needed to decrease incidents (Hannah, 2010; Jäger et al., 2010; Keith & Martin, 2005), and also the most effective way for this issue to be taught and hopefully prevented through education in schools and at home (Levy, 2011; Ohler, 2011; Ribble, 2011). The intent is that this research will add to the existing literature in a meaningful way, fill in the gaps mentioned above, and inform cyberbullying program creators.

<div align="center">**Research Questions**</div>

To address these issues the following research questions were designed to guide the research study. Since this was a mixed methods study, both quantitative and qualitative data were collected. Therefore, this study included both quantitative and qualitative research questions as listed below.

Quantitative Research Questions

1. What is the effect of the role of the person (i.e. student, parent, or educator) on the perception of the frequency of witnessing cyberbullying incidents?

2. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of cyberbully victimization?

3. What is the effect of the role of the person (student, parent, or educator) on the perception of cyberbully victimization?

4. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of cyberbully perpetration?

5. What is the effect of the role of the person (student, parent, or educator) on the perception of cyberbully perpetration?

   In addition, the qualitative research questions are as follows:

Qualitative Research Questions

1. What are the perceptions of cyberbullying of the groups most affected by cyberbullying; namely the students, parents, and educators?

2. What are the similarities and differences among cyberbullying perspectives of the main groups involved?

3. What are the most effective prevention and intervention strategies for cyberbullying from the perspectives of the groups?

4. What factors affect these perceptions (such as role i.e. student, parent, or educator, etc.)?

Limitations

The limitations of this study are the willingness of students, parents, and educators to agree to participate. Also, during the focus groups participants may not answer candidly in front of peers. To alleviate this, during focus groups the researcher will ensure real names are not used by participants and that confidentiality is discussed with participants. Participant responses will not be linked with their names during transcription and data analysis. During the electronic survey, although unlikely, another person could be answering for the parents and educators. Another limitation is that adults and students could respond in ways in which they believe the researcher wants them to respond. However, most likely they will want to answer honestly and

truthfully because they will be informed by the researchers that their responses could be used to help others understand this issue more thoroughly; thus their responses could be used by cyberbullying program creators to inform them during the creation of cyberbullying programs.

Further limitations are that only 8th grade Western Pennsylvania middle school students, their parents, and educators are invited to participate in this study. This study was limited to 8th grade students because this is the grade when cyberbullying appears to occur most often (Hinduja & Patchin, 2008; Katz, 2012; Kowalski & Limber, 2007; Lenhart, 2007; Mark, 2009; Spaulding, 2012; Williams & Guerra, 2007).

Definition of Terms

Terms are defined below that are central to this study:

Bully – The person or group who repeatedly harasses or physically harms the victim. The bully is typically physically stronger or intimidating in some way as to make the victim feel unable to stand up for him/herself (Olweus, 1994).

Bystander/Cyberstander – The person or group of people who witness or watch the bullying situation as it occurs. In real world bullying situations bystanders are the people who witness a bullying incident. In cyberbullying bystanders/cyberstanders are either the people who are with the cyberbully as he or she sends a message, or someone who receives a cyberbully's message but is not directly involved in the incident. Bystanders are integral in stopping the bullying by aiding the victim, or escalating it by encouraging the bully, or keeping the bullying going by reading and forwarding cyberbullies' messages (Grigg, 2010; Olweus, 1994; Wagner, 2008).

Cyberbully – The person who uses ICT (Information Communication Technologies) to bully a victim. They can remain anonymous through the use of ICT, which makes it more difficult for the victim to stop the cyberbullying (Hinduja & Patchin, 2011; Jäger et al., 2010; Li, 2007).

Cyberbullying – "An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself" (Smith et al., 2008, p. 376). The detrimental effects are increased due to the wider audience involved, personal information or pictures that are forwarded, and the fact that it can occur anywhere at any time. The repetition mainly occurs through the cyberstanders forwarding bullies messages or pictures. The power imbalance that exists between the bully and victim does not have to deal with physical strength, but can be things such as technological superiority or anonymity of the bully (Hinduja & Patchin, 2008; 2011).

Cybervictim – The person that is cyberbullied through ICT. They do not have to be physically weaker than the bully, but they must have problems defending themselves from the bully (Hinduja & Patchin, 2011; Juvonen & Gross, 2008).

Digital Divide – The differences in knowledge, or the knowledge gap, among younger and older generations pertaining to technology with younger generations typically being more technologically knowledgeable than most older generations (Jäger et al., 2010).

ICT (Information Communication Technologies) - Encompasses all technology that processes information and enables communication including computers, computer networks, computer hardware and software, telephones, cell phones, and audio and video devices. Examples include: social networking sites, chat rooms, instant messages, emails, Skype, cell phones, and iPhones. Through ICT people are now part of a global society, because people anywhere can communicate quickly and easily through these devices. Disadvantages include ICT used in cyberbullying, the digital divide, the difficulty adapting to the rapid pace of technology change, and unequal access to technology and due to income and geographic location (Jäger et al., 2010).

Traditional Bullying – Involves repeated harassment or physical harm to a victim that cannot easily defend him/herself. It occurs in school, on the playground, or in transit to and from school. It involves a power imbalance between the bully and victim in physical strength or intimidation. Bullying can be physical, such as hitting or punching; verbal, such as name calling; or relational, such as destroying a relationship between friends (Olweus, 1994, Hinduja & Patchin, 2011).

Victim – The person who is harassed or physically harmed by the bully. The victim is typically weaker or fearful of the bully to an extent that he or she feels unable to stand up to the bully (Olweus, 1994).

Defining the Population

The focus of this study is on the multiple perspectives of cyberbullying among those groups most directly affected by incidents; students, parents, and educators. Studies suggest that cyberbullying occurs most frequently during middle school, specifically among students who are 14 years old (Cassidy et al., 2009; Hinduja & Patchin, 2008; Katz, 2012; Spaulding, 2012). In the state of Pennsylvania, where this study is being conducted, middle school certification is defined as grades four to eight, therefore this study classifies 14-years-olds as middle school 8th grade students. The participants are also chosen because they attend, have children that attend, or work in the public middle school within the study parameters, or they are university graduate student professionals that attend the university included in this study.

Organization of the Study

The chapters in this study are organized as follows. In Chapter Two, the review of the literature, discussed are the differences, similarities, and overlapping occurrences of traditional face-to-face bullying and cyberbullying. Also discussed is the frequency of cyberbullying, the

negative effects resulting from incidents, the roles that gender and cyberstanders or bystanders play in this issue, and the theoretical framework that supports this study and how it helps to understand this phenomenon. Concluding this review is an examination of student, parent/guardian, and educator perspectives and response to cyberbullying, and how collaborative efforts are needed by these groups for the creation of effective cyberbullying prevention and intervention programs.

In Chapter Three the methods and procedure of the study are discussed. In this chapter, the research questions are stated, along with the study population and the sampling techniques chosen. The research instrument is provided, as well as the data collection methods.

In Chapter Four the data are presented and analyzed in tables and other visual representation of the research findings. In the final chapter, Chapter Five, the results of this research are examined, and themes emerge from which conclusions are formulated. Results are validated and situated within the research through comparisons with prior studies. The study limitations and recommendations are examined, and future research is discussed.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Most people have read or seen in the media the reports of various high profile cases of cyberbullying throughout the world in recent years (Friedman, 2010; Hinduja & Patchin, 2012; The Smoking Gun, 2011). Although not all occurrences of cyberbullying reach this severity and media reports can distort information (Olweus, 2012), as these incidents have shown cyberbullying can lead to serious consequences for children such as low-self esteem, depression that often lasts a lifetime, and legal charges. Also as many highly-publicized cases of cyberbullying document, even more devastating outcomes such as suicide, violence, or school shootings have been precipitated by bullying, both traditional and cyberbullying. For example, in a longitudinal survey of 1588 10 to 15-year-olds by Ybarra and colleagues (2007) young people who were cyberbullied were eight times more likely to have brought a weapon to school in the last 30 days than those who were not involved in cyberbullying (Ybarra, Diener-West, & Leaf, 2007). Furthermore, cyberbullying incidents are expected to increase as technology use increases (CDC, 2012; Citron, 2009; Juvonen & Gross, 2008; Li, 2007; Patchin & Hinduja, 2010; Price & Dalgleish, 2010). Clearly, incidents of cyberbullying have profound implications for students, parents/guardians, educators, and others in the local and global community.

Technology Use Trends

To frame the issue of cyberbullying a look at technology use must first be considered. This discussion is organized around cell phones and the Internet in general, and social media sites specifically as these are environments frequently used in incidents (David-Ferdon & Hertz, 2009; Madden & Lenhart, 2009; Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013; Van

Cleemput, 2009). Cell phone statistics document that currently an estimated 97 percent of

people in the United States own cell phones, and in 2012, 2.7 trillion text messages were sent and

2.32 trillion cell phones minutes were used. For teenagers in general, it is estimated that about

17 million or 79 percent have cell phones, which represents a 36 percent increase since 2005

(CITA International Wireless Association, 2013; Rainie, 2012). Other statistics for teenagers are

that about half own a SMART phone, one in four usually use a SMART phone to go online, 93

percent have a computer at home, and approximately 95 percent use the Internet (Madden et al.,

2013), in comparison with only 80 percent of adults (Rainie, 2012). The range of statistics for

teens' and children's cell phones ownership is as follows: 85 percent of 15 to 17-year-olds, 69

percent of 11 to 14-year-olds, and 31 percent of eight to 10-year-olds own their own cell phones

(Davis, 2012). Due to teenagers' high usage of cell phones, which is predicted to keep

increasing in the foreseeable future, they have been called "Gen M" by the cell phone industry

because they are the first generation being raised in a "mobile world" (Center for Information

Technology and Architecture (CITA) International Wireless Association, 2013, p. 1).

      Social networking sites. In regard to social networking sites, adults are not using them

to the extent that most young people are. For example, only 69 percent of all adults who go

online use these sites (Rainie, Smith, & Duggan, 2013), whereas 18 to 29 year-olds are the age

group that uses social networking the most with 83 percent using these sites (Duggan & Brenner,

2013). Even though social networking sites specify age restrictions, still many young people

who do not meet the age requirement, are not educated about technology use, and are not

supervised use these sites. For example, even though Facebook site rules state that users must be

13 years old and older to join, it is estimated that there are an astounding 7.5 million under 13

users and five million under 10 users (Fox, 2011). These statistics are important to note because,

not only are young people using technology at increased rates, but they are also using it in more active and social ways (Cassidy et al., 2013; Patchin & Hinduja, 2011). Therefore, education is needed to teach students to be able to use critical thinking and sound judgment about what they read and post online and send through cell phone text messages.

Most research has focused on cyberbullying during middle school, because this is the age range when most incidents have been found to occur (Borgia & Myers, 2010; Bradshaw et al., 2007; Cassidy et al., 2009; Espelage & Swearer, 2003; Gasior, 2009; Hinduja & Patchin, 2008; Li, 2007; Williams & Guerra, 2007). This is mainly because at this age young people have increased freedom, access to and knowledge of how to use technology, and less adult supervision coupled with inexperience that causes them to make bad decisions. Therefore, the current study will also focus on this age group.

This chapter focuses on the key dimensions of this multi-faceted issue and discusses the theoretical framework that supports this research. It includes the following five major research strands, (1) why cyberbullying is an increasing problem, (2) what are the main causes of this growing problem, (3) the theoretical frameworks supporting this study, (4) the various and differing perceptions of students, parents/guardians, and educators, and (5) the research-based best practices for intervention and prevention.

Traditional Face-to-Face Bullying and Cyberbullying

To examine cyberbullying, first a discussion of traditional bullying is necessary and how this connects to cyberbullying. Therefore, the information below is organized by a discussion of traditional face-to-face bullying followed by a discussion of cyberbullying. Then a comparison between the two forms of bullying is discussed.

Traditional Face-to-Face Bullying

Although bullying is an old problem, research in this area was spearheaded by Olweus with his 1970s large-scale research, which was the first scientific study of this issue (Olweus, 1978). During the next decade he began studying bullying interventions and developed the widely used the Olweus Bullying Prevention Program (Olweus, 1994; 2003; Olweus & Limber; 2007; Hazelden Foundation, 2014). Interest in this field intensified in response to bullying related suicides in Norway in 1983, and United States school shootings in the 1990's (Bonanno & Hymel, 2010; The Brown Child and Adolescent University Behavior Letter, 2005).

Traditional at school bullying, as defined by Olweus, occurs when a student is "exposed, repeatedly and over time, to negative actions by one or more other students" (Olweus, 1994, p. 27). It is often executed without any victim provocation, done with the intent to inflict physical or physiological harm, and the victim usually cannot oppose the bully because inequality in strength and power exists physically and or in the power relationship (Olweus, 1994; 2003).

Traditional bullying can occur directly or indirectly (Espelage & Swearer, 2003; Olweus, 1994; Owens, Shute, & Slee, 2000; Safran, 2007; Wang, Iannotti, & Nansel, 2010). Direct forms include harassing or threatening words and physical attacks. These take place when the victim and bully are in direct contact with each other. Indirect bullying is more subtle and often involves a third-party. It encompasses relational aggression such as social exclusion and disseminating falsehoods about another (Espelage & Swearer, 2003; Juvonen, Graham, & Schuster, 2003; Olweus, 2003). Research suggests relational aggression occurs more often with females, while males are more often involved in physical bullying (Owens, Shute, & Slee; 2000; Wang, Iannotti, & Nansel, 2010).

Also, there are many short and long-term consequences that can occur from bullying. These consequences can be severe and long-lasting, with some even continuing into adulthood. They can include adult antisocial behavior, violence, depression, and drug and alcohol addiction (Kaltiala-Heino, Rimpela, Marttunen, Rimpela, Rantanen, 1999; Mikulak, 2013).

Cyberbullying

Bullying can occur in traditional venues such as on school grounds, en route to and from school, or through cyberspace called cyberbullying (Juvonen & Gross, 2008Li, 2008; Vandebosch & Van Cleemput, 2008). Before the word cyberbullying was coined, incidents were found in the National Center for Missing and Exploited Children survey conducted in 2000 that explored negative Internet incidents children experienced (NCPC.org, 2014). This spurred research in this topic.

Although there is no agreed on definition for cyberbullying, generally cyberbullying includes the use of electronic communication devices, such as cell phones or the Internet for purposeful and repetitive acts that inflict harm, insult, or distress onto victims. Cyberbullies use these electronic devices for online name calling, threats, and disseminating rumors and embarrassing or harassing information and pictures via text message, email, message boards, instant messenger, social networking sites such as Facebook (Keith & Martin, 2005; Li, 2008; Price & Dalgleish, 2010; Smith et al., 2008; Vandebosch, & Van Cleemput, 2008; Ybarra & Mitchell, 2008), and defamation websites, which are websites created by cyberbullies to spread embarrassing victim pictures, videos, lies, and or rumors (Keith & Martin, 2005). Victims must interpret cyberbully actions as harmful, and some researchers have stated that they must be integrated with continuous harassing and inappropriate behavior online, as well as offline (Smith et al., 2008). A power imbalance such as those found in regular bullying must exist, along with

aspects such as technological expertise, and the identity obscuring potential of electronic devices (Vandebosch, & Van Cleemput, 2008).

Actions specific to cyberbullying include:

- flaming, which is sending hateful or angry emails or texts;

- online harassment, which encompasses a pattern of sending unwanted and distressing emails or texts;

- cyberstalking, which is online threatening or frightening acts;

- denigration, which includes online putdowns posted in public spaces;

- masquerading, which is when a bully pretends to be a victim online and posts or sends information to frame the victim negatively; and

- exclusion, which is rudely not accepting someone in an online group (Li, 2008).

A Comparison of Traditional and Cyberbullying

There are several important similarities between these forms of bullying, but also there are several differences. For instance, similarities are that both traditional and cyberbullying can be anonymous, involve an audience, be repetitive, and both result in negative effects.

However, there are also several differences between the two forms of bullying. In regard to anonymity, even though this can be found in both forms, it is manifested differently (Hinduja & Patchin, 2008; 2011; Jäger et al., 2010; Li, 2007). For example, anonymity can be maintained by a traditional bully through such methods as passing notes and by a cyberbully using the anonymity of cyberspace. Also, anonymity and space differences between the cybervictim and the cyberbully may lead to decreased empathy for the victim than would occur in real world bullying situations, when the bully can see the victim. As a result, increased viciousness, cruelty, and mob mentality often result in cyberbullying (Citron, 2009; Hinduja & Patchin, 2008).

For the audience, both traditional and cyberbullying usually involve bystanders, but the audience is usually much larger in cyberspace. Furthermore, the audience can be unknown and can be anyone anywhere (Heirman & Walrave, 2008; König et al., 2010). With repetition, this occurs in traditional bullying through incidents occurring repeatedly overtime. However, in cyberbullying repetition largely occurs by bullies messages being forwarded through technology by bystanders (Hinduja & Patchin, 2008; 2011; Juvonen & Gross, 2008; König et al., 2010; Smith et al., 2008; Limber & Olweus, 2007; Wagner, 2008).

In regard to the negative effects, research suggests cyberbullying and traditional bullying have similar negative effects. However, some researchers suggest that some of these effects are increased in cyberbullying such as anxiety, social withdrawal, depression, and suicidal ideation (Citron, 2009; Perren, Dooley, Shaw, & Cross, 2010). Some conclude that the negative effects of cyberbullying are greatly amplified due to the permanency and increased audience in this type of bullying, thus leading to more devastating embarrassment and public mortification (Citron, 2009; Hinduja & Patchin, 2008; Juvonen & Gross, 2008; Price & Dalgleish, 2010).

With both forms of bullying, often students do not report incidents to adults. However, with cyberbullying, low reporting to adults is the result of the fear many young people express that adults, and parents in particular, will respond by monitoring or limiting their Internet usage (Agatston, Kowalski, & Limber, 2007; Jackson, Cassidy, & Brown, 2009; Juvonen & Gross, 2008; Keith & Martin, 2005). Due to a high percentage of cybervictims attempting to solve this problem themselves, cyberbullying often goes undetected by adults, it lasts longer than traditional bullying, and the result is that the negative effects are amplified (Price & Dalgleish, 2010).

Related to this, another important difference is that with traditional bullying victims can get some reprieve, such as when they are at home and away from their school bully (Cassidy et al., 2013). However, with cyberbullying, technology enables it to continue anywhere and anytime (Limber, Kowalski, & Agatston, 2009; Price & Dalgleish, 2010), which make it difficult for adults to detect (Cassidy et al., 2013). Since technology is an integral part of peer socialization, many do not want to stop using it and thus isolate themselves from their peers (Strom & Strom, 2005). Therefore, victims need to learn prevention and intervention tools available to increase use, and thus decrease cyberbullying incidents (Juvonen & Gross, 2008). Parents need to learn more effective strategies, such as communicating with their children about this problem and monitoring their technology use instead of banning it (Levine, 2013). The statistics in Figure 1 reveal the pervasiveness and magnitude of problems associated with both forms of bullying.
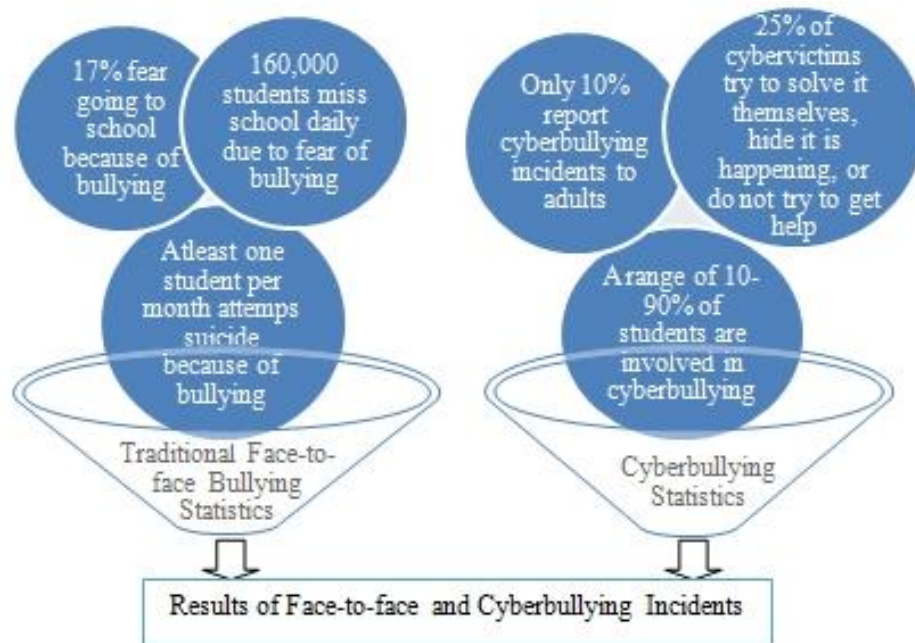
Figure 1. Traditional face-to-face bullying and cyberbullying statistics.

This figure illustrates statistics found in the cyberbullying literature. It is a graphical representation of a comparison between traditional face-to-face bullying and cyberbullying (Bonanno & Hymel, 2010; Juvonen & Gross, 2008; Keith & Martin, 2005; Patchin & Hinduja, 2010; Price & Dalgleish, 2010).

The relationship between traditional and cyberbullying. A theme found in the cyberbullying literature is that there is a link between online and offline bullying, in that one type of bullying often leads to the other kind occurring as well (CDC, 2012; Juvonen & Gross, 2008; Li, 2007; Li, 2008; Olweus, 2012; Price & Dalgleish, 2010; Smith et al., 2008). While some researchers (Juvonen & Gross, 2008; Li, 2007; Li, 2008; Olweus, 2012; Ybarra & Mitchell, 2004) conclude cyberbullying is merely traditional bullying that has spilled over to the Internet with the same bully victim dynamics, others (Cassidy et al., 2009; Cassidy et al., 2012; König, Gollwitzer, & Steffgen, 2010; Mark, 2009; Slonje & Smith, 2008; Smith et al., 2008) conclude that even though it is related to traditional school bullying, it is a distinct form of bullying.

For example, research conducted by Ybarra & Mitchell and others suggested that for some traditional bully victims who are also cyberbullying victims, cyberspace may be an "extension of the schoolyard" with the same incidents occurring just in different environments (Li, 2007; Olweus, 2012; Ybarra & Mitchell, 2004, p. 1310). This suggests traditional bullying is spreading to cyberspace with the same bullying dynamics, or that cyberbullying that goes unpunished can spread to traditional bullying or vice versa.

However, other traditional victims react by using cyberbullying for revenge or as a way to show their power over others (König et al., 2010; Mark, 2009; Slonje & Smith, 2008). So cyberbullying incidents in some cases start at school with traditional face-to-face bullying, and then these victims use technology to retaliate against those who are bullying them at school.

Therefore, the bullying dynamics change as the victim becomes the perpetrator (Cassidy et al., 2009; Cassidy et al., 2012; König et al., 2010; Smith et al., 2008). This can have unfortunate consequences such as creating a peer culture that sees cyberbullying for revenge as acceptable (König et al., 2010; Mark, 2009).

König and colleagues (2010) further suggest that cyberbullying for revenge may lead to or reinforce a peer culture where some young people see cyberbullying as acceptable. Similarly, in a mixed methods study conducted by Mark (2009), consisting of Hawaiian middle school students in 6th, 7th, and 8th grades who were cyberbullies, 72 percent reported they cyberbullied a peer in retaliation for something the victim did either online or face-to-face, and 22 percent reported they cyberbullied for fun (Mark, 2009).

Clearly, more research is needed in this area to determine the relationship between traditional and cyberbullying (Olweus, 2012). However, most researchers agree that regardless of the correlation between traditional and cyberbullying, the effects of cyberbullying in some way often spill over into school. For instance, cyberbullying often leads to decreased academic performance, and since the bully is usually someone the victim knows from school, then retaliation or further harassment usually occurs in school as well as online (Cassidy et al., 2009; Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Olweus, 2012). These conclusions suggest that most cyberbullies do not act anonymously. Furthermore, they suggest a relationship between traditional and cyberbullying, and that cyberbullying can often be considered a continuation of traditional at school bullying (Olweus, 2012).

Implications for cyberbullying programs. Regardless of where it starts, this correlation suggests prevention programs should be holistic in nature, and that interventions that have proven effective for traditional bullying can be modified and expanded to include

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cyberbullying (Olweus, 2012). In light of the fact that some research suggested that most traditional bully victims are also cybervictims, Olweus (2012) suggests that schools should "direct most of their efforts to countering traditional bullying, preferably using a program with documented effects. In some of our own large-scale studies…we have observed that levels of cyberbullying have gone down substantially in parallel with reductions in traditional bullying" (Olweus, 2012, p. 17; Perren et al., 2012).

Therefore, for the creation of effective cyberbullying programs students, parents, and school staff need to work together, as this problem affects both the school and home domains. Specifically, it should be addressed by parents in the form of creating home technology rules, supervising their children's technology use, modeling appropriate technology use, and having open communication (Levine, 2013; Li, 2008; Mark, 2009). It should also be addressed by schools through creating a positive school climate (Cassidy et al., 2009; Espelage & Swearer, 2003; Hinduja & Patchin, 2009; 2011; NSCC, 2013; Wiseman, 2011), educating students on appropriate technology use, creating and enforcing school based cyberbullying policies and consequences for those involved in all forms of bullying, and establishing set rules for technology in schools (Cassidy et al., 2013; Wiseman).

Recent research further recommend that a focus on technology education is limited because in some cases, even though students learned strategies on Internet safety, this did not change their online inappropriate behaviors (Mishna, Cook, Saini, Wu, & MacFadden, 2011; Olweus, 2012; Salmivalli & Poyhonen, 2011). Therefore, the focus should be on how their actions through technology personally affect them in real life.

In order to accomplish this paradigm shift as mentioned above it is crucial to first understand the perspectives of students, parents/guardians, and educators. Then, collaborative

strategies that involve all three groups must be created (Cassidy et al., 2012). Therefore, these issues will be examined later in this chapter.

Characteristics of Cyberbullying

There are several characteristics of cyberbullying that are necessary to understand in order to prevent and intervene in incidents and to create effective cyberbullying programs. First, the extent this problem occurs must be known by both young people and adults. This is crucial because a theme in the literature is that different understandings of this problem usually contribute to ineffective cyberbullying prevention and interventions (Cassidy, Jackson, Brown, 2009; Cassidy, Brown, & Jackson, 2012a; Mark, 2009; Spaulding, 2012; Wiseman, 2011). Also, aspects that effect cyberbullying, such as the nature of cyberspace, cyberbully motivation, the role of bystanders/cyberstanders, and gender in cyberbullying are also important to understand. Furthermore, the knowledge divide that often exists among young people and adults is crucial to examine because adults' technology deficits are a common theme in the literature, which also contribute to ineffective or nonexistent cyberbullying programs (Jäger et al., 2010; Juvonen & Gross, 2008; Keith & Martin, 2005; Palfrey & Gasser, 2008; Strom & Strom, 2005; Wong, 2010).

The Extent of Cyberbullying

The frequency of cyberbullying varies in the literature, due to the specifics of the study (i.e., how the term is defined, the duration of time, and the age group studied), from 10 percent to 90 percent of students having been involved (Hinduja & Patchin, 2010; Juvonen & Gross, 2008; Lenhart, 2007; Li, 2008; Mark, 2009; Smith et al., 2008). However, Patchin (2013) recently compared 73 cyberbullying studies, and found an average of approximately 21 percent of teens have been victims and 15 percent have been perpetrators of cyberbullying in their lifetimes.

These rates decreased to 8 percent and 6 percent respectively when examining involvement in the last 30 days (Patchin, 2013). These rates show that even though traditional bullying is still more common, cyberbullying also needs addressed.

How Technology Exacerbates Bullying

Many cyberbullies are choosing technology to engage in bullying because of the ability to conceal their identity (Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Price & Dalgleish, 2010; Slonje & Smith, 2008), the lack of immediate consequences or no consequences for their online actions (Price & Dalgleish, 2010; Slonje & Smith, 2008), the potential for them to reach a much wider audience (Citron, 2009; Fegenbush & Olivier, 2009; Hinduja & Patchin, 2008; Juvonen & Gross, 2008; Price & Dalgleish, 2010), the absence or ineptness of laws for cyberbullying (Aftab, 2014b), and the absence of adult monitoring of their technology use (Jäger et al., 2010; Juvonen & Gross, 2008; Spaulding, 2012; Strom & Strom, 2005). Furthermore, cyberbullying is often difficult for adults to detect, particularly because many adults have limited and different understandings of technology that decrease their ability to understand this phenomenon. Therefore, it is difficult if not impossible for many to find solutions for it (Jäger et al., 2010; Juvonen & Gross, 2008; Keith & Martin, 2005; Palfrey & Gasser, 2008).

Space differences and decreased inhibitions. The social presence theory indicates that with digital communication there is an increase in physical and emotional distance among people, and thus there is an increase in the impersonal nature of these communication forms (Short, Williams, & Christie, 1976). This is one speculation for the increased cruelty in cyberbullying, and the pervasiveness and severity of the negative effects resulting in those involved (Citron, 2009; Juvonen & Gross, 2008; Patchin & Hinduja, 2010). Due to distance that separates the bully and victim in cyberspace and in other forms of technological

communications, the bully does not see the victim. The result of this is that the victim reaction is hidden from the cyberbully. This can lead to the cyberbully acting crueler online (Citron, 2009; Kite et al., 2010). Related to this, studies have suggested the anonymity possible in cyberspace has resulted in bullies decreased inhibitions and feelings of responsibility for their actions (Citron, 2009; Goodstein, 2007; Price & Dalgleish, 2010). The result is that viciousness and cruelty are often amplified by technology and mob mentality is increased (Citron, 2009).

Additionally, due to the nature of technology and space differences, the bully can be anonymous and remain so. This is supported in the current study by the SIDE model wherein anonymity in technological communications is discussed (Citron, 2009; Lea & Spears, 1991; Postmes & Spears, 1998; Postmes, Spears, & Lea, 1998). In cyberbullying, online names and email addresses can obscure identity and this anonymity can thus enable bullies to feel less inhibited. For example, young people who are fortunate enough to not be involved in traditional bullying situations, may participate in cyberbullying because it allows them to act in a more aggressive manner than they would feel comfortable acting in real life due to the anonymity of communicating with technology (Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Price & Dalgleish, 2010). A bully no longer needs to be more physically powerful than the victim; those who might be fearful in person may not be fearful in cyberspace, with the result that the Internet has "democratized" bullying (Goodstein, 2007, p.82). Current surveys conducted by Hinduja and Patchin (2011) supported this statement. Their research concluded that some young people who would not bully in the real world might find it safer to cyberbully, because the space differences among them and their victims prevented immediate retaliation or consequences for their actions. Also, since much online activity is conducted without parental supervision and

many victims do not report incidents, some cyberbullies felt there are little, if any, consequences for their online actions.

Space differences can also lead to differences in interpretation can lead to a joke being misunderstood as cyberbullying or vice versa. For example, a teenager stated, "I wasn't taking into consideration the fact that they might not think my jokes were too funny. If they ask me to stop or showed signs of me wanting to stop, I do immediately. I was online and they didn't say for me to stop, so I had no way of knowing what mood they were in. I told them something that I regret now" (Hinduja & Patchin, 2008, p. 22).

The nature of cyberspace and social networking sites. Research suggests cyberbullying is more detrimental than traditional at school bullying for at least several reasons (Citron, 2009; Juvonen & Gross, 2008; Kite et al., 2010; Lea & Spears, 1991; Patchin & Hinduja, 2010; Postmes & Spears, 1998; Postmes, Spears, & Lea, 1998). Cyberbullying involves a much wider audience, can easily spread very far and very quickly, and typically lasts longer (Fegenbush & Olivier, 2009). Also, it increases bullies' access to victims; because they can now harass them anytime, anywhere, and rapidly disseminate any information to a multitude of people in mere seconds (Price & Dalgleish, 2010). Furthermore, due to the nature of cyberspace and social networking sites, which are where many cyberbullying incidents occur, there is decreased privacy and increased connectedness with others which is usually coupled with decreased adult monitoring (Kowalski, Limber, & Agatston, 2008; Madden et al, 2013; Strom & Strom, 2005; Strom et al., 2011).

This connects to the social identity model of deindividuation effects (SIDE), which indicates that patterns of group behavior can emerge through communications that use technology, such as group think and adherence to group norms (Lea & Spears, 1991; Postmes &

Spears, 1998; Postmes, Spears, & Lea, 1998) which can lead to cyberbullying. Additionally, as shown in Figure 2, the audience is much larger, and once something is posted online or sent through a cell phone it becomes permanent and easily recoverable, extending to anything saved on search engines, cell phones, and personal computers.

Social networking sites differ from face-to-face activities because cyberspace is unique for several reasons including: persistence, searchability, invisible audience, and replicability as illustrated in Figure 2. These factors are supported by the ecological systems theory that indicates there are various systems that affect a child, and these systems interact and can either work to exacerbate or decrease problems such as cyberbullying (Bronfenbrenner, 1979). These issues make these environments ideal venues for cyberbullying (Boyd, 2008; Fegenbush & Olivier, 2009).

Searchability
Anyone or anything can be searched

Persistence
Online activity is permanently recorded

The Nature of **Cyberspace and Social Networking** Sites

Invisible audience
Cyberstanders cannot be seen, therefore it is impossible to know who is actually in a virtual environment and thus who is watching and or talking to you

Replicability
It is fast and easy to copy and paste and use someone's words in ways they were not meant to be used

Figure 2. The nature of Cyberspace and Social Networking Sites.

This figure is a Venn diagram that represents the factors inherent in cyberspace and social networking sites that make these avenues ideal environments for cyberbullying (Boyd, 2008; Fegenbush & Olivier, 2009).

Technology education needs related to how technology exacerbates bullying. Furthermore, technology exacerbates bullying due to the fact that those involved (mainly students directly involved in an incident and their parents and educators) need to be educated about technology and cyberbullying in general. For example, to help combat this problem, several researchers have advocated for educating students about acceptable cyberspace use, having respect for peers both on and offline, and teaching empathy and "netiquette," which is etiquette used on the Internet (Cassidy et al., 2009; Cassidy et al., 2012; Keith & Martin, 2005; Mark & Ratliffe, 2011; Spaulding, 2012). Also, it is important to note that most young people are naïve about the fact that their online behavior is public and permanent. Therefore, education is needed on this issue. For example, even college students are frequently unaware that, for example, pictures of a party posted online to impress peers can come back to haunt them when perspective employers investigate them on the Internet. As shown in Figure 2, when people send pictures or text through cell phones or the Internet, they are leaving "digital footprints" that anyone, such as perspective employers or coworkers, can easily find.

Adults also need education related on how technology exacerbates bullying, because of the digital divide that currently exists among what they know about technology and what young people know about it (Jäger et al., 2010). Scholars concluded many adults need educated about the basics of technology, and cyberbullying in general, before they can even begin to work towards prevention or intervention (Jäger et al., 2010; Juvonen & Gross, 2008).

The benefits of technology are numerous; however, the result of the rapid innovation and change it brings can lead to problems, such as cyberbullying, arising suddenly and seemingly from nowhere. As a result of increasing uses of technology for communication and socialization, cyberbullying incidents will most likely keep increasing in the future (Hinduja & Patchin, 2011; Li, 2007; Price & Dalgleish, 2010). This situation makes it imperative that awareness is raised about cyberbullying, and education and prevention are the focus before peak incidence in middle school, and as young children are learning to use technology (Mark & Ratliffe, 2011; Wright, Burnham, Inman, & Ogorchock, 2009). The goal of school staff and parents should be to help children meet these challenges by providing them with education and prevention preferably before problems arise.

A final point to mention pertaining to how technology exacerbates bullying is that it is important to keep in mind that, despite these possible downfalls of technology such as cyberbullying, the majority of technology experts surveyed believed that the Internet has been a beneficial influence on them socially, such as less time and money to keep and form new social connections, and relationships can prosper regardless of geographic location. The minority of the survey respondents argued that the relationships formed and maintained online are weaker than those formed face-to-face, and that time online takes away from valuable real world time. Furthermore, they speculated that in the near future new medical issues will arise due to these factors, such as depression that results from superficial relationships (Anderson & Rainie, 2010). However, most agreed that as long as technology is effectively managed, and education is provided to users on appropriate use, then the benefits of using technology will outweigh the associated risks (Anderson & Rainie, 2010; Kite et al., 2010).

Cyberbully Characteristics and Motivation

Focus group research with students suggested that cyberbullying is done for many reasons, including for the cyberbullies to try to increase their power and popularity with their peers, to feel included (Spaulding, 2012), for revenge on traditional or cyberbullies (König et al., 2010; Spaulding, 2012), to show off technology skills, or simply because of boredom (Vandebosch & Van Cleemput, 2008) or for entertainment (Smith et al., 2008).

The reasons for cyberbullying are varied and often weak excuses for very cruel behavior. For example, when the mother of Taylor Wynn, a 16-year-old girl, who had created a fake Facebook site cruelly impersonating a classmate, asked her daughter how she could be so mean the girl responded, "because nobody liked her and I thought it would be a funny joke" (The Smoking Gun, 2011, p. 1). Furthermore, the motivation of some cyberbullies may be due to the fact that they feel they own the information or pictures, and as such it is their information to disseminate and discus any way that they feel inclined. For example, this is often the case with those who receive sexting and then forward these inappropriate pictures because they feel that this is now their property (Spaulding, 2012).

To be able to understand the motives and thus be able to respond appropriately to cyberbullying, the cyberbully must first be analyzed. According to Aftab (2013) cyberbullies fall into four main categories based on personality and motivation:

(1) vengeful angels, who are motivated by revenge on bullies and do not consider themselves to be bullies;

(2) power hungry and revenge of the nerds, who are traditional at school bully victims who repeatedly and usually anonymously cyberbully one target, mainly their traditional

bully, and use cyberbullying to increase their power through their superior technological

strength;

(3) mean girls, groups of bored girls who do not care who is hurt and usually do not want

to remain anonymous; and

(4) inadvertent bullies, who act impulsively and therefore do not realize what they are

doing, and feel bad once they realize they are cyberbullies (Aftab, 2013).

Cyberstanders' Role in Decreasing Incidents

Just as it is important to understand cyberbully motivation, it is also important to

understand the roles bystanders/cyberstanders play. Bystanders are the witnesses to

cyberbullying. They can be instrumental in the repetition and escalation of cyberbullying by

reading and or forwarding cyberbully messages or pictures (Juvonen & Gross, 2008; König et

al., 2010; Smith et al., 2008; Wagner, 2008). Furthermore some cyberbullies, particularly those

that are also traditional victims, participate in cyberbullying in an attempt to increase their

reputations. In these incidents, witnesses to the bullying are a crucial reason cyberbullies

partakes in their bullying behaviors. These bullies want the most bystander involvement, which

is found in cyberbullying because of its wider audience (König et al., 2010). Therefore,

bystanders play an integral, but often overlooked, role in cyberbullying.

Students, parents, and educators need to understand the role of bystanders/cyberstanders

in cyberbullying. For educators, it is important for them to become knowledgeable about this,

then teach students about this important issue and incorporate this into cyberbullying prevention

and intervention programs. Specifically, educators, parents, and other adults need to educate

students who find themselves as cyberstanders to not read or forward cyberbully messages, and

to support victims. In this way they can directly help shape the online environment, report

cyberbullying incidents to adults, and refuse to be part of the repetition (Fegenbush & Olivier, 2009). In short, bystanders should be empowered to be part of the solution (Olweus, 2012). This can lead to a decrease in victims' negative effects from cyberbullying and possibly stopping incidents. However, complicating this issue is that many cyberstanders do not report incidents of cyberbullying that they witness, because they do not want to be ostracized from their social group or become the next cyberbully target (Spaulding, 2012).

Gender Influences on Cyberbullying

Research by Olweus (1994) on traditional face-to-face bullying situations concluded that males are more often bullies, while both genders are approximately equal in their victimization; however, other research concluded that both genders bully, but females appear to do it less often because they often resort to relational bullying that frequently goes unnoticed by adults (Goddard, 2008). For cyberbullying, while some researchers concluded there are no significant gender differences in cyberbully involvement (Dudte, 2011; Ybarra & Mitchell, 2004), others concluded that females were cyberbullied more frequently than males (Hinduja & Patchin, 2009; Jackson, Cassidy, & Brown, 2009; Mark, 2009; Smith et al., 2008), were more often the cyberbullies (Hinduja & Patchin, 2009; Jackson et al., 2009; Mark, 2009; Mark & Ratliffe, 2011; Smith et al., 2008; Spaulding, 2012), and were also more often cyberstanders (Jackson et al., 2009; Spaulding, 2012).

While the results are mixed as to how gender affects cyberbullying, many speculate that since cyberbullying can be done from a distance then it would be the preferred bullying method for those who partake in relational aggression, which is more common among females (Espelage & Swearer, 2003; Mark & Ratliffe, 2011; Olweus, 1994; Smith et al., 2008). Also, it would be preferred by those fearful to bully someone in person and among those who are physically

weaker or otherwise less intimidating, which is again the case with many females. Relational aggression is similar to cyberbullying in that both types of bullying involve spreading rumors, excluding others, and gossiping (Gasior, 2009). Therefore, a theme in the literature is that females, and or those seeking power, attention, or revenge appear to most often be involved in cyberbullying (Espelage & Swearer, 2003; Gasior, 2009; Hinduja & Patchin, 2009; Jackson et al., 2009; Kowalski & Limber, 2013; Mark & Ratliffe, 2011; Smith et al., 2008).

Relationship issues are often the cause of many cyberbullying incidents, which can be contributing to gender differences occurring in cyberbullying. For example, Spaulding (2012) found that more females are cyberbullies while more males reported cybervictimization. She suggested that this could be stemming from the fact that more cyberbullying is occurring as a result of relationship issues. During focus groups conducted in this study, relationship problems were cited by students as one of the main reasons that sparked the occurrence of cyberbullying incidents. Also, most females used technology for socializations, whereas most males reported using it to play games. Therefore, this would make sense that females would be at a higher risk for being the perpetrators of cyberbullying, for the mere fact that they use technology differently than many males (Spaulding, 2012), and also due to the fact that cyberbullying can be considered a type of relational aggression that is most often used by females (Jackson et al., 2009). Research in this area can inform practice through those who create cyberbullying education realizing that females may most need education related to decreasing relational aggression (Cassidy et al., 2013).

The Digital Native Students and Digital Immigrant Adults

The creation of effective strategies to decrease incidents is complicated by the "digital divide" that currently exists among what most young people know about technology, and what

most adults know (Jäger et al., 2010; Wong, 2010). The digital divide is defined by Jäger and colleagues (2010) as the technology knowledge gap among younger and older people. "Some even speak of a digital divide between generations," with younger generations typically being more technologically knowledgeable than most older generations (Jäger et al., 2010, p. 175). Prensky (2001) described today's students as "native speakers" of the digital language of technology, while most adults are described as "digital immigrants" who at some point in their lives learned the language of technology. "Today's older folk were 'socialized' differently from their kids, and are now in the process of learning a new language. And a language learned late in life, scientists tell us, goes into a different part of the brain" (Prensky, 2001, p. 2). Digital immigrants speak an outdated language, while the younger generations speak a new language (Prensky, 2001).

Related to this, scholars have concluded that many adults do not have a basic understanding of the technology that young people use, to be able to understand cyberbullying and effectively monitor their technology use (Palfrey & Gasser, 2008). Furthermore, many adults and young people use technology differently (i.e., adults mainly use it for work while students mainly use it for socialization) (Gasior, 2009). Complicating this problem is that often there is a lack of adult presence in cyberspace (Strom & Strom, 2005). Scholars and pediatricians are recommending parents first and foremost educate themselves about technology in general, and specifically about the ways in which their children are using technology, then they can start working towards creating prevention and interventions (Cassidy, Brown, & Jackson, 2012a; Jäger et al., 2010; Juvonen & Gross, 2008; O'Keeffe & Clarke-Pearson, 2011).

For instance, research concluded when children used computers in their bedrooms, they are online an average of twice as long as children who used computers located in other areas of

the house. The result of this extra time online could lead to an increase in cyberbullying involvement. Also, those who use social networking sites have an increased chance of involvement (Cassidy, Brown, & Jackson, 2012b). Along with rules that place physical parameters on where children can use technology, other rules parents report using are those pertaining to what sites their children are permitted to access. Research indicated that younger parents who are digital natives or are familiar with and use technology, and those who have attained higher education levels, usually more closely controlled and monitored their children's Internet use (Gasior, 2009; O'Keeffe & Clarke-Pearson, 2011).

Parental roles. Since cyberbullying often occurs in victims' homes through their personal technological devices that parents give them and pay for, parents have an important role in this problem (Epstein & Kazmierczak, 2007; O'Keeffe & Clarke-Pearson, 2011; Gasior, 2009; Levine, 2013). The application of Bronfenbrenner's (Bronfenbrenner, 1979, 2005) model to cyberbullying situations suggests that parents have important roles of preventing incidents through monitoring, supervising, and educating their children on technology use issues, and intervening in incidents through reporting and helping their children cope with cyberbullying incidents. Parents not only have an increased role to play, but also have an increased need for education in order to effectively decrease the digital divide and thus deal with cyberbullying. Therefore, parents need educated to increase their awareness so that they understand that cyberbullying is in fact a problem, and they do have an important role to play in preventing and or intervening in incidents.

However, parental monitoring of young people's technology use is difficult due to the many demands placed on parents (i.e., single parents, working parents, etc.) and issues such as the digital divide. Therefore, education for students must go beyond merely teaching about

technology and cyberbullying to empowering them with skills that they can use when they are

using technology without supervision. Recommendations found in the literature are to teach

them digital literacy, critical thinking, e-safety, protecting their online reputations and evaluating

their online risks, and protecting their privacy (Agatston et al., 2012; Grigg, 2010; Perren et al,

2012).

To prevent cyberbullying a concerted effort must be made among school staff, parents,

community members, university faculty in colleges of education, and other organizations at both

the local and global level (McLoughlin et al., 2009). Furthermore, everyone needs to be

educated to the fact that the technology is not the problem; it is how technology is being misused

by cyberbullies due to the fact that many never learned how to use technology appropriately.

Therefore this must be the focus in prevention and intervention efforts. This solution enables

adults to understand that this problem cannot be solved, and often is made worse, when they

react by taking away young people's technology instead of using positive strategies such as

education on appropriate technology uses (Gasior, 2009; Jäger et al., 2010; Juvonen & Gross,

2008; Levine, 2013). Punitive responses contributes to many young people's fear that their

technology will be taken away if they tell, which results in more victims remaining silent.

Adolescent Development and Technology Use

Technology has dramatically transformed the ways in which people communicate,

interact, socialize, and form relationships. This statement is especially true for young people,

who are the highest users. Through technology use many adolescents, as defined by Merriam-

Webster's dictionary as young people who are between the ages of 12 to 20, interact with peers,

form and maintain relationships, and conduct many important aspects of everyday life (Cassidy

et al., 2009; Gaisor, 2009; Mark, 2009; Willard, 2012). Furthermore, today's adolescents are in a

unique position, because they are the first generations to be fully "digital natives" (Prensky, 2001). This means that they are the first to experience from birth a way of life wherein technology is central and very important. This leads to issues such as adults and young people using and understanding technology in vastly different ways. For example, most young people use technology first and foremost for socializing, while most adults use it for work-related purposes (Gasior, 2009). Due to this, many adults do not understand the potential problems their children face with using technology socially, and thus do not try to prevent or intervene with inappropriate technology uses, such as cyberbullying. Therefore, without adult monitoring, intervening, and teaching children how to use these powerful technologies, the potential for inappropriate uses of technology by young people escalates (Gaisor, 2009).

According to Erikson's theory of psychosocial development, adolescence is a time characterized by a search for identity and it is a developmental period when peer opinions take on increasing importance. Integral to this are peer interactions, because it is through these interactions that children form their sense of self (Erikson, 1988). Therefore, young people in today's digital world feel the need to be digitally connected to their peers (Gasior, 2009; Willard, 2012). This increased socialization and connectivity can be a positive venue to meet the developmental needs of adolescents, or it can be detrimental. For example, studies concluded that cyberbullying and the widespread and permanent nature of it have resulted in cybervictims experiencing anxiety, depression, and in some cases even suicide (Cassidy et al., 2012; Hinduja & Patchin, 2010).

Socializing digitally through social networking Internet sites, such as Facebook, and cell phones is now an important part of life for many young people. Therefore, adults cannot solve cyberbullying by taking away the victim's and the perpetrator's technology, because this not

only unjustly punishes the victim but it also deprives both the victim and the perpetrator of crucial developmental peer interactions. Furthermore, this will not solve the problem because they can just gain access to technology elsewhere, and it is not teaching them responsible technology use (Gasior, 2009; Levine, 2013; Li, 2007). However, many adults report that they would respond to cyberbullying incidents by doing just that, taking away the technology that was used to cyberbully their children (Juvonen & Gross, 2008; Keith & Martin, 2005). Therefore, adults must find more effective strategies in which to deal with this problem. For example, they should start with positive communication and education with their children about cyberbullying and appropriate technology use in general, creating and enforcing supervisory plans, and learning to use and evaluate the technology that their children are using (Levine, 2013).

Additionally, technology can meet the adolescent developmental need of their search for identity by providing a unique arena to experiment with identity; however, the ability to be anonymous and or take on a fake identity when using technology plays an important role in cyberbullying. Research concluded that 14 years of age is when cyberbullying involvement, as both bully and victim, usually peaks (Cassidy et al., 2009; Hinduja & Patchin, 2008; Katz, 2012; Spaulding, 2012). Furthermore, research concluded students between the ages of 13 to 15 have the highest rate of masquerading, which is hiding their true identities when using technology and taking on other identities. For example, in research by Cassidy and colleagues (2009) fourteen-year-olds appear to have the highest rates of pretending that they are older online to get into age restricted Internet sites. Additionally, this age group reports that they partake in online behaviors that they would not do in real world situations. Also, 22 percent report being deliberately mean online, and 20 percent have used technological communications to relay hurtful messages to others (Cassidy et al., 2009). Escalating this problem is the fact that many children report

teaching themselves important technology skills, such as Internet safety and how to navigate the Internet. Obviously, this can have dangerous consequences. Therefore, due to the integral nature of technology in many young people's lives, they need to start learning about these important issues in schools and at home starting at young ages, so they can learn proper technology use and thus prevent many related problems and possible safety issues (McLoughlin et al., 2009).

Therefore, cyberbullying prevention and intervention needs to be addressed by adults before middle school, which in the state this study is taking place in is when students are in grades four to eight. Specifically, these measures need to be taken before students are 14, which is the age that incidents are speculated to peak. Early prevention and intervention can lead to a decrease in the resultant negative effects, and thus enable students to reach their optimal development, focus on their academic achievement, and ultimately become well-adjusted adults (Borgia & Myers, 2010; Bradshaw et al., 2007; Cassidy et al., 2009; Espelage & Swearer, 2003; Gasior, 2009; Hinduja & Patchin, 2008; Li, 2007; Mark & Ratliffe, 2011; Williams & Guerra, 2007).

It is important to remember that there are many positive aspects of technology use that should not be overlooked. When used responsibly and appropriately, technology can be a means for young people to interact in caring and supportive ways. It can also be a way to meet their developmental needs for socialization. When used respectfully and with real-world rules for behavior, etiquette, and online digital citizenship, technological communications can support and enhance optimal identity development, peer interactions, and overall development (Cassidy et al., 2009). So everyone involved must work together to ensure that today's new technologies can be used as a positive influence on children's development. This strategy can be accomplished by

teaching them positive prosocial strategies such as to have respect and empathy for others both on and offline (Keith & Martin, 2005) and digital citizenship (Levy, 2011; Ribble, 2011).

Challenges for Adults Related to Adolescent Technology Use

In addition to the positive aspects of technology use mentioned above, it is also important to remember that technology use by young people presents many challenges for adults, both educators and parents. Therefore, this section is organized by an examination of parent challenges and educator challenges. Discussed first is how this issue affects parents, followed by a discussion of the effects for educators.

Parental challenges related to adolescent technology use. For parents, cyberbullying is just a part of the problem created by technology, due to the fact that now physical boundaries and parental control are more difficult to maintain (Mark, 2009). Therefore, many parents are finding that old ways of parenting and interacting with their children are now becoming obsolete. For example, in the past, parents who wanted to have greater monitoring over their child's social lives could meet the people their children socialize with. Today, however, now much of young people's social lives are 'lived' through technology, so this physical meeting becomes difficult if not impossible. For example, one parent who worked in technology for the past 30 years, described his feelings of fear and helplessness related to this, "that's a very scary thing for parents that they are now basically launching their kids out into the world long before the kids are prepared for it and can't do anything to prepare their kids. There is very little you can do to protect your children. The kids are on their own, and they can get into trouble really, really fast" (Mark, 2009, p. 45). Adding to these challenges is the typical adolescent desire to separate from authority (Erikson, 1988), which is manifested by many children often keeping their online lives hidden from their parents.

However, parents can gain confidence and skills needed to fight cyberbullying by understanding that this is a normal developmental need, and that cyberbullying has many similarities with traditional bullying. Also, parent should realize that every generation faces parenting challenges and that today's digital age can be successfully managed through traditional parenting skills. Therefore, they can use some of their current parenting responses and bullying strategies when addressing their children's online lives and cyberbullying incidents that may occur (Hannah, 2010; Olweus, 2012). Examples include responses and strategies such as nurturing their children, keeping informed of their activities, giving them structure in their daily activities, and becoming a part of their positive and exciting online world (Hannah, 2010).

Furthermore, parental support can be a mitigating factor to decrease involvement in cyberbullying and lessen the impact of the related negative effects. Therefore, continually improving the parent-child relationship through open communication and mutual respect is recommended. This strategy can contribute to children reaching their optimal development, and also to decreasing incidents of cyberbullying (Accordino & Accordino, 2011; Hindjua & Patchin, 2010).

Educator challenges related to adolescent technology use. In addition to the challenges related to adolescent technology use faced by parents, educators are likewise facing challenges as cyberbullying is increasingly spilling into schools (Hinduja & Patchin, 2009; Kowalski & Limber, 2013; Spaulding, 2012; Wiseman, 2011). Complicating this is that often educators do not know the best ways to intervene or prevent cyberbullying (Spaulding, 2012), and they do not know what schools legally can do (Aftab, 2014b).

Suggestions in the literature are that educators need to teach students about cyberbullying, as well as teach them intervention and prevention strategies. School

administrators in particular should work with students, parents, and law enforcement in order to create and implement effective cyberbullying programs (Smith et al., 2008; Wiseman, 2011; Aftab, 2014b). Furthermore, these programs should be specific to the needs of their school cyberbullying problem and they should be evaluated periodically for effectiveness (Wiseman, 2011).

An educator's job goes far beyond merely teaching students to use technology, to exploring, analyzing, and questioning it as a content area in its own right (Ohler, 2011). Educators and students need to change from thinking about technology as a tool, to studying it as a discipline. School districts need to be instrumental in bringing technology where it belongs -- into the wider social environment. They should set goals to educate students about technology and thus prevent related problems. For example, an excellent goal would be that "Students will study the personal, social, and environmental impacts of every technology and media application they use in school" (Ohler, 2011, p. 1). To gain the skills necessary to live in our digital age, a holistic method to digital education is needed that includes the most effective interventions and preventions for cyberbullying, protecting personal information, responsible and respectful social forum interactions, and the ability to critically analyze online information (Levy, 2011). Teaching technology with these issues in mind enables students to learn digital literacy from a young age.

An important aspect of digital literacy is teaching young children how to manage their digital reputations. In today's technological world, managing digital reputations is an imperative skill that needs to start being taught during early childhood, which is the time many youngsters are starting to use technology. After all, employers now search prospective employees online and use this information along with an application or interview in their hiring decisions. Thus,

children need to develop appropriate technology use and habits. They also need to understand when they start using technology that it is powerful, and how they act online will affect their real world futures.

However, managing digital reputations is currently being taught too late, sometimes not until college, if it is even taught at all. It is increasingly important for young children to grow up managing their social media image and their digital reputations. Children need to learn from an early age that when they use technology they are leaving "digital footprints" that will last a very long time, if not forever. Teens post the majority of the content on the Internet; therefore it is imperative that we prepare them in their younger years to be able to do this wisely and safely (Hinduja & Patchin, 2011). Unfortunately, this vital issue is not even addressed in most education today. As a consequence, many children and adults also, are unaware of these crucial issues and thus make, or are at-risk of making, poor digital judgments that can ruin their digital reputations which will then ruin their real-life reputations.

Theoretical Framework

This research is supported by the following theories: the ecological systems theory, the social presence theory, and the social identity model of deindividuation effects (SIDE) theory. This section is organized by these theories. Below is an overview of how each contributes to and supports this study, and how the theories are interrelated.

Bronfenbrenner's Theory of Ecological Systems

Bronfenbrenner's (Bronfenbrenner, 1979) theory of ecological systems puts forth that individuals are interconnected through systems. The individual influences the systems and the systems also influence, not only the individual, but the other systems as well. These influences in turn result in an influence on people's behavior (Bronfenbrenner, 1979, 2005). The individual

person is at the center of this system, as seen in Figure 3, with concentric circles around the

center representing the interactive systems. The individual and the systems are enmeshed

together and form the microsystem, which consists of individual interactions with one system;

the mesosystem, which consists of interactions among systems; the exosystem, which consists of

the influences from outside the system; and the macrosystem, which consists of cultural

influences. As an individual interacts with these interconnected systems, his or her development

and behavior are influenced through the systems unique rules and norms.
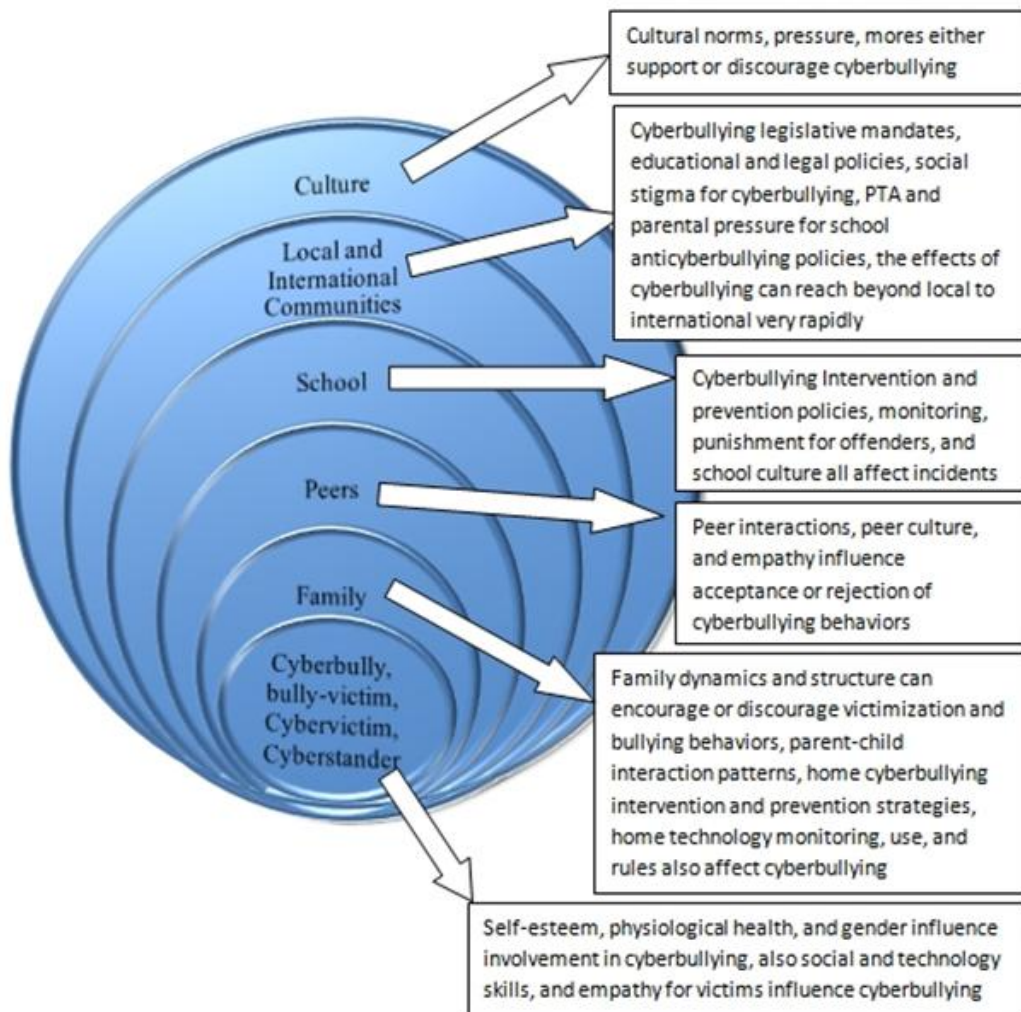
Figure 3. Cyberbullying and the ecological systems theory.

This Figure is a visual representation adapted from Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979).

Bronfenbrenner's theory of ecological systems supports this research study in that it enables a comprehensive view of the extent cyberbullying effects several factors: the individuals involved in cyberbullying incidents, their families, their schools, their communities, and in some instances the world because, due to the nature of technology, cyberbullying can go global very quickly. This model shows how these factors are interrelated, how they influence each other, and how they work together to support or discourage cyberbullying incidents (Epstein & Kazmierczak, 2007; Espelage & Swearer, 2004; Gasior, 2009).

For example, as seen in Fig 3, those involved in cyberbullying are in the middle of their social ecological system. Cyberbullying occurs over time, and this problem is created and supported or disinhibited by the interactions in the inter- and intra-personal factors that are involved. Those involved are affected by their own individual factors, such as their psychological health or gender, which in turn influences their involvement in cyberbullying. Also, family dynamics exert influence through modeling and learned behavior of things such as empathy or violence, or family interactions that encourage or discourage bullying or victimization behaviors. Peers interactions also influence cyberbullying by the interactions, empathy, and acceptance or rejection of cyberbullying behaviors among peers which becomes the accepted peer culture. School culture and climate play a role in how this problem is manifested in schools through policies, consequences for those involved, and the extent that the school culture tolerates or ignores peer mistreatment. The local community affects how cyberbullying events unfold by community reactions or lack of reactions to incidents. Also, the international community can influence cyberbullying, due to the fact that cyberbullying can

spread worldwide in the time it takes to push the send button (Epstein & Kazmierczak, 2007; Espelage & Swearer, 2004; Gasior, 2009). Cyberbullying can be either supported or inhibited by a community's reactions, and intervention and prevention efforts, if any.

The microsystem is comprised of the individual and how his or her social roles, actions, and behaviors shape how he or she interacts with the environment. This system also explores the interactions of the individual with one of the systems, such as those in the home, classroom, or community, and the resultant behaviors, such as supporting or decreasing cyberbullying, cybervictimization, or cyberstander behaviors. The mesosystem is made up of the interactions among systems, such as those between the school and the community, and their resultant effect on cyberbullying behaviors. The exosystem layer is made up of other outside influences, such as PTA pressure to create more effective school policies to address cyberbullying, involvement of parents in schools, media influences, technology providers, and law enforcement agencies. The macrosystem encompasses the extent that culture influences cyberbullying. These influences stem from issues such as societal rules, the integral place technology has in society, the social stigma associated with being involved in cyberbullying, and how cultures act to either support or decrease incidents. Also, education can be obtained and exchanged through the mesosytem, exosystem, and macrosystem (Epstein & Kazmierczak, 2007; Espelage & Swearer, 2004).

Furthermore, this theoretical framework highlights the fact that cyberbullying isn't the fault of a minority of maladjusted children and also it is not the fault of technology, but rather it is influenced by many interacting factors. So taking cyberbullies' or cybervictims' technology away does not solve this problem, nor does blaming a few students solve it either. Rather, it is a problem that stems from and, at the same time, exerts influence on the broader social environment that includes the students involved, peer relationships, adult and school authority

structures, and the local and international communities. Due to this, cyberbullying prevention

and intervention must be coordinated, enacted, and reinforced at all levels (Epstein &

Kazmierczak, 2007; Espelage & Swearer, 2004; Gasior, 2009).

The Social Presence Theory

The social presence theory indicates that social presence is a continuum along which

various communication technologies are located (Short, Williams, & Christie, 1976). Social

presence is defined as the amount of interpersonal interaction and personal relationship involved

with the type of communication. As illustrated in Figure 4, text based written forms of

communication have low social presence, due to the low interpersonal interaction involved, and

face-to-face communication has the highest level of social presence, due to the high in person

communication. This high in person communication requires personal awareness, and the

development of personal relationships through direct involvement with others.

This theory explains the extent of social presence in various technological

communications, and the ways in which this affects how people communicate using technology.

For example, with digital communications, social presence can affect what people post online,

how messages conveyed via technology are interpreted by others in the online community, and

how deeply interpersonal relationships and intimacy are developed. This in turn affects the

inhibitions and empathy of those communicating via technology. When those involved in digital

communications feel low social presence, such as in text message communications, this can lead

to actions such as posting online or sending information through cell phone text or pictures that

they would not show others in face-to-face communications. This is the result of many feeling

decreased inhibitions and consequences for their actions in digital communications because they

do not occur face-to-face. This can lead to people behaving in ways that they would not behave

in face-to-face communications, and can lead to increased cruelty, mob mentality, and

cyberbullying incidents occurring more in digital communications (Citron, 2009; Li, 2008).
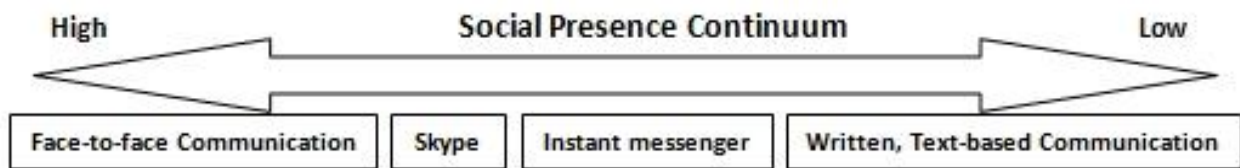
Figure 4. Cyberbullying and the social presence theory.

This Figure is a visual representation of how cyberbullying can be explained by the social

presence theory. (Short, Williams, & Christie, 1976)

The social presence theory supports this research study in its description of the

monumental ways that digital communication has dramatically changed how people interact,

socialize, and form relationships via technology. It indicates that the degree of physical and

social presence among people determines the extent that the relationships they form are healthy.

Furthermore, the more physical and social presence among people leads to more intimate and

healthy relationships. With digital communication there is an increase in physical and emotional

distance among people, and thus there is an increase in the impersonal nature of these

communication forms (Citron, 2009; Mark, 2009). This increases the likelihood that

maladaptive technology uses, such as cyberbullying, will occur.

The Social Identity Model of Deindividuation Effects (SIDE)

The Social identity model of deindividuation Effects (SIDE) was derived through

communications and social psychology research to explain how the anonymous nature of digital

communication technology effects, and is in turn effected by, group behavior, the social context

the communications take place in, and the social interactions of the communicators (Lea &

Spears, 1991). According to this theory, anonymity changes the interactions between social

identity and personal identity, which in turn affects group behaviors. Furthermore, in

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anonymous digital communications when the individuals feel a connection with others, such as sharing a common social identity in a social networking group, there is an increased chance that they will feel more depersonalization and be more likely to fall under group influence, stereotyping, various forms of discrimination, and maladaptive behaviors such as mob mentality and cyberbullying (Citron, 2009). This group conformity increases the power of certain groups and the shared social identity of group members, and therefore the group is affected by the changing situation. In particular, because anonymity of online groups creates a shared social identity of the group members, they will then see themselves and others by group features in depersonalized and stereotypic ways (Chang, 2008; Citron, 2009).

This model expands on the deindividuation theory that looked at the behavior of people in crowds acting more irrationally as opposed to individuals acting alone, due to the fact that being in a crowd results in a decrease in feelings of self-identity and thus behavior outside of acceptable social norms is seen as more permissible (Chang, 2008). This is because the group gives some protective factors for acting outside of acceptable behavior, which would cause isolation if an individual alone behaved in such a manner. For example, when an individual disagrees with a law, he or she would not usually confront a police officer with behaviors that break the law. However, when a group of people are demonstrating against a law that they view as unfair, then they would be more likely to risk altercations with legal authority.

In the SIDE approach, as shown in Figure 5, group behavior is viewed as individuals who conform to group norms (Chang, 2008). Furthermore, anonymity of the group members leads to a group social-identity based depersonalization, which leads to less awareness of individuals and more awareness of the identity of the group as a whole. This leads to depersonalization in both behaviors and perceptions of the group members. Therefore, anonymity can lead to an increase

in a group's social influence, as well as a group member's identification to and acting with a group. This is especially relevant when examining social networking sites, which have been found to be an environment that has a high risk of cyberbullying (Boyd, 2008; Fegenbush & Olivier, 2009).

Figure 5. Cyberbullying and the social identity model of deindividuation effects. This Figure shows the interrelated factors of technology communication that can lead to depersonalization and group think (Lea & Spears, 1991).

The SIDE model supports this study because it examines the role that anonymity has in online communications and online groups. Furthermore, it looks at this through the lens of online groups and their influence on the group members. This model discusses the negative effects of anonymity, such as the depersonalization and mob mentality often seen in cyberbullying. The fact that the cyberbully, cybervictim, and cyberstanders cannot see each other and can therefore remain anonymous, can lead to increased mob mentality feelings and actions because of depersonalization and group think (Citron, 2009). Furthermore, this

anonymity can also lead to increased stress for victims, because they may not be sure who is

victimizing them (Citron, 2009; Price & Dalgleish, 2010).

Interrelationships among the Theories

The three theories outlined above provide the foundation for the current study, and as

such they support each other and also have several factors that interconnect them. The

ecological systems theory details all of the various systems involved in cyberbullying, and this

connects to the SIDE model because a group would be a system exerting influence on the victim

in the microsystem. Both theories explain that individuals and groups exert influence on other

systems and therefore other people, and that a system, individual, or group can either positively

or negatively affect cyberbullying incidents. The ecological systems theory also connects to the

social presence theory, because in the social presence theory the amount of social presence

among the communicators determines the degree of relationship formed in communications, and

thus this can be seen as a system farther from the center, such as the macrosystem.

Cyberbullying can best be analyzed by first looking at all of the interrelated systems that

affect and play into incidents, which is examined in the ecological systems theory. Then

investigating how technology affects communications and relationships formed during

communications is vital to understanding this issue, which is examined in the social presence

theory. Lastly, looking at how group behavior plays into cyberbullying situations is examined in

the SIDE model.

<center>**Perceptions of Cyberbullying Awareness**</center>

A theme in the literature is the varying awareness and perspectives among students,

parents, and educators about cyberbullying (Cassidy et al., 2013; Juvonen & Gross, 2008; Mark,

2009; Spaulding, 2012). A strand in the literature is that generally students reported

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cyberbullying was a serious problem; however, many parents and school staff reported it was not a serious problem (Cassidy et al., 2012; Mark, 2009; Mendoza, 2009; Slonje & Smith, 2008; Strom & Strom, 2005; Strom, Strom, Walked, Sindel-Arrington, & Beckert, 2011; Willard, 2011). Additionally, with parent awareness specifically, there is a lack of research in this area (Levine, 2013).

These differences in awareness are due, in part, to the digital divide among what students know about technology and what adults know. This often results in ineffective cyberbullying understandings and distrust among young people and adults, which results in decreased student reporting of incidents to adults and ineffective prevention and intervention (Cassidy et al., 2009; Jäger et al., 2010; Juvonen & Gross, 2008; Palfrey & Gasser, 2008; Strom et al., 2011). This has important consequences that often make it difficult, if not impossible, for the three groups to see this problem in ways that lead to understanding, collaboration, and effective solutions. Therefore, a closer examination of the three groups' perspectives is detailed below.

Student Perceptions of Cyberbullying Awareness

This section is organized around the themes in the cyberbullying literature related to student perceptions of awareness of cyberbullying. These themes are their perceptions of adult awareness and how this complicates prevention and intervention efforts, and their perceptions of cyberbullying and peer culture.

Student perceptions of adult awareness. A common theme in the literature is the vastly different levels of awareness of this problem among most young people and adults. For instance students perceive most adults, especially parents, as being unaware (Cassidy et al., 2012; Juvonen & Gross, 2008; Mark, 2009; Smith et al., 2008; Spaulding, 2012). For example, in a study conducted by Mark (2009), students reported that they thought their teachers were

more aware of this problem than their parents. Related to this 80 percent of these students did

not think their parents would be effective in intervening; however, they thought that since their

teachers were more cognizant than parents about cyberbullying they would be more effective in

intervening. Nevertheless, only 8 percent of students reported that they told adults when

cyberbullying occurred (Mark, 2009). A focus group by Smith and colleagues (2008) found

similar results. This is a common theme in the literature that young people are more aware of

incidents than some adults, even though in recent studies some students think teachers are

becoming more aware of cyberbullying. Unfortunately still many young people do not usually

report incidents to adults (Cassidy et al., 2012; 2009; Cross et al., 2009; Hinduja & Patchin,

2011; Juvonen & Gross, 2008; Keith & Martin, 2005; Mark, 2009; Price & Dalgleish, 2010;

Shariff, 2008; Smith et al., 2008; Spaulding, 2012; Strom et al., 2011).

However, lack of adult awareness is only part of the problem in effectively preventing

and intervening in cyberbullying. This is the case because ineffective actions and reactions of

adults after they are alerted to incidents also play a crucial role. Many students did not report

incidents to adults for the following reasons: they were concerned that this would result in

retaliation by the bully, they felt that adults did not understand this problem or the technology it

uses which sometimes led to them making the situation worse, and also they stated fear that

adults may respond by taking away their technology (Cassidy et al., 2012; Cassidy et al., 2009;

Juvonen & Gross, 2008; Mark, 2009; Spaulding, 2012; Noah, 2009; Wong-Lo, 2009). It is

important to note that most students in a study by Jackson and colleagues (2009) felt that

reporting incidents to educators should be done; however, several students also felt that adults

should not know about or interfere in the digital lives of young people. They expanded on this to

say that adults did not understand problems associated with technology, and so they could not

and should not be involved in problems such as cyberbullying (Jackson et al., 2009). Clearly, student attitudes such as this result in low reporting rates of incidents, and thus complicate prevention and intervention efforts.

Student perceptions of cyberbullying education needs and school culture. Overall, most students agreed that cyberbullying awareness and education are needed by not only themselves, but also their parents and educators (Mark, 2009; Spaulding, 2012). With the adults needing the most education to understand the basics of this issue, such as what cyberbullying is and how prevalent it is, and other issues related to the digital divide discussed earlier in this chapter (Jäger et al., 2010; Juvonen & Gross, 2008).

Most students perceived that school staff, parents, and students need to work together to find solutions to this problem. Furthermore, many students attributed incidents of cyberbullying to a negative school culture (Goddard, 2008; Hinduja & Patchin, 2010; 2011). For example, the majority of students in research by Cassidy and colleagues (2009) indicated that a more warm and accepting school climate where students felt they are being fairly treated, would lead to decreases in cyberbullying. Furthermore, students felt that adults needed to model appropriate behavior for students to emulate, and that students needed to be made aware of the fact that educators are responsible for providing a safe school environment for them, and that all types of bullying should not tolerated by school staff (Hinduja & Patchin, 2010; 2011).

Student perceptions of cyberbullying and peer culture. Mentioned by some students in the literature is that cyberbullying is becoming a normal part of online actions, it is acceptable in their peer groups, and many see it as an acceptable form of revenge for traditional bullying incidents (Cassidy et al., 2009; Cassidy et al., 2012; König et al., 2010; Slonje & Smith, 2008; Smith et al., 2008). For example, in a Canadian study, 10 percent of students stated that they

thought it was appropriate to retaliate through cyberbullying against someone who bullied them face-to-face. Furthermore, 9 percent reported they engaged in cyberbullying because this was acceptable in their peer group, about 46 percent felt cyberbullying has evolved into being a normal and not hurtful online interaction, and 7 percent said they participated in it because it was entertaining (Cassidy et al., 2009). Research by Smith and colleagues (2008) found similar results; students believed that cyberbullies harassed their victims primarily for 'entertainment', and 'fun.' However, most students reported that they want to have more respectful online communities, and they believed that this depended upon respectful school cultures (Cassidy et al., 2009).

Parent Perceptions of Cyberbullying Awareness

There are several important issues involved in how parents perceive cyberbullying. Strands found in the literature were that they are largely unaware when their children are involved in cyberbullying (CTIA, 2013; Gasior, 2009; Jäger et al., 2010; Spaulding, 2012; Wong-Lo, 2009). This lack of awareness contributes to increasing incidents, because only when parents are aware of this problem and are educated on various prevention and intervention strategies can they effectively work towards decreasing incidents.

While this sounds good in theory, the reality is that often parents are not aware of this problem because many family circumstances place overwhelming demands on them related to being single parents; many working parents; and family, community, and economic instability. Also, many incidents are not reported to them, so they do not usually understand the extent that cyberbullying occurs. Furthermore, many do not understand the technology their children use. Therefore parents may not recognize the reasons for education in this area or the need to create and use prevention and intervention strategies. The results are that then they do not have the

technical knowledge to understand cyberbullying or the strategies they need to prevent it or intervene when it occurs (Cassidy et al., 2012; Gasior, 2009; Jäger et al., 2010; Spaulding, 2012).

This is unfortunate, because many times incidents occur in victims' homes, so this puts parents in an ideal situation to decrease incidents. However, many parents reported that they did not even really understand what cyberbullying was, and what little information they did know about it they learned mainly from television reports of incidents and newspaper articles (Gasior, 2009), which can be sensationalized and misleading (Olweus, 2012). Additionally, they are lacking essential knowledge about social networking sites, chat rooms, and blogs (Cassidy et al., 2012). This is unfortunate and dangerous because this is the technology that many young people use and where many cyberbullying incidents occur. Furthermore, many parents were not able to state what happens after cyberbullying incidents occur, because they were not even aware of many incidents occurring and incidents that they were aware of did not have any clear resolution (Gasior, 2009; Spaulding, 2012).

Also, in addition to low awareness, many parents do not accurately understand this problem even when they do become aware of it, because their children usually do not report incidents to them or they do not accurately report incidents (Cassidy et al., 2009; Levine, 2013; Spaulding, 2012). For example, focus groups by Spaulding (2012) revealed that young people were often reluctant to inform their parents when they were cyberbullies or cybervictims. However, they more often discussed incidents where they were cyberstanders. Therefore, parents often underestimated the extent and scope of this problem because their children only admitted what they wanted them to know.

Low awareness is in part a result of parents ineffective or nonexistent monitoring. Parents reported that they found it difficult, if not impossible, to supervise their children's online

activities. Also, they felt worried about technology in general and said that it is radically

changing ways in which they must parent in order to protect their children (Mark, 2009). One

parent summed up his thoughts by stating, "You can't just hand a child a chainsaw and say, go

for it. Cut up a two-by-four" (Mark, 2009, p. 48), but this sentiment is exactly how many parents

feel about raising children in today's technologically saturated world. Furthermore, they

reported that they felt technology is also changing every aspect of bullying, its prevention, and

interventions. Parents felt especially strongly about school responsibility, particularly when

students had to use technology to complete school assignments (Mark, 2009), but also many

parents realized that they are responsible to educate their children about safe and responsible

technology use as well (Mark, 2009; Spaulding, 2012).

Parental gender and cyberbullying perceptions. Additionally, some adults do not feel

that cyberbullying is detrimental to those involved, and therefore they do not prevent or

intervene in this problem (Gasior, 2009; Slonje & Smith, 2008; Willard, 2011). One possible

reason for inappropriate adult reactions to cyberbullying may be related to gender, as gender

differences are noted among the views of parents about the harmful effects of cyberbullying. For

example in a study by Gasior (2009), male parents generally viewed this problem as less harmful

than traditional at school bullying than female parents. One reason could be that males are

typically not involved in relational bullying, so therefore they do not understand how harmful the

relational bullying aspects in cyberbullying are for victims (Gasior, 2009). Therefore, if an adult

does not view this problem as harmful, they will likely not view interventions as necessary.

Educator Perceptions of Cyberbullying Awareness

A current theme in the literature is that most educators, like parents, do not understand

the extent that cyberbullying is actually occurring. Therefore they do not perceive cyberbullying

to be a very important concern. This is due to the fact that many underestimate the prevalence of incidents due to low reporting rates of students, and many do not fully understand the technology involved (Beringer, 2011; Bradshaw et al., 2007; Noah, 2009; Spaulding, 2012).

Educator inaction and ineffective prevention and intervention. Some scholars have concluded that educators do not understand the seriousness or the frequency of incidents of all types of bullying, are unsure of how to respond, do not have pressure from parents, or mistakenly view all forms of bullying as a normal and harmless part of childhood. Therefore, they usually do not try to intervene or stop it (Beringer, 2011; Bradshaw et al., 2007; Cassidy et al., 2012; Mark, 2009; Olweus 1984; 1991; 1993; Spaulding, 2012). Research by Bradshaw and colleagues (2007) concluded that educators' own bullying experiences correlated with how they viewed bullying and how adept they rated themselves in their prevention and intervention efforts. Those who were more effective in intervening in bullying had higher rates of intervening, and were more apt to be successful in resolving cyberbullying incidents.

Unfortunately even when educators were aware of incidents, they did not know what consequences were dealt out by parents and educators, or how the incident resolved. This points to a problem of inaction, and ineffective or nonexistent prevention and intervention strategies on the part of educators and or schools (Beringer, 2011; Noah, 2009; Spaulding, 2012). For example, a study by Spaulding (2012) suggested that teachers are more attuned to cyberbullying incidents than parents or administrators, because teachers reported similar perceptions to students and accurately reported student involvement. This study suggested these findings could be a result of teachers spending a lot of time with students and therefore understanding their behavior better than their parents or school administrators. These findings could also be a result of more

students reporting incidents to educators. Or they may reflect that more cyberbullying incidents are happening at school.

However, the study concluded that still appropriate actions were not taken by teachers to prevent or intervene in cyberbullying, because even though they were aware of incidents, they still did not take any actions to prevent or intervene in cyberbullying (Spaulding, 2012). This supports the theme in the literature that students do not usually report incidents to adults because they do not take action even when they are alerted to incidents (Cassidy et al., 2012; Cross et al., 2009; Keith & Martin, 2005; Price & Dalgleish 2008; Shariff, 2008; Strom et al., 2011). In a study by Cassidy and colleagues (2012), teachers did not know what transpired after incidents occurred and furthermore they declined to have access to the student data on this issue. This suggests that they were not interested in finding out the ramifications of cyberbullying on their own students (Cassidy et al., 2012). Therefore, this warrants the creation of a clear cyberbullying policy and open communication of the consequences of cyberbullying to be used as teachable moments to deter others. This issue is discussed in the section below.

The findings of increased awareness and accurate perceptions of this problem among some teachers highlight the fact that teachers might be in a better position than parents or other school staff to prevent and intervene in cyberbullying, if they follow with appropriate responses. Some recent studies support a trend found in current research that teachers are becoming more aware of cyberbullying; however, most still reported not knowing how to prevent or intervene to stop it (Beringer, 2011; Cassidy et al., 2012; Spaulding, 2012; Wiseman, 2011). Particularly of interest are study findings by Spaulding (2012) that school administrators reported they were not aware of any incidents of cyberbullying occurring within their student population; however, teachers and students reported almost identical awareness of incidents. This is unfortunate if

these administrator findings can be generalized to other populations, because administrators are

the people who create policies and programs. Therefore, even if teachers are aware of this

problem and administrators are not aware, then little or no prevention or intervention will occur

(Beringer, 2011; Spaulding, 2012).

<div align="center">**Perceptions of Cyberbullying Prevention and Intervention**</div>

Just as perceptions among the three groups vary in regards to awareness of cyberbullying,

perceptions also vary in regards to cyberbullying prevention and intervention. This has a

profound effect on cyberbullying strategies, and in many cases leads to ineffective or nonexistent

prevention and intervention. Therefore, how each group perceives effective strategies to

decrease this problem is examined in detail in the sections that follow.

Student Perceptions of Prevention and Intervention

A reoccurring theme found throughout the literature is that some students reported a

negative view of cyberbullying prevention in general due to thinking they should solve this

problem on their own (Jackson et al., 2009), adult ineffectiveness in prevention and intervention

(Jackson et al., 2009), and the extent that technology exacerbates bullying as described earlier in

this chapter (Citron, 2009; Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Price & Dalgleish,

2010; Slonje & Smith, 2008; Spaulding, 2012). In a study by Spaulding (2012) all of the

students reported that due to the pervasive use of technology in our society cyberbullying is

something that will be difficult, if not impossible, to stop completely.

Student perceptions of effective student strategies. Many students said they were

aware of appropriate actions to stop cyberbullying. Effective student prevention strategies most

commonly mentioned by students were blocking people they did not know from their social

networking profiles, not answering telephone calls from people they either did not know or felt

threatened or harassed by, saving but not responding to cyberbully messages (Gasior, 2009; Keith & Martin, 2005; Mark, 2009; Willard, 2000; 2005; 2007; 2012; 2013), deleting old or unused Internet profiles so they could not be misused by cyberbullies (Mark, 2009), involving others, changing their passwords, deleting cyberbullies from their friend lists, deleting their social networking profile when cyberbullied, avoiding or ignoring cyberbullying (Willard, 2013), and least commonly asking the bully to stop (Spaulding, 2012). It is important to note that involving others, most commonly peers, is a common strategy for cybervictims and one that usually escalates the problem.

Student reporting. Another student intervention strategy mentioned in the literature was reporting incidents (Cassidy et al., 2009; Mark, 2009; Price & Dalgleish, 2010). However, students reported mixed views on this issue. The research conclusions varied from some students stating that they more often reported incidents when they witnessed them than when they were victims, they usually reported incidents to friends (Cassidy et al., 2009; Mark, 2009), they felt unsure if they would tell a peer or an adult (Mark, 2009), they would not tell anyone (Cassidy et al., 2009; Price & Dalgleish, 2010), to many reporting that specifically they would not tell an adult (Juvonen & Gross, 2008; Keith & Martin, 2005). This low reporting rate to adults is another theme in the literature (Juvonen & Gross, 2008; Hinduja & Patchin, 2007; Keith & Martin, 2005; Wiseman, 2011). These results indicate that more education is needed by all three groups. Also, open communication needs to be started and maintained by adults (Levine, 2013), along with alternate reporting mechanisms to encourage young people to report cyberbullying incidents (Jackson et al., 2009; Schneider, Smith, & O'Donnell, 2013; Wiseman, 2011).

In a study by Cassidy and colleagues (2009) students specifically stated they would not report incidents to school staff because they worried that it would result in retaliation by their cyberbully, they felt it was their own problem and not a school issue, they believed school staff could not stop incidents (Cross et al., 2009; Keith & Martin, 2005; Strom et al., 2011), they worried their friends might get punished, they thought their parents would respond to knowledge of cyberbullying incidents by taking away their technology, and they were afraid that their peers would think of them as tattle tales (Cassidy et al., 2009). This study showed that fear of bully retaliation, and not the more common research conclusion of fear of parents taking away their technology (Fegenbush & Oliver, 2009; Gasior, 2009; Hinduja & Patchin, 2011; Juvonen & Gross, 2008; Keith & Martin, 2005; Price & Dalgleish, 2010; Smith et al., 2008), was reported more often by the students in this study as a reason students do not report incidents to school staff. This could be a new trend as students realize they have many more avenues to access technology other than on their own personal devices, such as using friends' devices or public computers. Also, increasing young people have cell phones that have Internet capabilities, which further complicate the issue of adult monitoring. Therefore, student education would need to address this issue by educating students on strategies they can use on their own in order to decrease incidents.

Student perceptions of adult roles related to prevention and intervention. Student suggestions found in the literature for prevention and intervention were that they thought adults needed to increase monitoring of their children's technology use, support children's awareness of this problem, provide children with cyberbullying education and resources (Mark, 2009), and create cyberbullying programs in order to teach young people about this problem and hopefully prevent it from occurring (Cassidy et al., 2009; Jackson et al., 2009; Wiseman, 2011).

Specifically, students reported that they needed to learn from adults important ways in which to create more positive technology communications through such strategies as being taught "cyber kindness" (Cassidy et al., 2012, p. 415) to increase empathy both on and offline (Ang & Goh, 2010; Barlińska, Szuster, & Winiewski, 2013; Cassidy et al., 2012; Hinduja & Patchin, 2012; Lazuras et al., 2012), and that schools needed to work to instill positive self-esteem in students that will lead to decreases not only in cyberbullying, but also in other inappropriate behaviors as well (Cassidy et al., 2009; Jackson et al., 2009). Also, students reported that increased education, awareness, and cooperation among parents and educators are needed to prevent incidents (Cassidy et al., 2009; Mark, 2009).

While this sounds good in theory, many young people often deliberately try to hide their technology activities from adults by using strategies such as deleting their browser history and text messages, using technology away from adult supervision, having several social networking profiles, using aliases in technology communications, and using locks and passwords so that adults cannot access their technology use (Cassidy et al., 2009; Spaulding, 2012). However, encouraging findings from a new study by O'Brien and Moules (2013) are that 78 percent of students in a focus group reported that they got help from their parents when they were involved in cyberbullying incidents. Hopefully this collaboration is a positive trend as a result of increasing awareness about this problem, which will lead to a decrease in incidents.

Student perceptions of school cyberbullying policies. Results have been mixed about student awareness and understanding of school anti-cyberbullying policies, ranging from some students having no knowledge or understanding to some having knowledge about specific school rules as they related to technology. In general, most students do not seem very knowledgeable (Mark, 2009; Schneider, Smith, O'Donnell, 2013). For example, in a study by Mark (2009) only

one student had specific and negative information pertaining to the stringent whole school policy that banned student use of cell phones in school (Mark, 2009). However, most students want to understand and be involved in finding solutions to this problem. Therefore, schools need to work with students and provide time during the school day to include them in the creation of cyberbullying programs (Gartrell, 2012).

Student perceptions of positive school cultures. In a study by Jackson and colleagues (2009), students reported in an open-ended question that they would like to have school anti-cyberbullying policies and programs, and monthly cyberbullying programs. Students also reported that schools need to focus on long-term solutions, such as changing their school culture and modeling appropriate interactions among staff, and among students and staff in order to effectively solve this problem. This can lead to a school-wide ethic of caring which can contribute to healthy identity development and students becoming good digital citizens, and thus decreasing cyberbullying incidents (Cassidy et al., 2009; Jackson et al., 2009).

Furthermore, this can be an effective way to prevent cyberbullying because this strategy can lead to a school culture that spills over into the other spheres that influence young people, such as their peers and communities, which can be a positive influence and thus make cyberbullying unacceptable (Cassidy et al., 2009; Espelage & Swearer, 2003; Hinduja & Patchin, 2009; 2011; NSCC, 2013; Wiseman, 2011). This can be accomplished by creating school activities, such as presentations to individual classrooms or to the whole school that show positive ways to handle this problem, and displaying posters throughout the school about this issue (Wiseman, 2011). Young people in both the close ended and open-ended portions of a study by Cassidy and colleagues (2009) expressed the desire to be active in creating a positive

peer culture that rejects cyberbullying, and being involved in school anti-cyberbullying initiatives (Cassidy et al., 2009; Jackson et al., 2009).

Parent Perceptions of Prevention and Intervention

Parents stated in a study by Mark (2009) that they are the ones who have the most responsibility to ensure their children's safety. Furthermore, they agreed that they need to help their children become responsible technology users, and make them aware of technology misuses. Effective anti-cyberbullying strategies parents' use are having open communication with their children about technology use and safety, regularly monitoring their technology use through such actions as using computer software, and blocking websites they do not want their children to visit (Gasior, 2009; Levine, 2013; Mark, 2009).

In addition to school responsibilities to educate children about strategies to prevent or intervene to decrease cyberbullying, parents reported that they should also educate their children on appropriate technology uses (Mark, 2009; Spaulding, 2012) and they should increase their monitoring of their children's technology use. However, all of the parents in a study conducted by Spaulding (2012) felt they cannot do this effectively because they do not understand the technical jargon their children are using, such as emoticons and leetspeak. Emoticons are visual representations of emotions through the use of facial expressions, such as a smiley face typed as :) to help the receiver more accurately understand the message. Leetspeak, also known as text talk and acronyms, are abbreviations invented by people as a quick and sometimes coded way to communicate through technology, such as 'pos' being written instead of parent over shoulder. Due to most young people using these, parents find it difficult if not impossible to effectively monitor their children's technology communications. Other related concerns parents reported were that children circumvented their monitoring by doing things such as creating multiple social

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networking pages; one they showed to their parents and another that they actually used to socialize with others (Spaulding, 2012).

   Parent strategies for prevention and intervention. A positive finding from The European Commission study of 2008 to 2013 involving 27 European countries concluded that 75 percent of the parents that participated have open and continual communication with their children regarding their technology use. Furthermore, about 30 percent of these parents were with their children or nearby when they were using the Internet (European Commission, 2013). Gender differences in Internet monitoring concluded mothers were more open and supportive, and knew more than fathers about their children's Internet use, fathers partook in Internet activities more often than mothers, and both parents usually more closely monitored male teenager Internet use. Research concluded that when parents do not monitor their children's online activities, this results in these children being involved in more email and chat room activity, and this can in turn result in more cyberbullying incidents (European Commission, 2013; Gasior, 2009). However, mentioned throughout this chapter monitoring is difficult for several reasons, therefore the parental focus should be on open communication (Levine, 2013) and teaching students empathy and strategies to use when they are unsupervised (Cassidy et al., 2013; Olweus, 2012).

   Other strategies parents reported using are to randomly check cell phone texts both received by and sent to their children, checking their social networking profiles and that of their friends, banning them from social networking sites, discussing with them their expectations for technology use, and telling them that they will monitor their technology use (Gasior, 2009; Spaulding, 2012). However, these are often stymied by their children deliberately hiding their technology communications from their parents.

Parent perspectives of adult collaboration in prevention and intervention efforts.

Overall, research on parent perspectives of school cyberbullying interventions is sparse in the literature. This could stem from limited collaboration and communication between parents and schools, many schools not having cyberbullying policies, or from parents being largely unaware of what cyberbullying policies are in place. Regardless, most parents would like to see increased school teaching about cyberbullying, and increased intervention and prevention efforts. While some parents felt they should take the lead in anti-cyberbullying efforts (Mark, 2009), others felt that it was mainly the responsibility of schools (Mark, 2009; Spaulding, 2012). They believed teachers should do this by teaching young people about the consequences of cyberbullying involvement (Spaulding, 2012). Many parents also felt that it is a responsibility of school staff to teach computer safety, create a school climate that encourages open communication so students feel comfortable going to school staff when cyberbullying incidents occur, monitor online school activities, and create a partnership with parents to prevent incidents from occurring (Cassidy et al., 2013; Mark, 2009; Wiseman, 2011).

Parents believed schools should be involved in teaching students the legal ramifications of misuses of technology and other consequences for inappropriate online behavior. For instance, many parents felt school staff should create prevention and intervention strategies and clearly spelling out and teach what the school rules and consequences are for cyberbullying (Mark, 2009). Additionally, parents reported that they should work at home to teach their children how to use technology. Some parental teaching specifically mentioned included balancing technology use with real world experiences, and teaching the short and long-term consequences off inappropriate technology use for both online and real world reputations (Gasior, 2009; Mark, 2009; Spaulding, 2012).

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Also, parents stated that if their child was a cybervictim they would report the incident to the child's teacher or principal (Gasior, 2009). This strategy supports collaboration and open communication between home and school, and it also supports increased awareness and cooperation to decrease cyberbullying among parents and educators. However, Gasior (2009) cautions that this is not always the most effective way to handle cyberbullying incidents, due to the fact that these incidents usually occur off school grounds which results in many school staff being unwilling or unable to respond. Therefore, this study recommended that parents should preliminarily contact law enforcement agencies and technology providers. Legal issues can complicate school actions in regard to cyberbullying; however, communication and coordinated action between parents and educators are nonetheless common themes found in the literature (Aftab, 2014b, 2014c; Keith & Martin, 2005; Mark, 2009; Shariff, 2008; Spaulding, 2012; Wiseman, 2011).

Educator Perceptions of Prevention and Intervention

Teachers reported that addressing cyberbullying can be difficult (Cassidy et al., 2013; Mark, 2009; Noah, 2009; Spaulding, 2012; Wiseman, 2011). The most common reasons that they felt made it difficult for them to prevent or intervene included, nonexistent or unclear school cyberbullying policies and procedures for them to follow (Wiseman, 2011), limited teacher knowledge of technology and the legal issues of cyberbullying (Aftab, 2014a), denial of parents that their children are involved in incidents making collaboration difficult or impossible, and lack of character education being taught in schools (Cassidy et al, 2013). Therefore, teachers reported that they felt more confident identifying cyberbullying than actually preventing or intervening in incidents (Noah, 2009; Spaulding, 2012).

Unfortunately, much research on all forms of bullying suggests that educator inaction creates a school culture that increases incidents of bullying. School psychologists and consolers, in particular, should help educate other school staff and parents, because they have training in assessing, intervening, and consultation (Beringer, 2011; Hannah, 2010; NASP, 2012). Furthermore, educators must be educated in these areas as knowledge is crucial to be able to successfully decrease incidents of cyberbullying. Also, they must work collaboratively with students, their parents, and others in the community (Beringer, 2011; Li, 2008; Spaulding, 2012).

Educator roles in prevention and intervention. An additional issue is that there is the question of whose domain it really is to establish and enforce cyberbullying policies; is it the responsibility of parents or educators, or both? A theme in the literature is the link between at school bullying and cyberbullying. Therefore, collaboration and teamwork is needed among students, educators, and parents in order to effectively address this problem (Wiseman, 2011). While this sounds good in theory, many educators think parents should take the lead in prevention and intervention efforts, especially due to most incidents occurring in victims' homes (Mark, 2009; Spaulding, 2012). For example, Spaulding (2012) conducted a focus group of teachers and found that they felt parents needed to take an integral role in anti-cyberbullying efforts through more effective parental monitoring of their children's technology use. However, in reality many parents are not equipped to do this.

However, in a study of school counselors and a study of teachers, they all reported that they felt it was a counselor's job to teach students and community members about cyberbullying and appropriate online rules, but they also felt that, along with school staff, parents also needed to educate and monitor their children in regards to cyberbullying (Beringer, 2011; Mark, 2009; Spaulding, 2012). With the invention of smartphones that allow Internet access through this type

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of phone, young people who own these phones can now access the Internet anywhere as long as they have their smartphones with them (Spaulding, 2012). Clearly, this complicates the issue of adult monitoring. Therefore, adult collaboration, education, and open ongoing communication may be more effective than adults simply attempting to monitor young people's technology use, because this is becoming increasingly difficult to accomplish. Also, collaborative efforts would be more effective than adults wrestling with the issue of whose responsibility it is to decrease incidents, and as is sometimes the case, trying to push off the responsibility of cyberbullying issues on others.

School counselors stated that one role of educators should be to provide students with Internet safety information. Additionally, they felt that they should prevent incidents ideally and intervene when they occurred, by disciplining cyberbullies and reporting incidents to the authorities when they occur at school (Mark, 2009). However, other research concluded that even though cyberbullying incidents may occur out of school, these incidents usually disrupt students at school, so thus schools need to become involved with solving this problem regardless of where it occurs (Wiseman, 2011). Many school staff stated that they would like to prevent and intervene in more incidents, but felt this was made difficult for them due to the fact that many incidents occurred outside of school and that school jurisdiction laws prevented them from interfering under certain circumstances (Mark, 2009).

Some school staff stated that they are unsure of the legal issues related to this problem. However, they further stated that they would like to find ways to enforce school punishment for cyberbullying (Mark, 2009). Many also reported that enforcing cyberbullying consequences was complicated by the issue of constitutional rights of students, moral issues, and jurisdiction related to the fact that many incidents occurred outside of school (Aftab, 2014b). This is a concern for

school staff; however, cyberbullying researchers have suggested that there is a link between at school traditional bullying and cyberbullying in that one usually causes or exacerbates the other (Juvonen & Gross, 2008; Mark, 2009). Since cyberbullying crosses school and home boundaries, it is crucial that parents and school staff realize prevention and intervention efforts cannot be the sole responsibility of either and that teamwork is needed to effectively decrease incidents (Cassidy et al., 2009; Li, 2007; Mark, 2009; Wiseman, 2011). Additionally, school, home, and community anticyberbullying policies need to be created with the combined efforts of students, parents, educators, and community members. This is necessary because incidents cross over and affect homes, schools, and communities.

Therefore, since much research has linked cyberbullying to traditional at school incidents (CDC, 2012; Juvonen & Gross, 2008; Li, 2008; Olweus, 2012; Price & Dalgleish, 2010; Smith et al., 2008), educators do have a responsibility to try to stop cyberbullying by finding out about incidents that are occurring but not being reported to them. This can best be done by school staff starting communication among themselves, parents, students, law enforcement, and Internet providers in an attempt to create collaborative and effective solutions. As has been shown by effective bullying programs such as the Olweus Bullying Prevention Program (Hazelton, 2014) with education, communication, empowering bystanders, and creating a positive school culture these things can lead to an increase in incidents reported. These solutions will be made with teamwork by the home, school, and community, and as such they have the potential to be more effective than any one group could ever hope to create alone (Cassidy et al., 2009; Wiseman, 2011).

Educator perceptions of education needs. Furthermore, students need to be educated about alternate reporting of cyberbullying incidents to increase their comfort and willingness to

report this problem. One suggestion by students is for schools to create an online anonymous

reporting system, so that students will not have to worry about adults taking away their

technology or cyberbully reprisals (Jackson et al., 2009; Schneider, Smith, & O'Donnell, 2013;

Wiseman, 2011). While this is mainly a positive result, for educators this takes time away from

teaching and many do not know how to respond even when incidents are reported (Schneider,

Smith, & O'Donnell, 2013). Therefore, this points to the reoccurring point in the literature that

effective cyberbullying programs need to be created and used.

Complicating this issue is that the technological knowhow needed to understand and

solve cyberbullying can be beyond many educators' training. In response to this, many

educators felt they can best help students by first getting education themselves through

professional development, then providing information to students so that they can make

informed decisions, and encouraging parents to have open communication, monitor technology

use, and enforce appropriate technology use rules at home (Levine, 2013; Mark, 2009; Noah,

2009; Spaulding, 2012). In addition to this, adults need to close the digital divide between what

they know about technology and what young people know. Before this happens, then it will be

difficult for them to create effective cyberbullying policies, and furthermore it will be difficult

for adults and young people to work together to create intervention and prevention strategies that

will be effective (Jäger et al., 2010; Juvonen & Gross, 2008; Wiseman, 2011).

Implications of Student, Parent, and Educator Perceptions on Cyberbullying Programs

Many school staff, parents, and students do not have a plan for appropriate responses to

cyberbullying, and in most cases the problem is only addressed after the occurrence of some

disturbing or tragic event (Cassidy et al., 2013; Wiseman, 2011). Effective prevention and

intervention strategies have been elusive due to the fact that the key groups involved, the

students, educators, and parents/guardians often view cyberbullying very differently (Jäger et al., 2010; Nocentini et al., 2010; Vandebosch & Van Cleemput, 2008) and "there are currently no evidence-based best practice programs" (Cassidy et al., 2013, p. 13). Even when schools do try to form cyberbullying policies there are several stages in policy formation, and at each stage there is a risk that the entire policy can be derailed. Therefore, many cyberbullying policies never make it through this process, and thus are never created. Furthermore, those schools that do enact cyberbullying policies often do not put them into practice or evaluate their effectives (Wiseman, 2011).

Whereas in the past many people considered bullying as simply a normal part of growing up, due to increases in violence related to bullying, and the plethora of research that conclude all types of bullying can have lasting negative social and psychological results, there has been a worldwide focus on prevention and intervention of all forms of bullying. Therefore it is now clear that any form of bullying cannot be ignored by students, their parents, or their educators, and furthermore, it is crucial that effective prevention and intervention strategies are created.

Differences in Awareness and Implications for Cyberbullying Programs

A strand in the literature is that generally students reported cyberbullying was a serious problem; however, many parents and school staff reported it was not a serious problem (Cassidy et al., 2012; Mark, 2009; Mendoza, 2009; Slonje & Smith, 2008; Strom & Strom, 2005; Strom, Strom, Walked, Sindel-Arrington, & Beckert, 2011; Willard, 2011). With parent awareness specifically, there is a lack of research in this area (Levine, 2013). These differences in awareness are due, in part, to the digital divide among what students know about technology and what adults know, which often results in ineffective cyberbullying understandings and distrust among young people and adults, which results in ineffective prevention and intervention

strategies (Cassidy et al., 2009; Jäger et al., 2010; Juvonen & Gross, 2008; Palfrey & Gasser, 2008; Strom et al., 2011).

Solutions related to differences in cyberbullying awareness would be to include young people in the creation of cyberbullying prevention and interventions (Cassidy et al., 2009; Cassidy et al., 2012, Gartrell, 2012, Wien, 2004) and for parents to create technology use roles, supervise their children's technology use, open lines of communication with them about technology use and cyberbullying (Levine, 2013), and specifically teach them respectful and responsible behavior, social skills (Strom et al., 2011), and empathy (Ang & Goh, 2010; Barlińska, Szuster, & Winiewski, 2013; Cassidy et al., 2009; Cassidy et al., 2012; Hinduja & Patchin, 2012; Lazuras, Pyżalski, Barkoukis, & Tsorbatzoudis, 2012; Keith & Martin, 2005; Mark & Ratliffe, 2011; Spaulding, 2012).

Due to differences in awareness related to low reporting of this problem in general, it is important for adults and young people alike to recognize the signs and symptoms of cybervictimization and then to intervene and get victims help. Typically signs include the victim: (1) spending a lot of time using a computer, (2) having mood swings, crying, visiting the school nurse or guidance counselor's office frequently, (3) exhibiting signs of depression, low self-esteem, and or anxiety especially in social situations, (4) avoiding going to school, (5) changing leisure time activities, (6) having decreases in school attendance and academic performance, and (7) attempting or committing suicide (Bonanno & Hymel, 2010; Kowalski, Limber, & Agatston, 2008; Mark, 2009; Patchin & Hinduja, 2010; Price & Dalgleish, 2010; Willard, 2007).

Unfortunately these signs and symptoms may go unnoticed, or even when they are recognized, the adults in the situation may not take the appropriate actions and the cyberbullying

then continues, or in some cases even escalates into violence or suicide. Therefore, it is imperative that adults educate themselves, not only to the basics of technology and to cyberbullying, but also to the warning signs of cyberbullying involvement. Then, they need to educate themselves as to effective responses (Mark, 2009).

Also, since the majority of cyberbullying incidents occur in victims' homes but usually cross over into school, and also due to the fact that family dynamics and rules determine to a large extent children's behavior, it is crucial that parents, school staff, and children work together even before problems arise to educate each other and collectively form strategies to decrease the particular cyberbullying issues occurring with their children/students (Cassidy et al., 2009; Li, 2008; Spaulding, 2012; Wiseman, 2011). Without this collaboration it will be difficult, if not impossible, for adults to know the extent this problem is occurring. This will make it difficult for them to create effective prevention and intervention strategies, to enforce home and school rules and consequences, and to ultimately decrease incidents of cyberbullying.

Legal Issue Related to Cyberbullying

Until recently, there were no laws specifically created for cyberbullying. However, due to highly publicized media cases and tragic results in some instances such as suicides, laws pertaining to this problem are starting to be created. Consequences for cyberbullying range from school punishments, such as suspension, to criminal and felony charges. Many cases are often handled locally by school staff, and so are considered civil cases rather than criminal. In some cases existing laws are being used to prosecute cyberbullies, such as criminal harassment laws; however, newly created cyber harassment statues are being used in some states to give cyberbullies legal punishments (Reuters, 2013). The legal issues related to cyberbullying are changing as technology changes and new issues arise due to cyberbullying incidents, and the

consequences for electronic harassment vary by state. This makes is necessary for parents, educators, and those in law enforcement to research and understand the laws in their state, and work together to create programs and policies to keep young people safe. Therefore, it is crucial that adults learn about these legal issues, and then teach them to young people (Patchin, 2010). Issues related to cyberbullying laws can be specific for educators, parents, and students. Therefore, this section will discuss each group separately below.

Legal Issues for Students

Student education is needed for several reasons, including basic misconceptions related to this issue. One such misconception is that many believe their online speech is limitless, and furthermore they wrongly assume that posting anything they desire on the Internet or sending anything through cell phones is part of their right to express themselves (MobileMediaGuard, 2014; Strassberg, McKinnon, Sustaita, & Rullo, 2013; WiredSafety, 2014). Therefore, student education needs to address this area of student confusion, so that they accurately understand their legal rights and responsibilities both on and offline (Mark, 2009).

Another misconception found in the literature is that often students do not see their online actions as having real world consequences (Citron, 2009; Goodstein, 2007; Price & Dalgleish, 2010; Spaulding, 2012). For examples, in a study by Spaulding (2012), many parents perceived that cyberbullying stems from young people not understanding that their real worlds and online worlds are interconnected. A result of this is that many do not understand that what happens online can and will affect them in the real world. This is unfortunately not being taught to young children, and this is seen in inappropriate technology use that often continues into college and sometimes into adulthood.

Students need to realize that there are ways to track what they do online and there are

serious consequences for inappropriate technology use. Cyberbullies can be charged with a

misdemeanor cyberharassment charge, or juvenile delinquency. Cyberbullying reported to

Internet Service Providers (ISP) can result in cyberbullies being denied their ISP or instant

messaging accounts, due to the fact that they violated the terms of service agreements. In the

case of password and identity theft or hacking these cases can be considered a criminal matter

(WiredSafety, 2014). Therefore, students need to be educated about theses important legal issues

as part of cyberbullying prevention and intervention efforts.

Specifically, for sexting, young people can be charged for possession, distribution, and or

promotion of child pornography. Furthermore, if they are convicted, it will usually be a felony

that makes it necessary for them to register as a sex offender (Mobile Media Guard, 2014).

However, many students do not understand these legal consequences, or they feel they will never

happen to them. Therefore, education about the emotional toll and the social consequences of

these pictures being forwarded offer a more effective solution then just a focus on the legal

issues alone (Strassberg, McKinnon, Sustaita, & Rullo, 2013). For example, in addition to

teaching them about the laws, it is possibly more effective for prevention of incidents to teach

them also issues such as Internet safety. Especially important for children to understand is that

sexual predators and pedophiles can get sexts that get posted on the Internet and then attempt to

find the people involved. They will then use this as blackmail to get other pictures or a meeting

(Mobile Media Guard, 2014).

Legal Issues for Parents

Many parents today have limited time to devote to cyberbullying education for

themselves and their children. However, there are many important aspects about this issue that

are necessary for them to understand. For example, parents need to be informed of the legal consequences of cyberbullying. They can start by learning the basics and understanding that usually if something is illegal offline, then it is also illegal online (Aftab, 2014c). Especially important for parents to understand is that cyberbullying through cell phones and sexting usually occur through cell phones that parents pay for, so technically the parent owns this device. Therefore, a lawyer could hold a parent liable for the child's use of that cell phone (Mobile Media Guard, 2014).

Also important legal issues for parents to be aware of are that, if they do decide to sue for cyberbullying directed towards their children, then they need to realize that this is a costly and lengthy process. In most cases, even if the case is won, the victims will have to pay thousands of dollars in legal fees and will only win very little in damages (Glover, 2012; Patchin, 2010). Patchin (2010) summed this up in his Cyberbullying Research Center blog Advice for Adult Victims of Cyberbullying:

> In sum, it can be difficult to hold bullies accountable for their actions (for both adolescents and adults). In a country such as ours that values free speech so highly, many people genuinely believe they can say whatever they want, to whomever they want. We know that is not true, but it isn't clear where exactly the line is. And just because we *can* say certain things, doesn't mean we should. It's no wonder that many teens are wrestling with this problem—they see the adults in their lives saying mean and nasty things to others on a regular basis. Do your part to model appropriate behavior and address any hurtful language when it comes up. The kids (and other adults) in your life will hopefully see it, remember it, and act in the right ways (Patchin, 2010, p.1).

Legal Issues for Educators

Some strategies schools have used to decrease cyberbullying have been to create technology rules and policies that parents and students must sign in order to use school computers, creating safe and acceptable use policies, and using filtering software on school computers. However, some school policies infringe on students' free speech, and some attempt to control students' out of school actions (Aftab, 2014b). This can be circumvented by schools adding a statement to the acceptable use policies that gives them the authority to give consequences for out of school incidents that can negatively affect the students while at school. This then changes this from a constitutional to a contractual issue. Other factors that can put a school at risk are when school staff do not follow their procedures, or they attempt to go beyond their policies. For example, when they attempt to control students out of school activities or when they infringe on students free speech. When these cases have been challenged in court, usually the school looses. Adding to these difficulties, cyberbullying laws change frequently and vary by state (Aftab, 2014b, WiredSafety, 2014).

Most cyberbullying cases are settled in the lower courts, so cyberbullying laws vary due to where the school is located. Therefore, it is recommended that schools go beyond the counsel of their regular lawyer when confronted with cyberbullying issues to also seek counsel from a Cyber free speech or a Constitutional lawyer. Aftab, a lawyer and cyberbullying law expert, cautions that when schools give students discipline for cyberbullying that occurs out of school, then they are "treading on very dangerous legal ground" (Aftab, 2014b). She recommends that schools use caution when intervening in cyberbullying due to the fact that:

> The schools have a valid concern and legal obligation to maintain discipline and protect
> students while in their care. But in this tricky area, especially when damages for

infringing on the students' rights can exceed the annual salary of much-needed teachers

and other educational resources, schools cannot afford to guess. Until the law becomes

better settled, or unless a local cyberbullying law giving schools extended authority exists

in their jurisdiction, the schools need to be careful before acting, seek knowledgeable

legal counsel, plan ahead, and get parents involved early" (Aftab, 2014b, p. 1).

Aftab recommends educators and parents work together to punish offenders. This is

another method to help circumvent legal issues, and also it leads to more effective consequences

for cyberbullying. However there are a few general guidelines that can guide schools as to when

they have authority such as when: (1) there is a clear threat, (2) the action will negatively affect

school discipline, (3) the cyberbullying crosses onto school grounds or it is related to school-

sponsored activities, or (4) the cyberbullying affects school staff. Also, schools have legal

grounds to punish cyberbullies for out of school actions when they use strategies such as adding

in a clause to their fair use policies that extends to dangerous/inappropriate actions that

negatively affect students or school staff (Aftab, 2014b).

Conclusion

Increases in technology use by young people, and rapid advances in new technology

complicate the problem of cyberbullying. Due to the fact that cyberbullying is predicted to

increase in the future, everyone involved in cyberbullying -- students, parents, and educators --

need to become educated about and more aware of cyberbullying incidents, and furthermore they

must work together to prevent or intervene to stop cyberbullying (Cassidy et al., 2009; Mark,

2009; Wiseman 2011). This collaboration is essential due to the fact that each group has a

unique perspective on this issue, and ultimately all three groups are involved. Also young people

usually have more knowledge of the technological aspects of this issue and their own peer

culture, as well as firsthand knowledge of incidents, and adults on the other hand are the people that are able to create cyberbullying programs and policies (Cassidy et al., 2009).

Parents and educators need to begin education on appropriate technology uses for young people starting at an early age. Also, they need to create prevention, intervention, and coping strategies for young people. Studies conclude that students perceive cyberbullying to be a more pressing concern than their parents and school counselors perceive it to be (Cassidy et al., 2009; Gasior, 2009; Mark, 2009). Therefore, adults need to realize the scope of this problem and the many ways it can damage those involved. Furthermore, effective prevention and interventions are often blocked not only by adults' limited understanding of this problem and its prevalence, but also for confusion as to what should be done and by whom and the legal aspects of this issue. These factors result in ineffective or nonexistent cyberbullying policies (Gasior, 2009).

Having schools where students feel safe is a cornerstone to effective learning and human development. Although there is a tendency to dismiss bullying as a normal childhood behavior instances of school violence and bullying related suicides, along with increasing use of technology among all age groups particular young people, have brought cyberbullying to the attention of educators and many others worldwide. Research discussed throughout this chapter concludes that the effects from bullying negatively influence students in a multitude of ways, with some researchers even suggesting there is an increased risk of suicide linked to cyberbullying. Due to the increased negative effects and that a high percentage of cybervictims attempt to solve this problem themselves, it is imperative education, support, and encouragement to alert others is offered. Not only the adults, but also the victims need to learn prevention and intervention tools available to increase use, and thus decrease cyberbullying (Juvonen & Gross, 2008). Bullying is a problem that has not been fully addressed for far too long, with negative

consequences that frequently extend into adulthood. Based on these facts educators can no

longer afford to allow students to be victimized by bullying.

An exhaustive review of the literature suggests the need for an understanding of the

varying perspectives among the groups most affected by cyberbullying. Also, a shared

perspective on this problem, as well as collaboration among young people and adults, may be the

best course of action that will result in the creation of effective cyberbullying prevention and

intervention. Therefore, the purpose of the current study is to investigate and compare the

perspectives of the groups involved, and evaluate the best strategies for prevention and

intervention. In Chapter 3, the researcher will discuss the research methods, procedures, and

instruments used to conduct this mixed methods study.

CHAPTER III

METHODOLOGY

Introduction

This chapter outlines the methodology of the current study which examined student, parent, and educator perspectives pertaining to cyberbullying. A mixed methods design was used to answer the research questions. This chapter begins by identifying the study purpose, research questions, research design, subject selection, setting, study sample, and ethical considerations. Next, the methods and procedures are outlined in detail, and the instruments are discussed. Concluding this chapter are the analysis and a summary.

Purpose of the Study

The purpose of this study was to investigate the perspectives of the three main groups most affected by cyberbullying: (1) the students involved in incidents; (2) their parents/guardians; and (3) educators and professionals such as teachers, school administrators, counselors, and school psychologists. This was accomplished by studying two groups: one group consisting of participants at a local middle school, and one group of university graduate students who were practicing professionals. This investigation was necessary in order to understand the various perspectives on cyberbullying to more fully understand the problem and explore research-based prevention and intervention strategies. This research is in response to increases in cyberbullying incidents (Citron, 2009; Hinduja & Patchin, 2010; Juvonen & Gross, 2008; Li, 2007; Patchin, 2012; Price & Dalgleish, 2010), and in most cases nonexistent or ineffective cyberbullying prevention and intervention strategies (Jäger, Amado, Matos, & Pessoa, 2010; Nocentini et al., 2010; Vandebosch & Van Cleemput, 2008). An extensive review of the cyberbullying literature revealed that most of the research in this area is quantitative,

consisting primarily of questionnaires administered to students (Spaulding, 2012). Leading experts in the field identified a need for more mixed method studies that gather both quantitative and qualitative data and involve all of the stakeholders (children, parents, and educators); several researchers had concluded that collaborative efforts would be essential to effective prevention and intervention programs (Hinduja & Patchin, 2010; Jäger et al., 2010; Keith & Martin, 2005; Spaulding, 2012).

This study consisted of two approaches; a case study and survey involving one middle school, and a focus group and survey with university graduate students at one university. Therefore, this study consisted of two groups of participants: (1) a middle school group consisting of students who attended one public school, their parents, and educators; and (2) a university graduate student/practicing professionals group. Both institutions were located in Western Pennsylvania. In this study, the terms "educator" and "professional" are used to refer to teachers, school administrators, guidance counselors, and school psychologists. The original intent of this study was to gather data from the middle school parents; however, when the researcher solicited their participation there were no volunteers. Parent data were still collected in the university focus groups with the educators who were also parents. A graphic organizer for this study is below:

Middle School Case Study and Survey	University Focus Group and Survey
Site: One Middle School	Site: University Graduate Classrooms and Computer Lab
Middle School Group: 8th Grade Students, and their Educators	University Graduate Student Professionals Group: University Graduate Student Educators and Parents
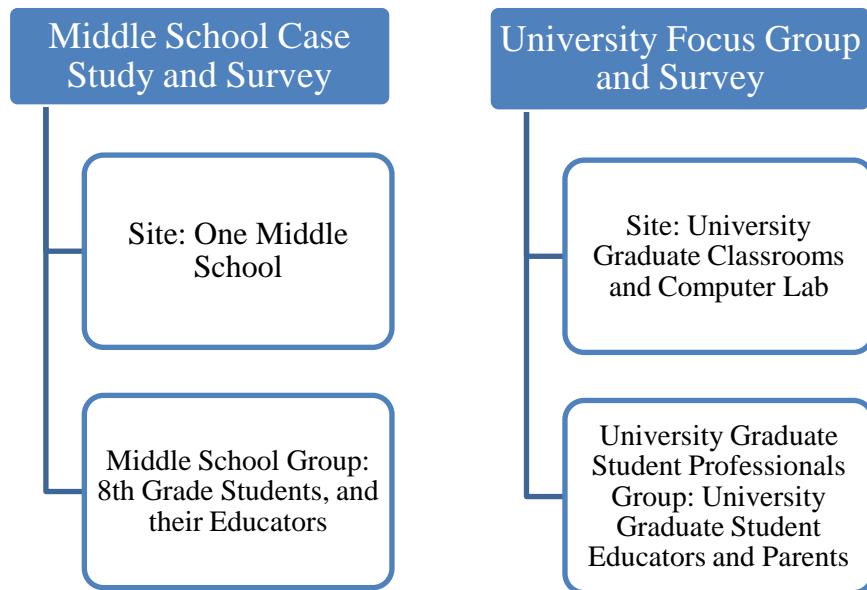
Figure 6. The graphic organizer for the study.

The graphic organizer for the study is illustrated above. The top boxes contain the groups and instruments, the middle boxes contain the sites, and the bottom boxes contain the participants in each group.

The current study examined the cyberbullying perspectives of the two groups of participants: (1) the middle school group and (2) the university graduate student professionals group. The principal investigator used the results of the current study to do the following: (1) identify possible cyberbullying education needs of students, parents, and educators (Hannah, 2010; Jäger et al., 2010; Keith & Martin, 2005); and (2) explore prevention and intervention strategies that could be used in schools and at home (Levy, 2011; Ohler, 2011; Ribble, 2013). The principal investigator analyzed the data to determine the most critical cyberbullying program needs. This research will add to the existing literature in a meaningful way, and it may enable cyberbullying program creators to use the study results to guide cyberbullying prevention and intervention efforts.

Research Questions

The following research questions were designed to guide the research study and identify the student, parent, and educator cyberbullying perceptions:

Quantitative Research Questions

1. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of witnessing cyberbullying incidents?

2. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of cyberbully victimization?

3. What is the effect of the role of the person (student, parent, or educator) on the perception of cyberbully victimization?

4. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of cyberbully perpetration?

5. What is the effect of the role of the person (student, parent, or educator) on the perception of cyberbully perpetration?

In addition to the quantitative research questions, the qualitative research questions are as follows:

Qualitative Research Questions

1. What are the perceptions of cyberbullying of the groups most affected by cyberbullying; namely the students, parents, and educators?

2. What are the similarities and differences among perspectives on cyberbullying of the various groups within the middle school and at the university?

3. What are the most effective prevention and intervention strategies for cyberbullying from the perspectives of the groups?

4. What from the perspectives of the three groups has influenced their perceptions (such as role i.e. student, parent, or educator, etc.)?

Research Design

A mixed method approach was used during this study, and for the qualitative portion of this study a phenomenological approach was used. Phenomenological studies "describe the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2013, p. 76). Quantitative data were collected using surveys of both the middle school and the university graduate student professionals groups. Qualitative data were collected through focus group transcripts of only the university graduate student professionals group. The goal of the focus groups was to obtain a more in-depth understanding of participants' perceptions on the phenomenon of cyberbullying, through gathering first-hand accounts of the participants' experiences. The qualitative portion of the current study enabled the principal investigator to go beyond the numbers collected in the quantitative portion to analyze lived experiences and meanings of participants, and to fill the gap in the literature related to the fact that few qualitative and mixed methods cyberbullying studies have been conducted (Creswell, 2013; Spaulding, 2012).

Participant Selection

There were two groups of participants in this study. The first consisted of one middle school's 8th grade students, parents, and educators. The second consisted of university graduate student professionals. This study was divided into two approaches and into the following two groups: the middle school group, and the university graduate student professionals group. This mixed methods study used convenience sampling. Subjects were chosen from a local middle school, and a local university. Subjects had to meet exact criteria to participate.

The Middle School Group

For the middle school group, the initial step was to secure site approval from the middle school superintendent. Then Institutional Review Board (IRB) approval was given from the university supporting this research (See Appendix A for IRB approval letter). Finally, all 8th grade students, parents, and educators at the participating middle school were invited to participate in the case study and survey portion of this study.

The 8th grade students from the middle school group were chosen for this study because research concludes that this is the age range where cyberbullying occurs most frequently (Hinduja & Patchin, 2008; Katz, 2012; Kowalski & Limber, 2007; Lenhart, 2007; Mark, 2009; Spaulding, 2012; Williams & Guerra, 2007). Also, middle school students are involved in most incidents of cyberbullying. Therefore, these middle school student participants' perspectives on cyberbullying were important to fully understand this issue. The parents and educators from the middle school group were chosen for this study because research concludes that many adults do not understand cyberbullying in the same way that most young people understand it (Cassidy et al., 2012; Mark, 2009). For example, most adults do not know the full extent that this problem is occurring, and so they often do not see a reason for cyberbullying programs to be created. Therefore, these participants' perspectives were also vital in order to fully understand this issue.

The University Graduate Student Professionals Group

For the university graduate student professionals group the process of recruiting participants began with obtaining site approval from their instructors. Then IRB approval was granted from the university supporting this research. Finally, the university graduate students whose professors granted site approval were invited to participate in both the survey portion and in the focus group portion of this study.

The university graduate student professionals were chosen for this study because of the same reason the middle school parents and educators were chosen, because research concludes that many adults do not understand cyberbullying in the same way that most young people understand it (Cassidy et al., 2012; Mark, 2009). Also, by including this group, their unique perspectives were compared to those found in the middle school group. The goal of involving this diverse group of participants was to examine cyberbullying from multiple perspectives.

Study Sample

The participants in the study represented two different groups:

1. The Middle School Group: A case study and surveys were conducted with this group, which consisted of

   a. students in 8th grade attending the Western Pennsylvania middle school participating in this study, with an estimated age range of 13 to 15-years-old;

   b. their parents, with an estimated age range of 32 to 54; and

   c. educators working at the participating middle school, with an estimated age range of 21 to 62.

2. The University Graduate Student Professionals Group: Surveys and focus groups were conducted with this group, which consisted of

   a. university graduate student professionals, with an estimated age range of 25 to 55.

The middle school student group in this study was limited to 8th grade, because this is the age when cyberbullying is concluded in the literature to occur most often (Hinduja & Patchin, 2008; Katz, 2012; Kowalski & Limber, 2007; Lenhart, 2007; Mark, 2009; Spaulding, 2012; Williams & Guerra, 2007). All subjects invited to participate were informed their participation was voluntary, their survey information was anonymous, their focus group information would be

recorded by the principal investigator using a pseudonyms for participants, and all focus group data would be kept strictly confidential and all survey information would be anonymous.

The number of participants for this study was as follows. For the middle school group there were 26 middle school student survey participants. For the university graduate student professionals group there were 48 focus group participants. For the adult surveys there were 36 middle school educator and university graduate professional educator surveys completed, and there were no middle school parent survey participants due to the fact that no parents who were invited to participate volunteered to be part of this study.

No sex restrictions were used in this study. From the middle school group, both male and female students, parents, and educators were invited to participate. From the university graduate student professionals group, both male and female graduate students were invited to participate. However, adult participants in both groups were not equal in the number of males and females due to the fact that the majority of teachers, school psychologists, and counselors are female, and the majority of school administrators are male. So the principal investigator expected and actually saw a majority of female participants in the teacher, school psychologist, and counselor surveys and focus groups, and a majority of male participants in the school administrator surveys and focus groups.

Inclusion Criteria

Because this study had two approaches, a case study and survey approach of one middle school, and a focus group and survey approach of one university, two groups were delineated. To be included in this study, students had to be part of one of the following two groups:

1. The Middle School Group: which consisted of students who were currently in 8th grade attending the participating middle school, and who had signed their assent form and had

their parents'/guardians' signed consent form to participate, parents of students that attended the middle school in the study, and the educators who worked in the participating middle school.

2. The University Graduate Student Professionals Group: which consisted of university graduate student professionals who were currently enrolled in a graduate course at the university included in this study.

Exclusion Criteria

Excluded from this study were those who were not in the middle school group, or in the university graduate student professionals group. Excluded are:

1. students who were not in 8th grade, did not attend the middle school participating in this study, or did not have their parents' consent or their assent to participate.

2. parents who were not parents of students attending the participating middle school.

3. educators who did not work at the participating middle school.

4. graduate student professionals who were not university graduate student professionals currently enrolled in a graduate course at the university participating in this study.

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Setting for the Study

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There were two study sites: one middle school, and one university. Therefore, the section below is organized by these sites. First discussed is the middle school site followed by the university site.

The Middle School Study Site

The middle school site was located in a suburban middle school located 55 miles outside of a Western Pennsylvania city. This site was conveniently located for the researcher, which reduced time and other costs incurred during data collection. To collect the data for this study, a

link to the survey was made available by the principal investigator to the middle school group participants, and the middle school students took it during the first 10 minutes of a computer class in their middle school. Alternatives to participation were provided by the principal investigator to the nonparticipant middle school students in the form of giving them electronic information pertaining to cyberbullying to read while participants took the survey.

The middle school educators were able to access the survey link sent to them in the email cover letter at any time and place convenient for them. The middle school parents were able to access the survey link sent to them in the cover letter sent home with their child at any time and place convenient for them.

The University Study Site

The second site for the study was located in a large university in Western Pennsylvania located 55 miles outside of a Western Pennsylvania city. This site was conveniently located for the researcher, which reduced time and other costs incurred during data collection. The focus groups of the university graduate student professionals group were conducted by the principal investigator in the university graduate classroom during a lunch or dinner break, in a regularly scheduled class where privacy from nonparticipants was maintained by asking only participants to remain in the room. The university graduate student professionals took the survey at a university computer lab after the focus group to allow focus group participants to also take the survey if they chose to do so, or they could chose to take it by clicking on the link provided in the email cover letter sent to them at any time and any place convenient for them.

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Ethical Considerations

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This study included a vulnerable population; namely, students who were minors under the age of 18, and it may have contained pregnant women, people who are educationally or

economically disadvantaged, or the disclosure of illegal activity. These issues are addressed

below, and in the participant cover letters and emails, and in the instructions and ground rules

given to participants before the focus groups as stated in the focus group script (See Appendix

B). Participants' university instructors and middle school educators were not informed as to

which students volunteered to be part of this study, so that there was no coercion. The principal

investigator conducted the university graduate student professionals focus groups using a focus

group script and a detailed checklist of procedures to follow. The principal investigator did not

have any influence over any participants, their grades, or their university instructors or middle

school educators. The principal investigator did not foresee anything other than minimal risk for

all participants in this study, and the principal investigator took care to protect all subjects,

including vulnerable subjects, during this study's creation by the following methods:

1. Students who are minors under the age of 18: Students who were minors needed
   to have their parents' signature and their own printed and signed signature on the
   parental consent form and their own name printed and signed on their assent form
   to participate in the survey portion of this study. Care was taken by the principal
   investigator so that participant anonymity was strictly maintained during all
   phases of this study. The survey was the only portion these participants were
   involved in, and this was an anonymous online survey. No one knew who took
   the survey or not, because nonparticipating students had an alternative activity to
   do at the same time that participants took the survey. It was not obvious who took
   the survey and who did not, due to the fact that all students were sitting at
   computers and clicking mice. Also, since it was an anonymous electronic survey,

responses were not connected to any individuals in any way, and the principal investigator received survey data as raw anonymous data only.

2. Pregnant Women: It is possible that some student, parent, educator, or graduate professional participants were pregnant. However, since this study involved sitting and answering Likert-scale items for approximately 10 minutes during the survey and sitting and responding to focus group guiding questions for 45 minutes during the focus group, there were no foreseeable risks to any pregnant women or their unborn children. Also, the nature of the questions posed to participants would not pose a risk (physical, emotional, or otherwise).

3. Persons Who Are Educationally or Economically Disadvantaged: It was also possible that this study may have involved people who are educationally or economically disadvantaged. However, as with all other participants, there was minimal risk to them, they were treated with the same respect as all other participants, and their privacy was maintained the same as other participants. Also, the nature of the questions posed to participants would not pose a risk (physical, emotional, or otherwise).

4. Illegal Behavior: A final concern was that illegal behavior may have been disclosed due to the nature of cyberbullying. If this occurred during the survey, since it is anonymous, it was not connected to any individual. This was protected against during the focus groups by explaining to participants the ground rules that no real names of participants or people discussed could be used, and cyberbullying in general, not specific information, was the goal of the discussion, in the cover letter email introducing the study to the university graduate student

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professionals group and again before the focus group began as detailed in the

focus group script (See Appendix B). It was also explained to them that some

aspects of cyberbullying are illegal, such as sexting and the receiving/distributing

of child pornography. Also, the focus group guiding questions were written in

such as way that they elicited participant responses that were general and not

specific (See Appendix C). These considerations helped to address ethical

considerations and possible legal issues, such as mandatory reporting.

Also, if any participants felt emotionally distraught due to the nature of the topic and the

negative effects related to cyberbullying, they were referred to the appropriate counselor in the

school they attended, or other services as recommended by their school, as explained to them in

the introductory cover letters and emails and again by the principal investigator before they

partook in the study.

Protection against Risks

All focus group data were kept strictly confidential and the survey data were kept

anonymous. All data were kept by the principal investigator in a locked office cabinet for three

years and then will be destroyed in accordance with federal guidelines. All participants were

informed that any information they disclosed during the surveys and focus groups would not be

associated with their identities, as specified to the middle school group in the middle school

educator cover letter email, and middle school parent and student cover letters, and to the

university graduate student professionals group in the university graduate student professional

cover letter email. During all phases of this study confidentiality for the focus group and

anonymity for the survey data were strictly maintained. The principal investigator took care to

explain in detail the study purpose and procedures, and participants' rights and roles in the study. During all phases of this study participants were treated with consideration and respect.

The surveys were administered electronically to both the middle school group and the university graduate student professionals group, so that the principal investigator had anonymous raw data that were not connected to participants in any way.

The Middle School Group

For the middle school student survey, the principal investigator, a volunteer assistant, and a member of the middle school staff who normally teaches the class where the middle school students took the survey, were present before the survey was administered to answer any questions, explain the anonymous nature of the survey, and to remind students not to look at other computer screens. The middle school teacher then exited the room, and the principal investigator and the volunteer assistant administered the surveys to the students.

To protect participant anonymity, the principal investigator obtained the seating chart in advance from the teacher and she, along with a volunteer assistant who is a technology manager at the university, put a link on the students' computer desktops according to who had signed consents and assents and who did not. Students with signed consents and assents had the survey link placed onto their computer desktop, and students who did not have signed consents and assents had a link placed onto their computer desktop that took them to information to read and click through about cyberbullying. These links were then removed after the surveys were completed by the principal investigator and the volunteer assistant. This ensured that only students with signed consents and assents had access to the survey, and it also ensured that no one knew who took the survey and who did not take it.

The University Graduate Student Professionals Group

For the university graduate student professional survey, the principal investigator, along with a university technology manager who volunteered to administer the surveys, were present as stated above, before the survey was administered to answer any questions, explain the anonymous nature of the survey, and to remind the graduate student professionals not to look at other computer screens. The principal investigator and the technology manager volunteer administered the surveys to the graduate student professionals. For the university graduate student professionals group who chose to answer the survey following the link provided in their cover letter email, they took it at any time and place convenient for them.

For the university graduate student professional focus groups, the principal investigator began the session by reminding the graduate student participants of the ground rules that were stated in the informed consent letter: that what was said during the group must remain confidential, that no names were to be used when discussing incidents, and no real names of participants or nonparticipants can be mentioned during the group. The university graduate student professionals focus group and survey cover letter email, and the focus group script (See Appendix B) included the ground rules that the graduate student professional participants needed to abide by. The principal investigator took care to treat everyone with respect, and to closely follow the procedures detailed in the script. The group was audio recorded only, and this audio was used for transcribing responses during analysis by the principal investigator. A pseudonym was used when recording participants' responses. Member checking was implemented by the principal investigator going around the room and asking each focus group participant for any final thoughts at the end of the focus group to ensure that participants' comments were verified to be accurate.

Methods and Procedures

To answer the research questions, both quantitative and qualitative data were collected through surveys, and focus groups. Mixed methods was chosen due to the lack of and need for these types of studies in the research literature, and also because mixed methods studies can draw out the positive aspects of both research types, while decreasing the negative aspects of each (Creswell, 2013). Due to the fact that this study had two approaches and two groups, the middle school group and the university graduate student group, the methods and procedures are explained below by group.

The Middle School Group: Surveys

Contacting survey participants. After approval of the protocol by the IRB, the superintendent who gave site permission was contacted and the process of identifying participants began. The middle school educator participants received a cover letter email from the principal investigator that requested their voluntary participation in surveys, and detailed the study purpose, their involvement, risks, benefits, and anonymity. This email also contained the survey link, and educators gave their digital consent when they took the survey.

Cover letters provided by the principal investigator were sent home from school by the 8th grade middle school science teachers to the prospective student and parent participants that requested their voluntary participation, detailed the purpose of the study, and their involvement, risks, benefits, and anonymity. These letters requested student and parent participation and, for the parents, their permission for their children to participate in surveys. These letters also contained the child informed consent and assent forms, as well as the survey link for the parents. Students needed to have their informed consent signed by their parent/guardian along with their printed and signed signature before they were permitted to participate in the study, and they must

also needed to have their name printed and signed on their informed assent to participate. After

consent and assent forms were signed and returned to the principal investigator, the surveys were

administered to the middle school students. Parents who followed the survey link provided in

the cover letter gave their digital consent when they completed the survey.

This initial correspondence for the surveys to the middle school educators, parents, and

students also explained that, although their participation was being requested, it was completely

voluntary. They were free to decline to participate without any negative consequences. They

also could choose to withdraw from the study at any time by not completing or not finishing the

survey without any negative consequences. Also, this correspondence explained that any

information collected from them would remain anonymous, and it detailed the study risks and

benefits.

Administering the surveys. Quantitative research items were administered to

participants using two separate surveys, both of which were developed by Spaulding (2012) (See

Appendices D & E), which she modified from Hinduja and Patchin's (2010) Cyberbullying and

Online Aggression Survey Instrument 2010 Version. Permissions have been obtained from

Hinduja and Patchin (See Appendix F), and from Spaulding (See Appendix G). Since no parents

volunteered to participate in the parent surveys, only the student and educator surveys were used.

The surveys modified by the principal investigator and used for this study were as follows, the

Cyberbullying Student Survey (See Appendix H), and the Cyberbullying Educator Survey (See

Appendix I). The middle school students took the student survey electronically through the

Qualtircs program during a computer class at their middle school. The middle school educators

took the educator survey electronically through the Qualtrics program wherever and whenever

they chose. These surveys were distributed to 8th grade middle school students and educators in fall 2013.

The student, parent, and educator participants were selected from a middle school in Western Pennsylvania. This convenience sample was selected because it was representative of the target population and allowed for comparison among the student and educator perspectives about cyberbullying. Anonymity was maintained by the principal investigator during all stages of this survey portion of the study.

The University Graduate Student Professionals Group: Surveys and Focus Groups

Contacting survey participants. After IRB approval of the protocol, the instructors who gave site permission were contacted and the process of identifying participants began. The university graduate student professionals group was invited to participate in both the surveys and the focus groups.

For the survey administered to this group a cover letter explaining the study purpose and methods, what their participation involved, and requesting their participation in surveys was handed out to them by the principal investigator during one of their regularly scheduled classes or emailed to them by their instructor. This letter explained that participation was voluntary. Therefore, participants were free to withdraw with no adverse consequences at any time, by not taking or not completing the survey. At this time a paper consent was also handed out to them by the principal investigator, either before or after a regularly scheduled class approximately two weeks before the survey was administered. The consent had to be signed by participants before they were allowed to take the survey. The reason this consent was not done digitally when they completed the electronic survey was because it was listed with the focus group consent in a paper

consent form. For those participants who chose to follow the survey link in the cover letter email, their consent was given digitally when they completed the survey.

Administering the surveys. Quantitative data were collected for the university graduate student professionals using the same Cyberbullying Survey Tool that was used above with the middle school participants; however, the university group consisted of only one survey - the Educator Survey (See Appendix I) administered in the form of electronic surveys to the university graduate student professionals through the Qualtrics program. The survey was taken by the university graduate student professionals after class, or during a lunch or dinner break during a regularly scheduled class in a university computer lab, or by following the link in the cover letter email and taking the survey whenever and wherever they chose.

The university graduate student professional participants were selected from the university graduate classes where their instructors agreed that the principal investigator could contact the students. This convenience sample was selected because it was representative of the target population and allowed for comparison among student, parent, and educator perspectives about cyberbullying. As stated above with the middle school group, anonymity was maintained for the university graduate student professionals group by the principal investigator during all stages of this study, and participants were made aware that they were free to decide to stop participating in this study at any time without any negative consequences to them by simply not taking or not finishing the survey. These surveys were distributed to university graduate student professionals in fall 2013.

Contacting focus group participants. The focus groups began with the announcement of the focus group by the principal investigator distributing an introductory cover letter at a regularly scheduled university graduate class, inviting university graduate student professionals

to participate. This letter detailed the study purpose and methods, the risks and benefits, confidentiality, and their participation in the focus group. The cover letter introduced the study, and contained the focus group questions, the directions, and ground rules of the focus group. It was distributed approximately two weeks before the focus group was conducted. During this time the principal investigator made it clear to the potential participants what was involved in participating in this study, what the risks and benefits were, and that their participation was voluntary and was not connected to their university graduate class in anyway. This letter explained that the principal investigator conducted the focus groups, and that she had no relationship to them, and was not involved in their university graduate course evaluation or grading. Therefore, there was not any class points received for participation, or no penalties for declining to participate at any time. If they decided not to participate during the focus group, they were informed that they could simply walk out at any time with no negative consequences. Also, it was made clear that participant identity and comments made during the groups were kept confidential. A paper consent form was also distributed at this time that gave potential participants the option to be part of the focus group and survey, or just the focus group or survey part of this study.

Conducting the focus groups with graduate students. No vulnerable subjects were included in the focus group portion of this study. All subjects were adult graduate students who had volunteered in response to the principal investigator's request to participate in the study, and had signed and returned their consent forms to the principal investigator.

The focus groups were planned by the principal investigator by reviewing the consent forms, practicing the focus group guiding questions (See Appendix C) and script (See Appendix B), reviewing the checklist (See Appendix J), and reserving the room and recording devices that

were used on the day that the focus groups were conducted. Participants were provided with the focus group guiding questions and the directions and ground rules of the group well in advance of the actual focus group in the introductory cover letter distributed by the principal investigator approximately two weeks before the group was conducted. The participants were audio recorded using two separate recording devices to ensure there were no delays due to equipment malfunction. Name tents with letters of the alphabet, that were used instead of participant names, were prepared with large and bold letters to ensure participants could read them during the group, and thus no real names were used during the focus group. In the weeks leading up to the focus group the principal investigator reviewed the focus group checklist and practiced the script.

One the day of the focus group the principal investigator reviewed the checklist one final time and ensured that all items were checked off, and purchased the light refreshments that were provided to participants. The focus group was conducted by the principal investigator during a lunch or dinner break of a regularly scheduled class, or after class in the university classroom. A script was followed during the group. The principal investigator brought additional copies of the cover letter and the consent forms to give to each participant so each received two copies, set up and checked the functioning of the audio recording devices, put out the participants' packets (each contained a cover letter, two consent forms – one to keep and one to sign and return to the principal investigator, a name tent with a letter of the alphabet in large bold print, and the participant introduction instructions that gave detailed directions for making introductions), displayed the focus group questions, and set out the refreshments as detailed in the focus group checklist.

The principal investigator greeted participants at the door and gave each a participant packet. The principal investigator introduced herself and explained that she was conducting the focus group. Participants were informed again that anything discussed must be kept confidential. Also, participants were informed in the cover letter and again before the focus group was conducted that their participation was voluntary, and they were free not to participate or to leave the focus group at anytime with no negative consequences by simply exiting the room. The principal investigator explained the information in the packets to the group once all participants were seated. Participants placed the name tents on the table in front of them, and followed the introductory procedure from their packets to introduce themselves to the group. Then the principal investigator conducted the focus group using the script that was prepared and rehearsed in advance.

To help protect participant identity during the focus group, participants used a pseudonym (a letter of the alphabet) that was assigned to them by the principal investigator and displayed on their name tent found in their packets, and placed by them on the table in front of them. The purpose of these name tents was to enable participants to address each other by their pseudonyms during the discussion, and they also used these pseudonyms to refer to themselves.

All qualitative focus group data were transcribed by the principal investigator, and the pseudonyms were used when the data were transcribed. Qualitative data were coded and analyzed using *NVivo 10* software (QSR International, 2013). No identifying information was connected to any participants when these results were published. Audiotapes will be kept in a locked cabinet in the principal investigator's office in compliance with the three year federal regulations and then will be destroyed.

Care was taken by the principal investigator to protect participants in this study. Strict confidentiality was maintained during the focus groups and anonymity was maintained during the surveys throughout this study. The focus group information was kept strictly confidential, and the survey information was anonymous. Also, all information for this study was kept secured and only the principal investigator has access to it.

Limitations

There are both limitations and benefits of self-reporting data and how the data are collected and reported. One benefit is that this type of data gives a wide variety of information, as opposed to a standardized measure, such as a standardized test that measure ability in a limited subject. Another benefit is that in many instances, such as in self-reported data from surveys, this is sometimes the only method to gather specific types of information due to the fact the many different types of information are difficult if not impossible to measure empirically. A final benefit of using self-reported data is that this method may overcome challenges found in other data collection. For example, data gathered through standardized tests are can sometimes be inaccurate due to bias (Gonyea, 2005).

One question that arises with self-reported data is, how do we know if participants are honest when they answer a survey or respond in a focus group? Participants' response accuracy depends on several factors, including:

- the clarity of the questions,

- the participants experiences and knowledge base related to the questions,

- the appropriateness of the question form,

- and whether participants regard questions as worthy of a serious response
  (Gonyea, 2005).

The above considerations were kept in mind by the researcher when choosing and modifying the research instruments used in this study. Also considered were the validity and reliability of not only the instruments as discussed above, but also of self-reported data. Two issues that effect this are the social desirability bias (SDB) and the halo error. SDB is when participants want to look good to the researcher, and therefore edit or want to edit their responses before the researcher sees them. This can lead to the over reporting of socially desirable behavior, such as reporting that one does not cyberbully, and the under reporting of socially undesirable behavior, such as not reporting being a perpetrator of cyberbullying. The SBD is higher in face to face situations, such as focus groups, than in situations such as individual surveys. Therefore, the researcher kept this issue in mind when designing the focus group questions and roles, and actively encouraged multiple points of view to be voiced during the groups.

The halo error can also be a concern with self-reported data for both confidential and anonymous data. The halo error is the tendency for participants to answer consistently across different questions. This error increases when the subject is abstract, therefore clearly written questions can decrease this error (Gonyea, 2005). A recommendation is to "use multiple data sources or triangulation rather than relying solely on self-reported data…if information from differing sources appears to convey a consistent message, then the trustworthiness of the message is more secure" (Gonyea, 2005, p. 84). If more than one method is used and results are triangulated, then this ensures that variance is caused by the trait under investigation and not the method that was used (Jick, 1979). The researcher took this into consideration during this study's construction and data collection and analysis, and this led to her decision to use mixed methods and triangulation.

Another limitation of focus groups is that there is limited generalizability of the information collected. This is particularly true of a conscience sample. So the convenience samples used in the current study for both the survey and focus groups limits the generalizability of the results. Also, reliability and validity of the focus group questions is unknown. Therefore, this is another limitation.

Method 1: Quantitative Surveys – Middle School and University Groups

The researcher chose to conduct a mixed methods study to draw on both the strengths and weaknesses of each method (Creswell, 2013). Quantitative surveys were used to determine how strongly participants felt about cyberbullying issues ranging from their perceptions on witnessing, victimization, and perpetration of incidents. Qualtrics, an electronic survey software program, was used to deliver the surveys in this study. Electronic surveys are growing in popularity due to the fact that most people have access to some sort of technology to complete an electronic survey, and there are multiple advantages for both the researcher and the participants (Williams, 2012). Advantages for the researcher related to the use of electronic surveys are that they are lower in cost than traditional surveys, easy for the researcher to create, and they make "coding of data nearly obsolete" (Alessi & Martin, 2010, p. 122). Furthermore, not only are survey responses instantly recorded electronically, but summary data are also instantly created. After data collection, data can quickly and easily be downloaded using various formats such as Word documents and Excel spreadsheets, that can be quickly and easily brought into SPSS statistically data software (IBM Corp., 2012) for data analysis. Advantages for the participant are the anonymous nature of these types of surveys and that participation is usually outside of a laboratory setting (Williams, 2012).

One disadvantage to electronic surveys relates to satiation of surveys. Sometimes participants receive many of these survey requests. Therefore, this leads to low response rates. So generalizability is decreased. Other disadvantages of electronic surveys include the lack of researcher control over the testing site, the possibility of computer problems, the decreased response rates, and the questionable data authenticity. For example, several questions can arise such as:

1. How can a researcher know who is really taking the survey?

2. How can a researcher know if the place where the survey is being taken is an acceptable environment for it to be taken in?

3. How can a researcher know if the person who begins the survey is really the person who completes it (Williams, 2012)?

Ethical concerns are that children may access surveys designed and meant to be taken by adults, Internet security issues may occur for example through hackers gaining access to electronic survey information, and participants may become emotionally distraught as a result of the survey and offered no counseling resources. To protect participants, the researcher followed the Institutional Review Board procedures at Indiana University of Pennsylvania, and also "the human subjects mode" (Williams, 2012). In this model three issues are focused on – participant informed consent or assent in the case of minors, anonymity of participant information, and confidentiality of participant information. The researcher made sure all adult participants had informed consent forms signed on paper or digitally confirmed, and all minor participants had informed consent forms signed by their parents and their informed assent forms signed by them before they could participate in this study. Information was not connected to participant names or schools, so all data collected were raw anonymous data, and emotional support was offered to

participants in the form of directing parents to community resources, and educators and students to their schools' counseling resources.

Method 2: Qualitative Focus Groups – University Group

As previously stated, the researcher chose to conduct a mixed methods study due to the fact that this method can draw on the strengths of both the quantitative and qualitative methods, while also decreasing the limitations of each method (Creswell, 2013). The goal of using the qualitative focus group part of this study was to gain a more in-depth understanding about cyberbullying, through examining the actual lived experiences of the university graduate student professionals and the general factors pertaining to their perceptions of cyberbullying within and among the main groups involved. Cyberbullying is a social phenomenon, thus it can best be understood by a mixed methods study that goes beyond surveys to actually investigate the lived experiences of the groups involved, and to delve into this information to find the meaning in these experiences.

Focus group research was pioneered by Merton and Kendall (1946) with the goals "to discover: (1) the significant aspects of the total situation to which response has occurred; (2) discrepancies between anticipated and actual effects; (3) responses of deviant subgroups in the population; and (4) the processes involved in experimentally induced effects" (Merton & Kendall, 1946, p. 541). Focus groups are designed to give the researcher insight into the experiences of the focus group participants, and thus understand issues more fully by finding out each participants' viewpoint and to encourage participants to voice their unique viewpoints (Krueger & Casey, 2009; Vaughn, Schumm, & Sinagub, 1996). Assumptions of focus groups are that:

- people are important information sources about their own experiences and opinions;

- people are capable of accurately reporting their experiences and opinions;

- the most effective method to gather people's experiences and opinions is to conduct structured group discussions, wherein a facilitator elicits information through focus group questions; and

- group dynamics affect people in such a way that it encourages them to speak freely, but also enables people to retain their own opinions rather than fall into group think (Vaughn, Schumm, & Sinagub, 1996).

The focus groups of the university graduate student professional group provided information about cyberbullying that went beyond information obtained through the Cyberbullying Surveys. The focus groups consisted of nine open-ended questions with the aim of obtaining graduate student perspectives on this issue (See Appendix C). Due to the fact that focus groups enable researchers to gather much data in a short amount of time and that this method allows the researcher to quickly and efficiently experience participants' experiences, the researcher decided to conduct focus groups (Vaughn, Schumm, & Sinagub, 1996). Furthermore, focus groups allowed the graduate student professional participants to discuss this issue with their peers, in a relaxed social setting where participants influenced others and others influenced them (Krueger & Casey, 2009; Marshall & Rossman, 2006).

Other advantages of focus groups that led to this method being chosen by the researcher was that through discussing this issue with their peers, these participants were able to gain a more in-depth understanding of their own feelings and experiences related to cyberbullying. At the same time they were able to listen to peers discuss their feelings and experiences. The listening to others, and reflecting and discussing enabled all participants to have a candid discuss that led to deeper understandings of this issue. Focus groups enable researchers to examine the

perspectives of the key stakeholders of an issue, such as in this study the cyberbullying

perspectives of students, parents, and educators (Vaughn, Schumm, & Sinagub, 1996).

Instruments

This mixed methods study consisted of quantitative and qualitative data collection. The

middle school group consisted of only quantitative data collection, and the university graduate

student professionals group consisted of both quantitative and qualitative data collection.

According to Creswell (2014):

> mixed methods research is an approach to inquiry involving collecting both
>
> quantitative and qualitative data, integrating the two forms of data, and using
>
> distinct designs that may involve philosophical assumptions and theoretical
>
> frameworks. The core assumption of this form of inquiry is that the combination
>
> of qualitative and quantitative approaches provides a more complete
>
> understanding of a research problem than either approach alone. (p. 4)

When used together, quantitative and qualitative data can be used in a way that one data

set confirms the accuracy of the other, one data set can build on the other, or can help explain the

other data set. In the current study the researcher first conducted surveys of the middle school

and university participants, followed by focus groups of only the university participants in order

to explore more in-depth their perspectives on cyberbullying.

The Middle School Group

To collect data from the middle school group two quantitative survey instruments were

used. Therefore, in this section these instruments are discussed.

Quantitative instrument. An extensive review of the literature identified an instrument

created by Hinduja and Patchin (2010) to assess student perspectives of cyberbullying. This

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survey, called the Cyberbullying and Online Aggression Survey Instrument 2010, was later modified and expanded by Spaulding (2012) to assess student, parent, and educator perspectives - for students the Cyberbullying Student Survey (See Appendix D), for educators the Cyberbullying Teacher Survey (See Appendix E). Quantitative data for the middle school group were collected through these four surveys with permission granted from Hinduja and Patchin (2010), the developer of this instrument, and Spaulding (2012) (See Appendices F & G for permissions), the researcher who modified and expanded the original instrument. This study used a modified version of the Cyberbullying Student Survey (See Appendix H), and the Teacher and Administrator Surveys were combined into the Cyberbullying Educator Survey (See Appendix I).

This instrument is an electronic Qualtrics survey that consists of the two separate surveys as listed above, with five of the items using Likert-scale ranking responses to measure participants' agreement or disagreement to these questions, and four items using a 10-point Liker-scaled matrix to collect data pertaining to how students were involved in cyberbullying, with five items pertaining to victimization and four to perpetration of incidents. The surveys collected data pertaining to witnessing incidents of cyberbullying, and being victimized by or perpetrating incidents.

The first survey measured student perceptions of cyberbullying that they have witnessed, or been involved in as either a victim or perpetrator. The second survey measured parent perceptions that their children have witnessed, or been victims or perpetrators of cyberbullying. The third survey measured educator perceptions that their students have witnessed, or been victims or perpetrators of incidents. Modifications made to the original instrument for the

current study are minimal, and as such they did not effect the instrument validity and reliability. Quantitative data were analyzed through descriptive statistics.

The Cyberbullying Student Survey (See Appendix H), and the Cyberbullying Educator Survey (See Appendix I) were chosen to be administered to the students and educators at the participating Western Pennsylvania middle school because: this instrument most closely aligned with the goals of this dissertation, it has been used for multiple studies, and it has been tested for reliability and validity. In comparison to similar instruments, the instrument chosen had higher reliability and validity, was used in more studies, and had more psychometric data collected. The original creators have been collecting psychometric scores since 2007 from their own studies using this instrument, and from other researchers who have used their instrument, to enable them to continually refine this instrument. The Cronbach's Alpha victimization scores collected by the original creators range from 0.926 to 0.969 (Hamburger, Basile, & Vivolo, 2011; Hinduja & Patchin, 2010). Thus, these results show a high reliability for this instrument.

The University Graduate Student Professionals Group

Both quantitative and qualitative research instruments were used to collect data from the university graduate student professionals group. Therefore, this section is divided into the quantitative and qualitative instruments. First discussed are the quantitative instruments, followed by the qualitative instruments.

Quantitative instrument. The Cyberbullying Educator Survey (See Appendix I) was chosen to be administered to the university graduate student professionals, for the same reasons this survey was administered to the middle school group; namely because it aligns with this study's goals, and it has high reliability and validity. Also, this survey was chosen because this group consisted of graduate student professionals that are educators.

Qualitative instrument. Qualitative data were collected through the following research methods: four focus groups of university graduate student professionals, one conducted at each university graduate classroom where the university instructor had granted site permission. The instrument that was used for the focus groups (See Appendix C) was modified from the focus group guiding questions created by Spaulding (2012) (See Appendix K), and permission was granted from her to use and modify this instrument for the current study (See Appendix G).

The principal investigator asked the guiding questions during the course of the focus groups, which were modified as needed after quantitative data have been analyzed. The focus groups collected data pertaining to participants' knowledge of incidents, their opinions as to causes of incidents and cyberbully motivation, their perceptions of parent and educator roles, their knowledge of the effects that occurred after incidents, and their suggestions to prevent or intervene in cyberbullying incidents. As with the survey instruments, the focus group instrument modifications were minimal; therefore, they did not affect the instrument validity and reliability. Qualitative data were analyzed through content analysis and then the principal investigator looked for themes.

Instrument 1: Cyberbullying Student Survey

The Cyberbullying Student Survey (See Appendix H) consists of an anonymous online survey administered through Qualtrics. The purpose of using this survey was to examine student perspectives of being witnesses, victims, and or perpetrators of cyberbullying. Items related to these issues asked students to rate their perceptions in Likert-scale items of cyberbullying witnessing, victimization, and perpetration. Examples of survey items included:

Cyberbullying Victimization

Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1. I have seen other people being cyberbullied.
   o Never
   o Once
   o A few times
   o Several times
   o Many times

2. In my lifetime, I have been cyberbullied.
   o Never
   o Once
   o A few times
   o Several times
   o Many times

Cyberbullying Offending

Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1. In my lifetime, I have cyberbullied others.
   o Never
   o Once
   o A few times
   o Several times
   o Many times

Instrument 2: Cyberbullying Educator Survey

The Cyberbullying Educator Survey (See Appendix I) consists of an online survey

administered through Qualtrics. The purpose of using this survey was to examine educator

perspectives of their students being witnesses, victims, and or perpetrators of cyberbullying.

Items related to these issues asked teachers to rate their perceptions in Likert-scale items of their

students' experiences related to cyberbullying witnessing, victimization, and perpetration.

Examples of survey items included:

<u>Cyberbullying Victimization</u>
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1. Students have reported seeing other students being cyberbullied.
    o Never
    o Once
    o A few times
    o Several times
    o Many times

2. Students have reported that they themselves were cyberbullied.
    o Never
    o Once
    o A few times
    o Several times
    o Many times

<u>Cyberbullying Offending</u>
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1. Students have reported that they have cyberbullied others.
    o Never
    o Once
    o A few times
    o Several times
    o Many times

Instrument 3: University Graduate Student Professional Focus Groups

During the University Graduate Student Professional Focus Groups, the focus group script and the guiding questions were used (See Appendices B & C). The researcher asked participants not to use real names when discussing specific incidents, and to instead focus on discussing their feelings and experiences about cyberbullying (Krueger & Casey, 2009). The researcher read a script at the beginning of the focus group that assured the participants' confidentiality by explaining that no real names would be used (See Appendix B). Therefore, participants were more honest and willing to open up during the discussions.

The focus group guiding questions were also used at the end of the Cyberbullying Student and Educator Surveys. In these surveys these questions made up the open-ended portion. The purpose of using this qualitative instrument was to measure participants perspectives on what causes cyberbullying, what motivates someone to cyberbully another, what is the level of adult awareness of this problem, what roles adults should have in this issue, what are consequences of cyberbullying, and what are suggestions to prevent or intervene in cyberbullying incidents (See Appendix C).

The qualitative interview questions for the university focus groups and middle school open-ended surveys were as follows:

Qualitative Focus Group Interview Questions

The instrument used in the focus groups was the guiding interview questions. These questions were as follows:

Guiding Questions for University Focus Group Interviews

Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1.   Are you aware of any cyberbullying incidents reported in the media?
2.   What are your major concerns about cyberbullying?
3.   What appears to trigger cyberbullying?
4.   What is it about a student that makes him or her decide to cyberbully?
5.   Do parents or educators know when their students/children have been involved in cyberbullying?
6.   What role do you think parents or educators have as it relates to cyberbullying?
7.   What role do you think professionals in your field have in cyberbullying prevention and intervention efforts?
8.   What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?
9.   What are your suggestions to prevent or intervene in cyberbullying?

Validity of the Instruments

An extensive review of the literature identified an instrument created by Hinduja and Patchin (2010), the Cyberbullying and Online Aggression Survey Instrument, to assess student perspectives of cyberbullying. This survey was later modified and expanded by Spaulding (2012) (See Appendices D & E) in order to assess student and educator perspectives. In this study modified versions of the Cyberbullying Student Survey (See Appendix H) and the Cyberbullying Educator Survey (See Appendix I) were used. This instrument was chosen for the proposed study because it most closely aligned with the goals of this dissertation, it has been used for multiple studies, and it has been tested for reliability and validity.

Reliability is "the consistency of the information obtained from respondents" and validity is "the extent to which a survey question or construct actually measures what it purports to measure" (Gonyea, 2005, p. 77). In comparison to similar instruments, the instrument chosen had higher reliability and validity, was used in more studies, and had more psychometric data collected. The original creators have been collecting psychometric scores since 2007 from their own studies using this instrument and from other researchers who have used their instrument so they can continue to refine their instrument.

Data Analysis

The qualitative data that resulted from the university graduate student professionals focus groups were transcribed verbatim by the researcher. This formed the data set that the researcher analyzed using *NVivo 10* software and manual analysis methods (QRS International, 2013). Themes emerged, and the researcher coded and identified themes and subthemes (Berkowitz, 1997). The data were then described in a narrative and situated in the literature in the following chapters.

Qualitative data analysis can be conducted by manual or computer assisted methods. The researcher chose to use the computer assisted method. *NVivo 10* software (QRS International, 2013) was chosen to analyze the focus group qualitative data in this study. Critics of using computer assisted qualitative data analysis (CAQDAS) state that these methods may steer researchers to certain directions, create distance between the researcher and the data, or lead to quantitative analysis of qualitative data. Supporters of CAQDAS state that this method is accurate and transparent, it is a fast and easy method of tracking what was said and when, and it gives an accurate overall picture of the data (Welsh, 2002).

Furthermore, using data analysis software is sometimes considered as a way to add rigor to qualitative research and analysis, through such things as decreasing human error when searching the data for certain terms or attributes. However, critics state that because of the existence of synonyms partial retrieval, results from the use of CAQDAS is not as accurate as those obtained by a manual search. Therefore, even though CAQDAS such as *NVivo 10* software (QRS International, 2013) can make analyses more rigorous by enabling researchers to conduct fast and easy searches of certain information and can also increase result validity due to the fact that all occurrences of certain information is found, CAQDAS should be conducted along with manual methods. This will ensure that the data are thoroughly analyzed. Another issue to consider when using manual or CAQDAS analysis is when examining data in thematic ideas *NVivo 10* software (QRS International, 2013) is not capable of doing the type of searching that occurs manually because this happens in a fluid and creative way (Welsh, 2002). A good practice is to combine the best features of both methods according to your data set, which was done by the researcher in this study.

Summary

      This chapter explained the research design and methodology for this study. The methods chosen examined self-report data supplied by students, parents, and educators pertaining to cyberbullying. Using a mixed methods approach enabled the researcher to understand the unique and often conflicting perspectives of the three groups on this issue. This study focused on one group of 8th grade students, their parents, and their educators because this, according to research, is when cyberbullying peaks. Data were collected through the Student, Parent, and Educator Cyberbullying surveys, and through the university graduate student professional focus groups. The quantitative survey results were analyzed through descriptive statistics, and the qualitative focus groups were transcribed and coded. The next Chapter, Chapter Four, will examine and discuss the data analysis, and study findings.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Introduction

The goal of this study was to determine the cyberbullying perspectives of students, parents, and educators. The researcher analyzed these perspectives and found several key differences and similarities among the three groups. This mixed methods study gathered quantitative data from surveys, and qualitative data from open-ended survey questions and from focus groups. In this chapter, the quantitative research results will be discussed first followed by a discussion of the qualitative results. A summary will conclude this chapter.

Setting for the Study

This study was conducted at two sites: a public middle school site and a university site. At the middle school site, there were 190 8th grade students. Since this study included only 8th grade students, all 190 students were eligible to participate in student surveys. Of those eligible, 26 students (13.6%) agreed to participate, and returned their signed assent and their parent consent forms to take the student survey. Parents of the 8th grade students were invited to participate in this study also. However, when the researcher invited them to participate, no parents of these students volunteered. Parent data was still able to be collected though, through the educators who were also parents (the educator/parent group).

Other survey participants consisted of educators at the middle school and university sites. At the middle school, the educators that were invited to take the educator surveys consisted of 8th grade teachers, guidance counselors, a principal, and an assistant principal for a total of 16 possible participants. At the university site, there were 72 eligible graduate student professional participants that were invited to also take the educator surveys. When the middle school and

university groups were combined, this resulted in 88 possible survey participants. Of this group, 36 completed the educator survey resulting in a 40.9% response rate.

The qualitative focus group part of this study included only the university graduate professionals. There were a total of 72 eligible participants. Of those eligible, 48 took part in four focus groups, for a 66.6% participation rate.

Research Instruments

This study was designed to use four research instruments: the Cyberbullying Student Survey, the Cyberbullying Parent Survey, the Cyberbullying Educator Survey, and the Focus Group Guiding Questions (Spaulding, 2012). The student survey was designed to collect data related to students' self-reports of their experiences as witnesses, victims, and perpetrators of cyberbullying. The parent survey was designed to collect parents' data related to their children's cyberbullying experiences as reported to them by their children. The educator survey was designed to collect middle school educators' and university graduate professionals' data related to their students'/children's experiences as reported to them. The focus group guiding questions were designed to collect university graduate professionals' data related to reports from their students/children as to their cyberbullying experiences.

Although no parents of 8th graders volunteered to complete the survey and therefore the parent survey was not used, some data from a parents' perspective were still collected. This collection was accomplished through the educator surveys conducted with the public middle school personnel and university graduate professionals. Also parent data were collected through the focus groups conducted with the university graduate professionals. It was possible to collect parent data through these methods, because many of these participants were parents as well.

The purpose of using the quantitative survey instruments was to examine student and educator cyberbullying perspectives through Likert-scale and ranking items. The ranking items gave participants a choice of ranking their perspectives based on frequency. This study also used qualitative approaches (i.e., open-ended survey questions and qualitative focus group guiding questions) to gain more in-depth information about students' and educators' perceptions and lived experiences. This was done using the same questions in the nine open-ended questions at the end of the student and educator surveys, and the guiding questions that were examined during the four university graduate student professional focus groups. The reason this score was calculated was because it resulted in a percentage that corresponded with the overall. representation of the frequency of witnessing, victimization, or perpetration of cyberbullying.

This chapter discusses the quantitative and qualitative research instruments and methods used to answer the research questions that guided this study. Additionally, this chapter describes the study findings and the quantitative data analysis techniques used to analyze the student and educator surveys. Also described are the qualitative data analysis of the open-ended questions in the student and educator surveys and the data gathered during focus groups with the university graduate student professionals.

Quantitative Data Analysis

The quantitative portion of this study consisted of surveys administered to the middle school group and the university graduate student professionals group. The Cyberbullying Educator Surveys were taken by the middle school and university graduate student professional educators between October 21, 2013 and November 21, 2013 accessed through a link sent to participants through email. The Cyberbully Student Surveys were taken by the 8th grade middle school students on December 9, 2013 at the middle school they attend during the school day.

Quantitative Research Questions

This study was guided by the following quantitative questions:

1. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of witnessing cyberbullying incidents?

2. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of cyberbully victimization?

3. What is the effect of the role of the person (student, parent, or educator) on the perception of cyberbully victimization?

4. What is the effect of the role of the person (student, parent, or educator) on the perception of the frequency of cyberbully perpetration?

5. What is the effect of the role of the person (student, parent, or educator) on the perception of cyberbully perpetration?

Quantitative Analysis of Student and Educator Surveys

The purpose of these research questions was to examine student, parent, and educator cyberbullying perspectives. To address these questions the researcher analyzed data gathered through two surveys. These surveys consisted of one conducted with students that measured their perspectives of this issue and one conducted with educators that measured their perspectives of this issue as reported to them by their students/children.

The educator electronic survey consisted of five rank-ordered items to evaluate participants' estimates of the frequency of their students having been cyberbullying witnesses, victims, or perpetrators from never to many times. It also used four items on a 10-point Likert-scale matrix. These items were used to collect data on how students were involved in cyberbullying, with regards to the various ways and environments incidents occurred and the

rates that they occurred from never to every day. There was one item pertaining to witnessing, four pertaining to victimization, and four about perpetration. Questions related to students' perceptions of their experiences with cyberbullying witnessing, victimization, and perpetration, and educators' perceptions of their children's or students' experiences with these aspects of cyberbullying were used to gather information on both student and adult perceptions of students' experiences with cyberbullying.

After the educator surveys were administered and the data were analyzed, the researcher added five more Likert-scale items to the student survey, one before each ranking item. This was done in an attempt to gather more data due to low educator response rates to the ranking items. The other items were the same for the educator and student surveys, so that the answers could be compared between the surveys. However, this did not increase response rate as anticipated. After analysis, the results of the student Likert-scale and ranking items were comparable or exactly the same. Furthermore, a direct comparison could only be made between items that were the same between the surveys. Thus, only ranking items are mentioned in the discussion below.

After the student and educator results were analyzed separately, then the information gleaned from both surveys was compared and differences in perspectives between students and educators were examined. The data gathered from these surveys are presented below under Instrument 1 and 2. This section is organized by discussions of Instrument 1 -- The Student Cyberbullying Survey: student perceptions of their experiences with cyberbullying and the effects of gender on their cyberbullying experiences, and Instrument 2 -- The Educator Cyberbullying Survey: educator perceptions of their students' cyberbullying experiences and the effects of gender on educator perceptions of their students' cyberbullying experiences. Concluding this section is a comparison between the student and educator survey data.

Instrument 1: Cyberbullying Student Survey

The purpose of using the Cyberbullying Student Survey was to investigate student participants' perspectives on cyberbullying. Data related to students' perceptions pertaining to their experiences with cyberbullying as witnesses, victims, and perpetrators were gathered to better understand students' personal experiences with cyberbullying. This instrument was chosen by the researcher because it had high reliability estimates in research collected from 2007 to 2010 (Hamburger, Basile, & Vivolo, 2011).

<div align="center">Reliability of the Student Survey</div>

After the student surveys were administered, to check the reliability of the survey instrument, the following procedure was done. Due to that fact that almost all students responded that they had never cyberbullied anyone, before the researcher could calculate the test for reliability two new subscales had to be created: a victim score and a perpetrator score. Doing this made it possible to analyze these portions of the survey separately. This was done by the following: (1) for each respondent his/her responses for the victim and perpetrator sections of the survey were summed; (2) then the number of statements under the Likert-scale and ranking items were multiplied by five for the five ranking and Likert-scale items (i.e., never, once, a few times, several times, and many times), and 26 and 19 respectively for the 10-point Likert-scale matrix items; and (3) finally, this number was the denominator and the summary score was the numerator. The result of these equations equaled the victim and perpetrator scores.

For student self-reports of cyberbullying perpetration, the test for reliability could not be calculated because almost all of the students indicated that they had never cyberbullied anyone; however this was calculated for the victim section. The result of the Cronbach's Alpha Test was 0.958 for victimization. So this was a very high result showing that this survey has high

reliability as a value of 0.8 or higher represents a very high reliability. The Cronbach's Alpha

victimization scores collected from 2007 to 2010 from the researchers who designed this

instrument ranged from 0.926 to 0.935 (Hamburger, Basile, & Vivolo, 2011). Thus, the results

of the current study revealed a comparable but even higher reliability than was found previously

in other studies that used this same instrument.

Tests for Significance of Groups by Gender

As shown in Table 1, the test of equality of variances for the current study, the

significance was greater than 0.05 so the ANOVA test was used by the researcher. However

significance was not found, as shown in Table 2. So there was no statistically significant

difference between male and female victim scores for the current study.

Table 1

Levene's Test for Equality of Variances from the Current Study – Victim Scores

	F.	Sig.
Equal variances assumed	1	.089

Note. Statistical significance was found at the $p<0.05$ level.

Table 2

ANOVA Test – Victim Scores

	Sum of Squares	Df	Mean Square	F	p
Between Groups	.001	1	.001	1.407	.248
Within Groups	.022	22	.001		
Total	.024	23			

Note. Statistical significance was not found at the $p<0.05$ level.

When comparing the means for the student victim scores, the male mean was slightly

higher than the female mean, at 0.2238 and 0.2082 respectively. However, this difference was

not enough to be statistically significant, as illustrated in Table 3 below. Therefore, there was no

significant difference between the male and female student responses in the current study.

Table 3

Mean Analysis between Genders from the Current Study – Victim Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower	Upper		
Male	10	.2238	.04289	.01356	.1931	.2545	.20	.33
Female	14	.2082	.02108	.00563	.1960	.2203	.20	.28
Total	24	.2147	.03214	.00656	.2011	.2283	.20	.33

Results from the Student Survey

All 8th grade students in the middle school received a packet prepared by the researcher, and sent

home with them from school (*N = 190*). Students who returned their assent and consent forms to

participate in this study were administered the Cyberbullying Student Survey (*N = 26*). The

response rate was 13.6%, or 26 completed student surveys. The survey was an anonymous

electronic survey administered during school.

The results from the student surveys are discussed below. Two demographic questions

were posed at the beginning of this survey as discussed below and illustrated in Table 4.

Following this discussion, this section is organized by the three sections of the survey. These

sections are as follows: (1) student self-reports of witnessing cyberbullying, (2) student self-

reports of cybervictimization, and (3) student self-reports of cyberbullying perpetration.

Table 4

Demographic Characteristics of Student Participants (N = 26)

Demographic Item	N (%)		
Age			
13-years-old	15 (57.7)		
14-years-old	6 (23.1)		
15-years-old	1 (3.8)		
Gender			
Male	10 (38.5)		
Female	14 (53.8)		

Note. Total responses do not equal 100% due to participants not answering every question.

For the demographic item that asked student respondents their ages, as shown in Table 4, the students most often selected 13 years old (the mode). This sample contained a larger number of female respondents than male respondents. Also, the male respondents were split between 13 and 14 years old, and females most often selected that they were 13 years old.

The survey data were entered into the SPSS Statistical 20 software program (IBM Corp., 2012), analyzed, and discussed and depicted in the tables and figures below (Table 5 and Figures 7 to 9). The surveys were analyzed using descriptive statistics including frequencies, mean, median, and standard deviation. Also examined were gender differences. Table 5 below illustrates a frequency distribution of the overall student ranking item survey results. Students were not required to respond to all survey items. Therefore, even though 26 students participated in the survey, the items varied by number of student responses.

Table 5

Student Quantitative Survey Results Frequency Distribution for the Ranking Items (N = 26)

	N (%)	N (%)
Student Survey Item	Never	At Least Once
I have seen other people being cyberbullied	9 (39.1)	14 (60.9)
In my lifetime, I have been cyberbullied	7 (50)	7 (50)
In the last 30 days, I have been cyberbullied	5 (62.5)	3 (37.5)
In my lifetime, I have cyberbullied others	6 (75)	2 (25)
In the last 30 days, I have cyberbullied others	5 (100)	0 (0)

Note. Total responses vary by item because some respondents did not answer all items.

Results from the student survey revealed that students have witnessed cyberbullying more often (60.9%) than those who have not witnessed incidents. For victimization, rates again were high, as half reported that this has occurred to them in their lifetime, and 37.5% have had this happen in the last 30 days. For perpetration lower rates were reported as only a quarter of the students indicated that they have perpetrated cyberbullying in their lifetime and no students admitted perpetration in the last 30 days. However, an important point to note is that the numbers were low for the current study's surveys in general; therefore the data are not definite. Also, due to the small size, a more in depth analysis was unable to be performed due to violation of assumptions. Therefore, the most appropriate statistics to represent this data were descriptives and frequencies. Based on these statistics tendencies and variations are suggested by the researcher.

Victimization Mechanisms and Environments

In this section of the survey on victimization, there were two Likert-scale matrix items that examined the ways and environments victimization occurred. In response to the item that asked students to choose the ways and amounts they have been cyberbullied in the last 30 days, all 24 respondents to this survey item (100%) selected they were never cyberbullied by someone

spreading rumors or threatening to hurt them online, or pretending to be them online. However 21.5% selected the most frequent victimization methods were: once someone posted a hurtful comment online, and a few times someone posted a hurtful picture or video online, created a hurtful web page, or even threatened to hurt the victim through a cell phone text message. Again, even though these numbers are small, consequences could be severe, especially for cell phone threats as shown in Figure 7 below.
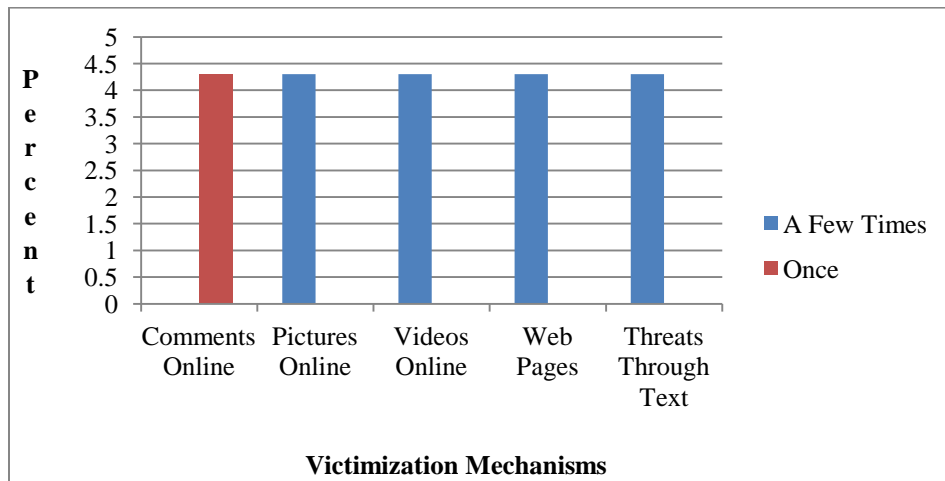
Figure 7. Victimization mechanisms in the last 30 days *(N = 24).*

This figure shows the student responses to the ways in which they were victimized by cyberbullying in the last 30 days.

In response to the item that asked students to self-report environments they have been cyberbullied in during the last 30 days, again most often reported was that they have never been cyberbullied in any environment during this time. However, the highest environment selected was victimization on Facebook a few times by 12.5%, as depicted in Figure 8 below. Also reported a few times by 33.6% were victimization through the following environments: cell phone text messages, cell phones, picture mail or video mail, different social networking sites other than Facebook, Twitter, virtual worlds, online games, and online with Xbox, Playstation,

Wii, or a similar device. For the option of once, 25.1% reported most often being victims

through: online games, instant messages, cell phone text messages, Facebook, and virtual worlds.
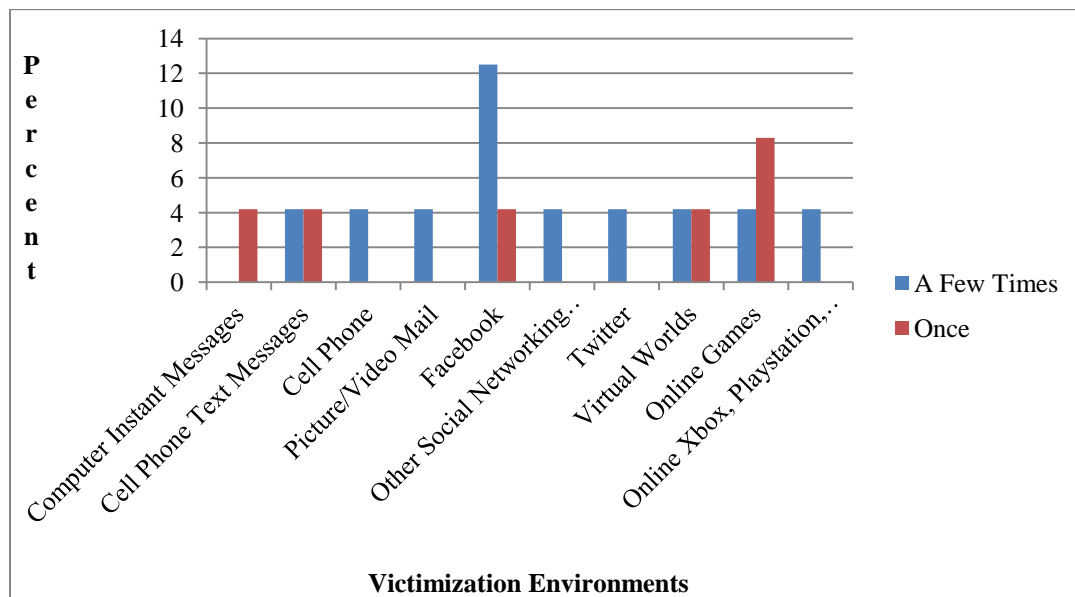
Figure 8. Victimization environments in the last 30 days *(N = 24)*.

This figure illustrates student responses for the environments where their victimization has

occurred in the last 30 days.

These results are interesting, because in the ranking item that began this section that

investigated victimization that occurred in the last 30 days, as shown in Table 7, only 37.5%

responded that in the last 30 days they have been cyberbullied. However, as described in the

preceding paragraphs and Figures 7 and 8, 21.5% selected victimization methods and 71.2%

selected victimization environments. So, cyberbullying victimization rates increased throughout

this survey section on victimization.

Perpetration Mechanisms and Environments

When asked in what ways they have cyberbullied others in the last 30 days, consistent

with the perpetration in the last 30 days ranking that preceded this survey section, all students

(100%) selected they never cyberbullied anyone in any way. Interestingly, as depicted in Figure

135

9 below, when asked in what online environments they have cyberbullied others, even though the majority still chose "never," 20% reported perpetration environments that they used most often. One student respectively indicated that he or she had most often perpetrated cyberbullying through the following environments: chat rooms, cell phone text messages, different social networking sites other than Facebook, and virtual worlds. So apparently, if these responses are accurate, some of the students were actually cyberbullying others in the last 30 days. These increasing rates of perpetration throughout the survey correspond to the increasing victimization described earlier in the victimization section.
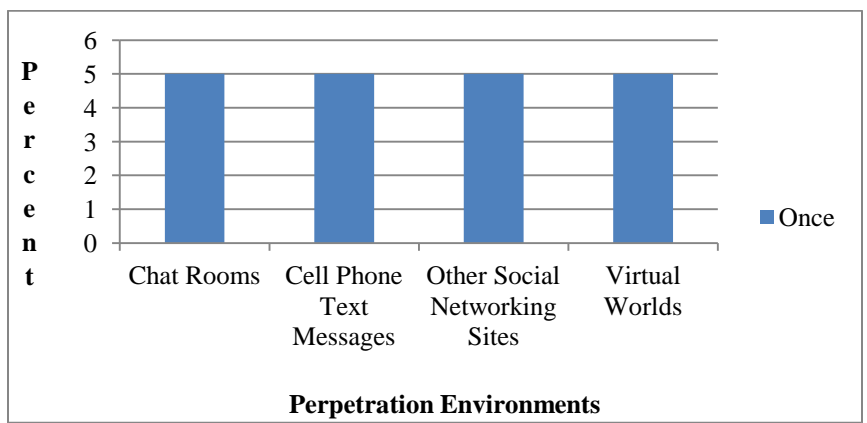
Figure 9. Perpetration environments in the last 30 days *(N = 23)*.

The figure above represents student responses as to the environments where they have perpetrated cyberbullying in the last 30 days.

Instrument 2: Cyberbullying Educator Survey

The second survey used to gather data in this study measured educator perceptions of their students' experiences with cyberbullying. Survey items related to students' experiences as reported to educators as cyberbully witnesses, victims, and perpetrators. These items were used to gather data related to educators' cyberbullying perceptions as described in the section below.

Reliability of the Educator Survey

After the surveys were administered, to check the reliability of the survey instrument the same procedure that was used for the student survey was used again for the educator survey. Each respondent's scores were summed to create two new subscales for each respondent, consisting of one victim score and one perpetrator score. This procedure was that: (1) for each respondent his/her responses for the witness, victim, and perpetrator sections of the survey were totaled, (2) then the number of statements under the ranking items were multiplied by five due to the five ranking variables (i.e., never, once, a few times, several times, and many times) and 26 for victimization and 19 for perpetration Likert-scale matrix items, and (3) then this number was the denominator and the total number was the numerator. The results of this equation became the victim and perpetrator scores.

Then the results of the current study were run through the Cronbach's Alpha Test. The reliability score from this test was 0.958 for the victim score and 0.988 for the perpetration score, which indicates this survey has very high reliability. When comparing the current study's Cronbach's Alpha Test results from results gathered using this same instrument during 2007 to 2010 (Hamburger, Basile, & Vivolo, 2011), the range from other studies was from 0.926 to 0.935 for the victim scale and 0.956 to 0.969 for the perpetrator scale. The current study's educator survey had comparable scores, but once again as with the student survey above, the current study's Cronbach's Alpha results were slightly higher than other research reliability scores using this same instrument. However, all of these scores across the various studies indicate a very high reliability for this instrument.

Tests for Significance of Groups by Gender

Next, the researcher calculated the homogeneity of variance to investigate if there were

gender differences that emerged from the current study's scores. Table 8, The Homogeneity of

Variances, shows the assumption was violated and so a nonparametric alternative was run, the

results of which are in Table 9 below.

Table 6

Levene's Test for Equality of Variances from the Current Study – Victim and Perpetrator Scores

	F.	Sig.
Victim Score	1	.001
Perpetrator Score	1	.005

Note. Statistical significance was found at the $p<0.05$ level.

Therefore the Welch test, which is a non-parametric test, was run and the output of this

for the current study is shown in Table 7 below. The reason this was calculated was because the

assumption of equal variance was violated. This test concluded that there was not a significant

difference between male and female educator responses at the 0.05 level. However, it should be

noted that there was significance at the 10% level for victim scores.

Table 7

Non-Parametric Alternative of the Robust Test of Equality of Means

		Statistic	Df	P
Victim Score	Welch	3.425	23.312	.077
	Brown-Forsythe	3.425	23.312	.077
Perpetrator Score	Welch	3.035	13.839	.104
	Brown-Forsythe	3.035	13.839	.104

Note. Statistical significance was not found at the $p<0.05$ level.

When the descriptive mean scores for the male and female educator responses were

examined, the male mean scores were higher for both the victim and perpetrator variables, as

illustrated in Table 8. This suggests that the male educators in this sample had more students

report incidents of cyberbullying perpetration and victimization to them.

Table 8

Mean Analysis of the Current Study between Genders – Perpetration and Victimization

		N	Mean	Std. Dev	Std. Error	Max.
Victim Score	Male	17	.3641	.19908	.04828	.77
	Female	12	.2635	.08675	.02504	.42
	Total	29	.3225	.16778	.03116	.77
Perpetrator Score	Male	14	.3173	.20787	.05556	.80
	Female	10	.2189	.03170	.01002	.27
	Total	24	.2763	.16514	.03371	.80

Results from the Educator Survey

Educators from the middle school and the university were invited to take the

Cyberbullying Educator Survey. All educators at the middle school who worked with 8th grade

students received an email cover letter inviting them to participate in this study by taking this

survey (*N = 16*). The university graduate student professional group (*N = 72*) whose instructors

gave site permission were invited through the same email cover letter as the middle school

educators to participate in this study by taking The Cyberbullying Educator Survey. This letter

explained that these participants gave their digital consent when they took the survey. This

survey was an anonymous electronic survey taken anytime and anyplace the middle school and

university participants chose to take it, through the link provided in the cover letter email. The

response rate was 40.9% (36 total educator surveys were completed out of 88 invited educators).

This survey began with four demographic questions, illustrated in Table 9 below. These

demographic questions are discussed first. Then a discussion of the survey results follows. This

section is organized around the three survey sections: (1) educator perceptions of their students'

experiences as cyberbully witnesses, (2) victims, and (3) perpetrators.

Table 9

Demographic Characteristics of Educator Participants (N = 36)

Demographic Item	N (%)
Job Title	
Teacher	10(27.8)
Principal	15 (41.6)
Other	9 (25)
Education Level	
Master's	33(91.6)
Bachelor's	1 (2.8)
Age	
18-30	7 (19.4)
31-40	10 (27.8)
41-50	4(11.2)
51-60	3(8.3)
Gender	
Male	19(52.7)
Female	15 (41.7)

Note. Total responses do not equal 100% due to not all participants answering every item.

This educator convenience sample was mostly comprised of principals and about an even

number of teachers and others, slightly fewer females, who held the master's degree, and were

41 to 50 years old. Those who most often selected "other" were college faculty members, with

some also specifying that they were assistant superintendents, CEOs, doctoral candidates, or

educational psychology graduate students. Two educators did not answer these demographic

questions.

Following the demographic items were five ranking and four Likert-scale matrix items

that examined student reports to educators pertaining to their experiences as witnesses, victims,

and perpetrators of cyberbullying. Therefore, the section below is organized by student reports to educators of being (1) witnesses, (2) victims, and (3) perpetrators of cyberbullying. When analyzing the Cyberbullying Educator Survey, the researcher used SPSS Statistics 20 software (IBM Corp., 2012), and descriptive statistics were used to analyze the data. Table 10 below shows a frequency distribution of the overall educator responses.

Table 10

Educator Quantitative Survey Results for the Ranking Items (N = 36)

	N (%)	N (%)
Educator Survey Item	Never	At Least Once
Student have reported seeing other people being cyberbullied	17 (73.9)	6 (26.1)
Student have reported that they themselves have been Cyberbullied	10 (62.5)	6 (37.5)
In the last 30 days, students have reported that they themselves were cyberbullied	8 (57.1)	6 (42.9)
Students have reported that they have cyberbullied others	10 (71.4)	4 (28.6)
In the last 30 days, students have reported that they have cyberbullied others	7 (63.6)	4 (36.4)

Note. Total responses vary by item because some respondents did not answer every item.

As shown in Table 10, educators most often did not have students report cyberbullying involvement. However, a little over a quarter (26.1%) had students report they witnessed cyberbullying in their lifetime. For victimization, higher rates were seen with student reports to educators of lifetime victimization (37.5%) and victimization in the last 30 days (42.9%). For perpetration, educators had similar student reports for lifetime witnessing and perpetration (28.6%), and similar rates were seen for perpetration in the last 30 days (36.4%) and lifetime victimization.

Victimization Mechanisms and Environments Students Reported to Educators

In this section two Likert-scale matrix items measured the ways and environments students reported to educators that they were most often victimized in during the last 30 days.

The first item examined methods through which students were cyberbullied, as shown in Figure 10 below. Students reported to educators that their victimization most often occurred through someone posting mean or hurtful comments about them online (54.6%). The next most often selected methods were through online rumors (49.8%), online posting of mean or hurtful pictures (36.4%), and pretending to be someone else online (masquerading) (36.3%). Important to note is that victimization through online rumors was reported to educators every day by 3.1% of students.

The next highest method of victimization most often occurred through a cyberbully threatening to hurt someone through a cell phone text message (33.4%). Even though most educators did not have this reported to them at all during the last 30 days, disturbingly it was reported to some once (6.1%) and to several a few times (27.3%). Also disturbing, the next most frequently selected methods of cyberbullying were threatening to hurt someone online (24.3%) and posting a mean or hurtful video online (24.3%). For cyberbullying through online threats, even though educators in this sample most often stated this was not reported to them, it this was reported once (12.1%), a few times (9.1%), and many times (3.1%). The least often reported method was through the creation of a mean or hurtful web page about the victim (21.7%).
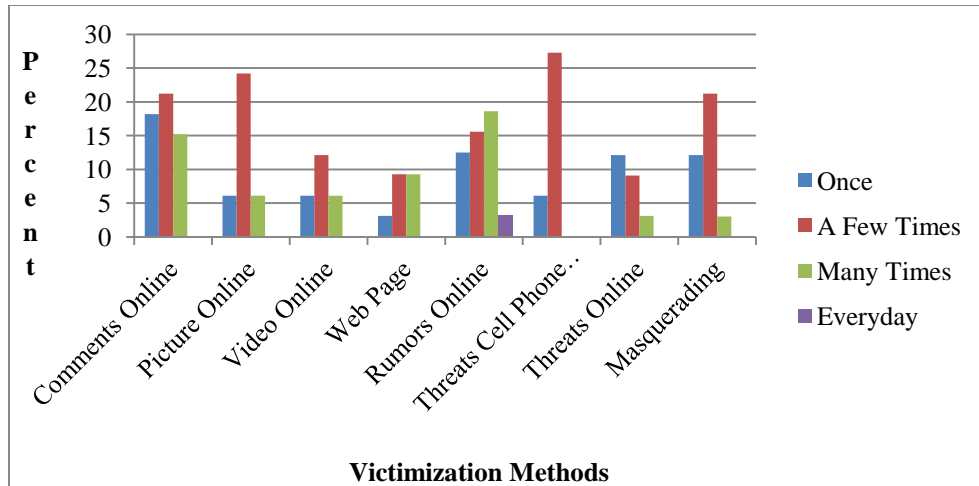
Figure 10. Victimization mechanisms students reported to educators in the last 30 days *(N = 33).* Responses total greater than 100% due to respondents choosing several selections. This figure depicts the ways students reported to educators that they were cyberbullied in the last 30 days.

The last victimization Likert-scale matrix item prompted educators to select the online environments wherein their students reported victimization most often in the last 30 days. As shown in Figure 11 below, victimization occurred most often through Facebook (51.6%), and victimization in this environment was reported by several educators many times (27.3%) and it was also reported every day (3.1%). The next highest selected victimization occurred through cell phone text messages (45.4%), followed by victimization in social networking sites other than Facebook (43.9%) in which there were high responses to a few times (18.8%) and many times (18.8%). Also reported was cyberbullying through cell phones in general (34.5%), and again there were high selections for a few times (18.8%). Twitter was the next highest environment (25%), and as with Facebook, some student reported this every day (3.1%).

Environments where students reported lowest victimization were picture/video mail (24.3%), computer instant messages (24.2%), virtual worlds (12.6%), online games (12.5%), YouTube (12.5%), chat rooms (12.3%), and email (12.3%).
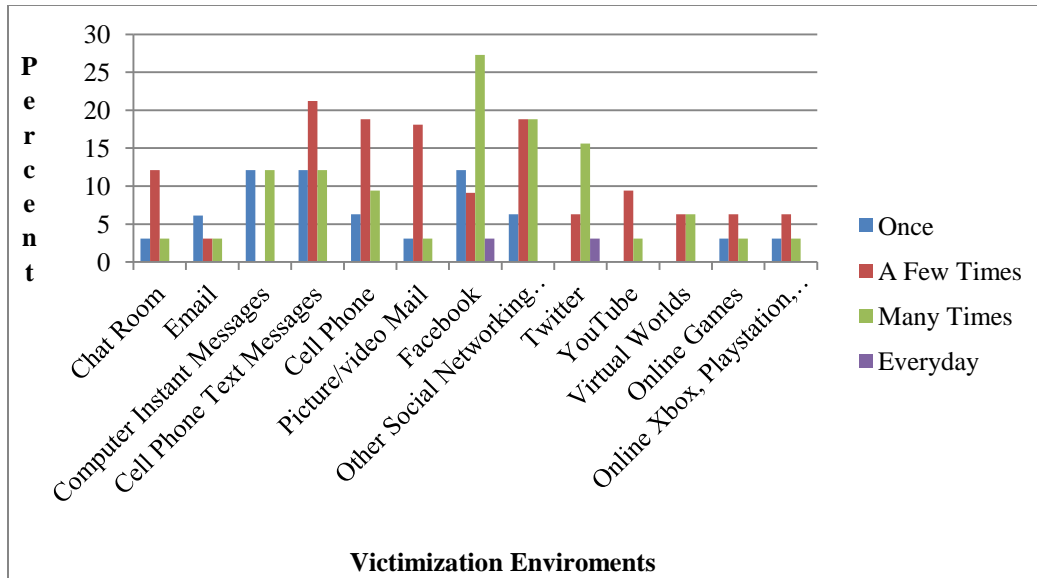
Figure 11. Victimization environments students reported to educators in the last 30 days

(N = 33). Responses total greater than 100% due to respondents choosing several selections.

This figure illustrates the environments students have reported to educators that they have been

cybervictims in the last 30 days.

Perpetration Mechanisms and Environments Students Reported To Educators

For this section, there were two Likert-scale matrix items that measured the perpetration

methods and environments students reported to educators that they most often used to cyberbully

others in the last 30 days. For the perpetration methods item, as shown in Figure 12 below, the

most frequent method was posting rumors online (32%) followed by hurtful comments posted

online (28%). Threats online (24%) and through cell phone text messages (24%) were the next

highest methods students reported to educators. Especially important to note was both were

reported many times (8% and 12% respectively). The least often used methods were creating

web pages about victims (8%) and masquerading as victims online (12%).

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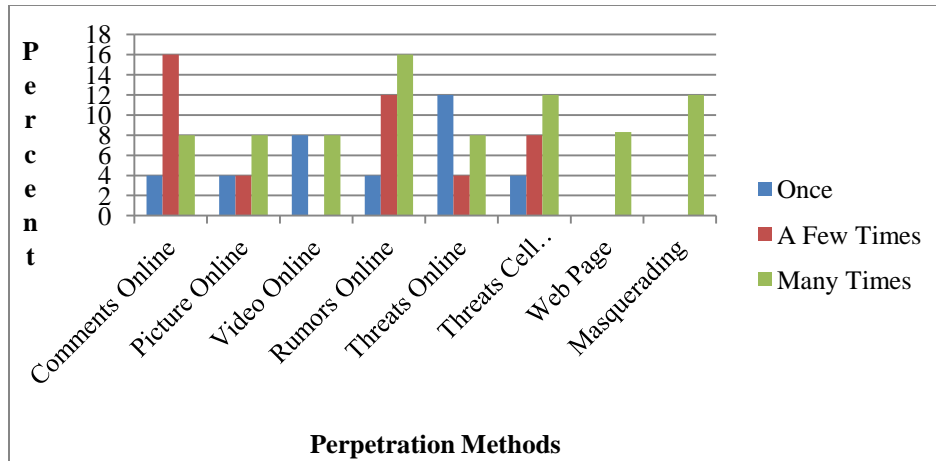
Figure 12. Perpetration mechanisms students reported to educators in the last 30 days *(N = 25).*

Responses total greater than 100% due to respondents choosing several selections. This figure

depicts ways students reported to educators they have cyberbullied in the last 30 days.

For perpetration environments used by cyberbullies in the last 30 days, as shown in

Figure 13 below, the most commonly used environment for perpetration was through cell phone

text messages (40%), with 16% reporting this many times. The next most frequently used

environments were Facebook (24%) and cell phones (24%), which correspond to the high rates

of these environments found in victimization also. This leads to the next most commonly

reported, which was perpetration in social networking sites other than Facebook (20%).

Cyberbullying through picture or video mail, computer instant messages, and in chat rooms were

the next most commonly reported by students to educators; followed by virtual worlds, while

playing multiplayer online games and online games such as Xbox, and through email.
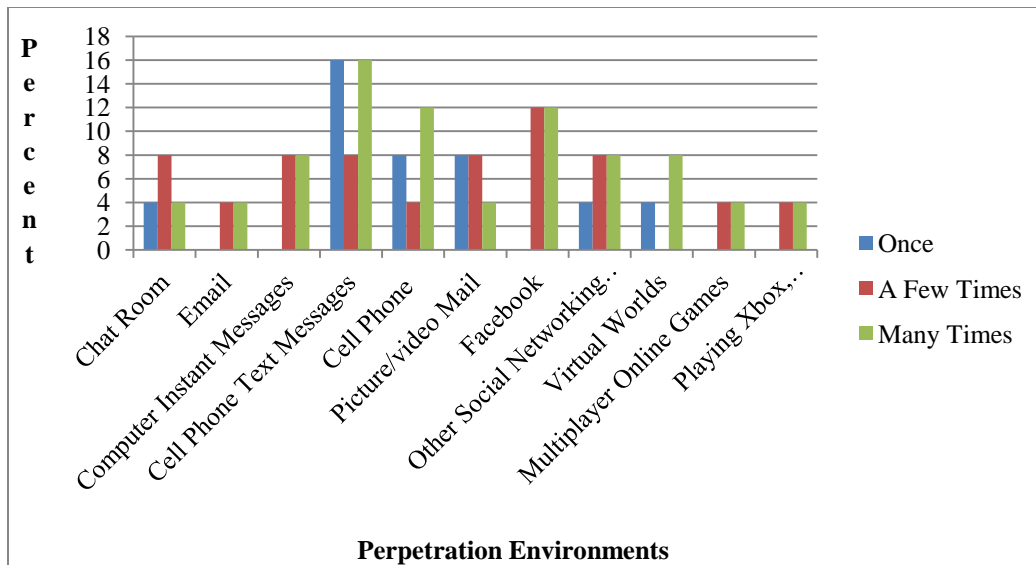
Figure 13. Perpetration environments students reported to educators in the last 30 days

(N = 25). Responses total greater than 100% due to respondents choosing several selections.

This figure depicts perpetration environments students reported to educators that they have used

to cyberbully others in the last 30 days.

Summary of the Quantitative Data

Quantitative data were gathered through student (*N = 26*) and educator surveys (*N = 36*).

The educator survey consisted of nine ranking and Likert-scale matrix items, and the student

survey consisted of 14 ranking, Likert-scale, and Likert-scale matrix items. The Student

Cyberbullying Survey (Spaulding 2012) was used to measure students' experiences as witnesses,

victims, and perpetrators of cyberbullying. The Educator Cyberbullying Survey (Spaulding

2012) measured educators' experiences of student reported incidents of these same factors.

Descriptive statistics identified the frequencies, means, and standard deviations of these factors

for both the student and educator groups. Table 11 below contains the frequency distribution of

the student and educator responses.

Table 11

Student and Educator Quantitative Survey Results for the Ranking Items (Student N = 26, Educator N =36)

Survey Item	N (%)	N (%)
Student	Never	At Least Once
I have seen other people being cyberbullied	9 (39.1)	14 (60.9)
In my lifetime, I have been cyberbullied	7 (50)	7 (50)
In the last 30 days, I have been cyberbullied	5 (62.5)	3 (37.5)
In my lifetime, I have cyberbullied others	6 (75)	2 (25)
In the last 30 days, I have cyberbullied others	5 (100)	0 (0)
Educator		
Student have reported seeing other people being cyberbullied	17 (73.9)	6 (26.1)
Student have reported that they themselves have been cyberbullied	10 (62.5) 8 (57.1)	6 (37.5)
In the last 30 days, students have reported that they themselves were cyberbullied	10 (71.4)	6 (42.9)
Students have reported that they have cyberbullied others	7 (63.6)	4(28.6)
In the last 30 days, students have reported that they have cyberbullied others		4 (36.4)

Note. Total responses vary by item because some respondents did not answer every item.

Overall, students self-reported higher rates of lifetime witnessing and victimization than educators. However, educators reported comparable but slightly higher rates of student reported victimization in the last 30 days and lifetime perpetration, and much higher rates of student reports of last 30 days perpetration, and of ways and environments for both victimization and perpetration. This corresponds somewhat with the cyberbullying literature in that usually adults are not as aware as students are of incidents as seen in the higher student responses for lifetime witnessing and victimization. However, in this study the adults reported higher rates of victimization and perpetration, especially perpetration in the last 30 days. So this can suggest that there were actually lower incidents that occurred in this student population. This can also suggest perpetration was underreported by these students, due to the fact that both victimization

and perpetration rates increased throughout the student survey between the ranking and Likert-scale matrix items. These results can also conclude that the educators from the various schools had higher incidents, and or these educators are more attuned to this problem and thus are more aware of incidents that occur than typical adults (as many stated in the focus groups).

The quantitative portion of the student and educator surveys was designed to explore the general perceptions of these participants' awareness of the frequency of incidents experienced by students, and the methods and online environments they occurred in. It is important to note that the survey respondents from both the student and educator groups decreased throughout the survey items shown in Table 11 above. Also, the survey response rate was low in general and decreased throughout the ranking items for both surveys.

Several Chi-square tests for association were run to determine whether a relationship exists between the student and educator responses. Each tests showed significance; however, this is unreliable because the assumption of each cell in the cross tabulation table was violated. These perceptions were examined in more depth during the qualitative student and educator open-ended survey questions and the practicing graduate student professional focus groups discussed in the following section.

Qualitative Data Analysis

The qualitative portion of this study consisted of open-ended student and educator survey questions (instruments 1 and 2) conducted with middle school students and educators and university graduate professionals, and focus group guiding questions (instrument 3) conducted with university graduate professionals. This section begins by listing the qualitative research questions. Then an explanation of the coding process and a discussion of the qualitative analysis

of the open-ended survey questions are presented. Finally, a discussion of the focus group analysis concludes this section.

Qualitative Research Questions

This study was guided by the following qualitative questions:

1. What are the perceptions of cyberbullying of the three groups most affected by cyberbullying; namely the students, parents, and educators?

2. What are the similarities and differences among cyberbullying perspectives of the three main groups involved?

3. What are the most effective prevention and intervention strategies for cyberbullying from the perspectives of the three groups?

4. What factors affect these perceptions (such as role i.e. student, parent, or educator, or school type, etc.)?

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The Coding Process

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The responses that resulted from the student and educator open-ended survey items and the focus groups were coded by the following process. For the focus groups, the first step was for the researcher to transcribe the audio recordings. Then for all of the raw focus group and open-ended data, the researcher closely read through these to find themes and subthemes that emerged. This process was initially started with the focus group data, then the educator open-ended data, and finally the student open-ended data due to this being the order in which they were completed. Then the researcher created nodes/coding categories for the data in *NVivo 10* software (QSR International, 2013), and then cut and pasted the responses into these nodes according to the themes that emerged during the reading. This is similar to the cutting and sorting coding that some researchers use, when they actually cut the paper the data are on into

strips and paste relevant data strips together (Ryan & Bernard, 2014). After the data were organized into nodes, or coding categories, the researcher carefully read through this information and subthemes within each node emerged. In so doing, each theme and subtheme had an identifying code. Due to the fact that some participant responses fit into more than one coding category, these responses had multiple codes. Finally, to test the coding reliability, the test-retest strategy was used. This entailed conducting an initial coding of the data and then following this with another coding of the same data. These codes were then compared to ensure they coincided (Mertler & Charles, 2011). The results were that the coding system was found to be reliable.

Also, to ensure participant quotes did not use real names or any other identifying information, the researcher numbered each open-ended survey response and combined this with either an S or E for student or educator after each quote. For the focus groups, the researcher numbered each focus group and used this in combination with the letter of the alphabet that was used as participants' focus group pseudonym after each quote.

Analysis of the Open-Ended Survey Questions

The student and educator surveys concluded with a section of nine open-ended questions, which were the same questions that guided the university focus groups with the exception of the term professional roles being changed to student roles in the student survey. The discussion of this analysis is organized by: (1) student results, (2) educator results, (3) student gender analysis, (4) educator gender analysis, and (5) a comparison of student and educator gender results.

Student Open-Ended Survey Analysis

The student open-ended survey items followed the close-ended survey items. These items enabled students to expand on their earlier responses from the Likert and ranking items, and to discuss experiences and perspectives not addressed in the close-ended items. This section

is organized by the themes that emerged when the data were analyzed: (1) student and adult awareness of cyberbullying, (2) how technology exacerbates bullying, (3) revenge and the link between traditional bullying and cyberbullying, (4) cyberbully psychology, (5) adult and student roles, (6) consequences of cyberbullying, and (7) strategies to decrease incidents.

Theme 1: Student and Adult Awareness of Cyberbullying

The majority of students responded they were not aware of cyberbullying incidents reported in the media. Similarly, the majority did not believe adults were aware of incidents their children or students were involved in. The reasons ranged from limited adult monitoring such as "that is the problem with cyberbullying. Adults don't have easy access to it" (11S), and "adults do not know because they do not pay attention to what the kids do online" (16S), to problems when students report incidents to adults such as, "if you tell the principal they can call their parents" (15S), "when a child is cyberbullied, they don't like to tell people. They fear adults will blow things out of proportion" (4S), and "this is something a child or student may hide from educators and parents" (2S).

Theme 2: How Technology Exacerbates Bullying

Discussed throughout this research, was how technology exacerbates bullying because of anonymity and space differences that allow many to feel less inhibited and responsible for their actions when using technology. A student sadly commented that "Rude nature is, unfortunately, a good representation of many people found online" (15S). Also, cyberbullies may believe they can be anonymous and thus have no "real world" repercussions for their online actions. One respondent said students "most likely chooses to cyberbully because they may think 'Hey, I'm not going to get in trouble,' or, 'If I message them I can always delete that,' or 'I could make up an excuse saying somebody else is doing it'" (21S).

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Persistence of messages was another subtheme that emerged through the student data. A student stated cyberbullying "is worse than bullying in person because it's on the web, so it last forever" (13S) and another stated, "I feel very strongly about cyberbullying online because once something gets posted online it's on there forever, it can't go away even when you think its deleted [sic]" (17S). Also, once cyberbully starts it can be difficult to stop, even when incidents are reported to adults. Also, there are serious safety issues when meeting online 'friends.'

Theme 3: Revenge and the Link between Traditional Bullying and Cyberbullying

Throughout the student open-ended responses a theme was cyberbullies perpetrate incidents to get revenge on their victims. For example, "it seems that people just want to get back at other people because they feel they're weaker and the person made them mad" (16S). This ranged from revenge for online incidents, such as someone posting or texting something that elicited a response from the cyberbully, or revenge for school incidents. Those who mentioned cyberbullying due to school occurrences specifically stated rumors started and spread at school, saying or doing things in school others did not agree with, arguments with friends, and someone doing something embarrassing in school. For example, "They normally hear a rumor about themselves that might or may not be true and then they threaten people on the Internet (mostly Facebook) [sic]" (8S). Also mentioned were being open about yourself, and cyberbullying someone because of his/her appearance (specifically related to obesity and race).

Theme 4: Cyberbully Psychology

The cyberbully characteristic mentioned most frequently across the student data was that cyberbullies felt depressed or unhappy. Thus they perpetrated incidents because they wanted to make others feel likewise. Another subtheme was that cyberbullies were bored or felt peer pressure to participate in incidents. Cyberbullies often justified their behavior on the basis of

dislike for their victims (this could be for things outside of victims' control such as appearance or beliefs). The victims were treated as "other" and cyberbullies had no empathy for them. Related to this was the subtheme of relational aggression among females that included seeking drama and feeling jealous of victims. For example, a student told a story of "a girl cyberbullying someone for 'stealing her crush.' Girls can be too dramatic in that way sometimes, and that's what most of the time triggers cyberbullying" (6S).

Theme 5: Adult and Student Roles

For theme 5, students examined their perceptions of adult and student roles for cyberbullying prevention and intervention. This section is organized by the themes that emerged. The main themes were students' perceptions of: (1) adult roles and (2) student roles.

Students' Perceptions of Adult Roles to Decrease Cyberbullying

From this theme two conflicting subthemes emerged. These were: there is little/nothing adults can do and most of their attempts to intervene are ineffective, and adults need to educate students about cyberbullying. The section is organized by these subthemes.

Ineffective adult prevention and intervention. The majority believed there is nothing or little adults can do to prevent or intervene in cyberbullying. Furthermore, they responded that when adults do attempt to prevent or intervene, their efforts are usually ineffective. Reasons given to support these beliefs focused on difficulties involved in adult prevention and intervention, such as: low reporting rates when cyberbullying occurs and thus many adults are not even aware of most incidents, cyberbullying education that is uninteresting and does not resonate with most students and thus it is ineffective, and adult efforts that focus on talking about prevention and intervention and not on actually putting these things into practice. One student remarked, "I don't think that educators and parents are putting a lot of prevention and or

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intervention out there. Yeah, right now they talk about bullying but if everybody would do or go to a prevention or intervention I believe that cyberbullying wouldn't even exist. But any type of bullying to me, including cyberbullying, is still escalating [sic]" (23S). Furthermore, a few students felt adult roles need to focus on creating effective strategies, because they do not currently exist.

Effective adult prevention and intervention. In contrast, a few students believed that adults had intervened successfully by punishing cyberbullies; these students felt this made the cyberbully an example and deterred others from engaging in cyberbullying. They sated adults are effective because "as people who are older tend to be less in touch with modern culture, and as such won't assume hostile comeback to threats. (As many young people on the Internet often do)" (19S). Related to this, another subtheme was prevention and intervention through adults monitoring young people's technology use and providing cyberbullying education. Students specifically focused on effective adult roles of: parents and educators collaborating to discuss and raise awareness about cyberbullying, educating students that cyberbullying is wrong, teaching them effective prevention and intervention strategies, and creating education that is relevant and interesting to students so they are engaged and motivated to learn and use the strategies.

Students' Perceptions of Student Roles to Decrease Cyberbullying

Several subthemes surfaced when students responded to the question that asked them what roles they felt were appropriate for students. In rank order they advocated: (1) acting as "good" bystanders, (2) increasing student involvement in prevention and intervention, and (3) learning more about the issue of cyberbullying. A final subtheme was the pessimistic view that there is nothing students can do to prevent or intervene.

The student role most commonly mentioned was being "good" bystanders through actions such as: sticking up for each other, refusing to spread rumors about others, ignoring cyberbullies' messages, telling the cyberbully to stop, and reporting incidents to adults in authority. Also, many felt students need to be involved in prevention and intervention efforts in general. Even though students reported that adults' interventions were usually ineffective, the prevention and intervention efforts mentioned most frequently were split between reporting incidents to adults and for students to solve it on their own. Student strategies for this included blocking or ignoring the bully, and being careful what friends you have and what you post online. Included in this was increasing empathy because "us students… I don't really think they care until it happens to themselves and then they wake up and think hmmm I bet this is happening to a million other people. Maybe I should try to do something to help prevent this, or participate in something to end this, or help this cyberbullying decline instead of still inclining" (22S)? Many remarked that only by increasing awareness and empathy will people fully understand this problem and choose not to participate.

A pessimistic view voiced by several students also emerged. These respondents felt there was nothing students could do to prevent or intervene in cyberbullying. Examples of comments related to this were, "I don't think kids could stop cyberbullying" (20S), "I don't think students have that big of a role to prevent it, because cyberbullies may not listen to someone of their [sic] age group" (8S), and "it would be more powerful if adults stopped it" (4S).

Theme 6: Consequences of Cyberbullying

Students' responses related to cyberbullying consequences were relate to those for cyberbullies and cybervictims, and students hiding incidents from adults. Therefore, this section is organized around these subthemes.

Consequences for cyberbullies. Student responses to cyberbullying consequences were that half stated cyberbullies received punishment at home or school, through law enforcement, or through all three means. Mentioned specifically were home consequences such as having their electronic devices confiscated by parents, and school consequences such as detention, suspension, or expulsion. However, no consequences or ineffective consequences were also mentioned by several students. One commented, "I have never seen people get majorly punished, personally" (15S). Some stated bullies do not receive any consequences, but victims suffer many negative consequences.

Consequences for cybervictims. Another subtheme was victim negative effects, with suicide or suicidal thoughts mentioned most frequently. Also mentioned were other consequences such as depression, peer exclusion, damage to reputations, violence, and drug abuse. "The consequences of cyberbullying are to the victim and not the bully. The bully feels good afterwards and the victim feels awful. The adults and kids don't usually react at all to cyberbullying unless somebody dies over it" (17S). For example, "people's good reputations are being destroyed by lies online and people hurting themselves because of them [sic]" (21S). Another common concern was that suicide can result from cyberbullying. For example, "People don't realize it but, the things someone can say to another person; online or not can really hurt that person. Some people chose death over having to deal with this every day" (22S), and "one of my best friends in the whole world is suicidal after being bullied multiple times. Also, I have been bullied because of my religion. People need to stop being judgmental and accept people for who they are [sic]" (9S).

Several stated cyberbullies usually felt little to no remorse for their actions. "The person that bullies that person doesn't feel bad" (13S); however, a few felt the exact opposite -- that

cyberbullies usually felt remorseful. One remarked, "after and during being cyberbullied, sometimes those people decide it's [sic] not worth it, or everyone wants them gone, so that's what they should do. Many take their own life thinking it would fix the problem and make everything better… others involved most likely feel terrible after something like this happens. The parents and educators must be ashamed of them and feel sorry for the loss, those who cause this may or may not get severely punished" (18S).

Students hiding incidents from adults. Another subtheme was that many students do not report incidents. Related to this several commented that when incidents are reported parents loose trust and feel anger/sadness for those involved; therefore, many students try to hide their involvement in cyberbullying from adults. Students felt most incidents do not resolve because they are not reported to adults, and even when incidents are reported, the anger between those involved still continues. Therefore, incidents never really resolve effectively in most cases.

Theme 7: Strategies to Decrease Incidents

From the theme of strategies to decrease cyberbullying, several subthemes emerged in the student responses. This section is organized around these subthemes as discussed below.

Education for Students

A theme throughout the student open-ended responses pertained to educating students on awareness, prevention and intervention strategies, and empathy. These were also statements echoed throughout this study. Students mentioned adults including cyberbullying in their regular bullying prevention efforts. Also, they mentioned specifically education on empathy. A response related to this was to "have lessons in school tailored to the students -- they [sic] should feel the mental pain they inflict on others" (14S).

Adult Monitoring

Across the student data many students felt adults should monitor young people's technology use. However, an interesting point mentioned by one student who was against adult monitoring, was that he/she felt it would create an environment of mistrust as "privacy is a much strived-for thing on the Internet" (15S). Also, surprisingly, a few were in favor of adults banning/limiting young peoples' technology use. Specifically mentioned were adults restricting young people's access to social networking sites, because "kids should wait to a certain age to have these Internet abilities, and when they are given them they should know and respect the rules to help prevent cyberbullying" (16S).

Creating Effective Strategies

Another theme found throughout this research, was that effective strategies do not exist. Therefore, a focus should be on adults creating these. Students suggested several effective strategies specifically for students such as: avoiding environments with increased incidents such as social networking sites, ignoring/blocking cyberbullies, reporting cyberbullies to authorities, and being careful of your online actions. One student summed this up as "Be careful what you put, say, or do online. Don't say anything online you won't say to your mom or dad" (8S).

Throughout these open-ended questions, students were able to expand on several key points that enabled the researcher to identify important themes related to their cyberbullying perspectives. From these themes several subthemes also emerged. Table 12 shows an overview of the major themes and subthemes that resulted from the student open-ended question analysis.

Table 12

Emergent Themes Gathered from the Student Open-Ended Question Analysis (N = 26)

Emergent Themes – Students	Emergent Subthemes - Students
Student and adult awareness	Majority of students unaware of media reports, and adults not aware of student/children involvement in incidents
How technology exacerbates bullying	Anonymity, persistence of messages
Revenge and the link between traditional bullying and cyberbullying	Revenge for at school incidents or cyber incidents, someone's appearance (obesity and race)
Cyberbully psychology	Depressed/unhappy, boredom and peer pressure, decreased empathy, relational aggression
Students' perceptions of adult and student roles	Adult roles: Nothing/little adults can do, adults are ineffective, adult are effective (consequences, monitoring, and education) Student roles: Being good bystanders, having empathy, no student role
Consequences of cyberbullying	Consequences for cyberbullies and cybervictims, students hiding incidents from adults
Strategies to decrease incidents	Education (student awareness, prevention, intervention, and empathy), adult monitoring, creating effective strategies

Pertaining to the theme of awareness, most students were unaware of recent reports of cyberbullying in the media. Examples were found in the respondents' statements below:

- "I have not heard anything about cyberbullying in the media."

A subtheme was that most adults are not aware of incidents. Students stated:

- "Adults do not know because they do not pay attention to what the kids do online."

- "Most of the time kids don't tell their parents, but I always do. I also take pictures of the post or message before it is deleted for proof."

- "Most of the time when students or children are cyberbullied they do not inform an adult being they wouldn't want to be a "snitch" [sic]. Although I have heard sometimes the parent will help put people down over the Internet."

When students were asked about their major concerns, the majority commented on how technology exacerbates bullying. These concerns were voiced by responses such as:

- "I am concerned about the fact that you may not be aware of who is bullying you."

Student responses to cyberbullying triggers revealed the subthemes of revenge, school incidents, and appearance. Example responses are:

- "When someone does something in school and embarrasses themselves."

- "I think someone's appearance can trigger cyberbullying."

- "Their… facial, body weight, family, skin tones, beliefs [sic]."

- "Maybe it's something that the person did to them and they just want to do revenge."

Student opinions of cyberbully characteristics were related to:

- "They are happy they're making the person feel bad [sic]."

- "They may decide to cyberbully if they are bored or do not like the person who they are cyberbullying. Maybe they are unhappy of their own appearance or do it because their friends do it."

The majority of students thought adults do not have any role in prevention and intervention, and are ineffective when they do attempt to intervene. For example:

- "I think parents and educators try hard to stop it, but mostly that doesn't stop anyone."

- "I think that the students have to sort out the problem on their own."

However, another subtheme to a lesser degree was adults can have a role by:

- "Parents or educators have days to talk about cyberbullying."

- "They teach their kids what cyberbullying is and why you should not do it."

Subthemes for student roles were being good bystanders and having empathy:

- "People most get cyberbullied by a rumor so if kids quit spreading rumors it might help. They can put a stop to it."

- "I think the only way to have students prevent cyberbullying is to have the child understand how much it hurts. Only then will they choose not to do it to others."

Some students were pessimistic about student roles. For example:

- "I don't think kids could stop cyberbullying."

Students responded that cyberbullying consequences were given to cyberbullies:

- "If someone cyberbullies at school, they could get suspended, or at home they could lose their online rewards."

However, others felt consequences were mostly for the victims in the form of suicidal thoughts or actions, and the bullies not feeling remorse for their actions. For example:

- "There are students that cut themselves and kill themselves because of bullying. The person that bullies, that person doesn't feel bad [sic]."

- "That people will hurt themselves or think badly about themselves [sic]."

Student suggestions for strategies to decrease incidents focused on adult strategies:

- "Raise awareness of cyberbullying to authorities so they can punish the bully."

- "Stop it by not letting them on the Internet."

- "My suggestions are to have students be watched for what they are doing on social media websites."

Additionally mentioned was student education using existing bullying programs that are already being used in school, such as the Olweus Bullying Prevention Program:

- "Have an assembly at school on why cyberbullying is bad, like I have an assembly for OLWEUS."

While other suggestions focused on student strategies:

- "There are some ways to prevent or intervene in cyberbullying -- don't get into it with other people, if you see someone bullying your friends you should help them."

- "To ignore things and if it keeps happening tell someone [sic]."

- "Don't get Facebook or other social media you know someone will bully you on."

- "Block all the mean people you know."

Educator Open-Ended Survey Analysis

As was the case with the student open-ended questions, the educator open-ended questions enabled educators to expand on their Likert and ranking responses, and to discuss their experiences and perspectives not addressed during the close-ended survey items. This section is organized by the following themes that emerged: (1) adult awareness of cyberbullying, (2) how technology exacerbates bullying, (3) student relationships, (4) cyberbully psychology, (5) parental monitoring, (6) consequences of cyberbullying, and (7) strategies to decrease incidents.

Theme 1: Adult Awareness of Cyberbullying

A subtheme that emerged under the awareness theme was that most educators responded they were aware of cyberbullying incidents reported in the media. When educators were asked if parents and educators knew when their children/students were involved in incidents, almost half responded they did not think adults were aware of incidents. Comments related to this were, "many times no, because it's more of an 'unseen' and private thing unless adults are actively checking into things" (20E), "no because I don't think they regularly check their kids' phones until it is too late" (15E), and "I think adults are out of the loop until the situation comes into school or the home" (6E).

However, several also felt sometimes adults are aware when: (1) young people report incidents, (2) the cyberbullying becomes extreme, (3) it is brought to educators' attention and then they inform parents, and (4) when parents monitor their children's technology use; which many educators remarked was a rare occurrence. When adults were aware, several educators commented it was only actually awareness of a small percentage of incidents; therefore, it is difficult for adults to fully understand the magnitude of this problem. The final subtheme was only a few educators felt adults were aware of incidents their students/children were involved in.

Theme 2: How Technology Exacerbates Bullying

How technology exacerbates bullying was a theme that emerged across the educator responses. Several stated concerns about increasing technology use by young people leading to increasing incidents of cyberbullying. Educators were concerned about young children using technology and therefore being involved in cyberbullying incidents as, "younger and younger students are using media devices and that cyberbullying will affect younger and younger children who do not understand the power of that technology" (9E). Coupled with these issues is little/no adult monitoring of young people's technology use.

Mentioned were difficulties in preventing incidents and intervening once they start. For example, "you can't stop it once it has gone viral" (5E), and, "it doesn't end, the cyber component allows it to continue. Students cannot get away from it" (9E). For example, "I know there have always been social issues at school between students, technology has allowed it to escalate. Students do not understand the consequences of their actions on the Internet" (1E).

Also, technology has made bullying easier and more effective as it can lead to: decreased empathy for victims due to space differences, instant gratification and communication with anyone anywhere, and incidents occurring 24 hours a day and 7 days a week. Space differences

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inherent in technology communications make bullying easier because the bully does not have to face the victim, so he/she can hide behind technology. For example, cyberbullying enables "the freedom to say what you want without having to say it to someone in person. It's a coward's way of doing things" (11E). Another area mentioned related to this issue was that students realize there is little/no adult monitoring of their technology use; therefore, this can lead to many seeing cyberbullying as having no/little consequences.

Theme 3: Student Relationships

Another theme that emerged was that cyberbullying is often triggered by student relationships. Mentioned were arguments between students such as those between friends, relational aggression between females, or breakups between boyfriends and girlfriends. Related to this, some felt students' perpetrated incidents due to jealousy. A final aspect was students sometimes cyberbully in an attempt to increase their popularity, fit in, or to be funny.

Theme 4: Cyberbully Psychology

The theme of cyberbully psychology emerged as educators discussed the characteristics of cyberbullies. The majority mentioned cyberbullies' attempts to gain power or control over their victims, because they felt powerless and perpetration made them feel more powerful. Related to this some felt perpetrators were bullied themselves, had low self-esteem, were impulsive, and had anger issues which resulted in their bullying behavior. Also, a final subtheme was that some were unsure of what characteristics cyberbullies typically have, or they see many different students cyberbullying. Therefore, they found it difficult to pinpoint common characteristics among cyberbullies.

Theme 5: Parental Monitoring

Another theme that emerged was that educators believed parents need to focus on monitoring their children's technology use, especially social media as this is where many incidents of cyberbullying occur. Participants commented, "I think it's the parents' job to monitor their own children. Educators can provide resources to families and students" (13E), and "parents have a responsibility to monitor what their children are doing. Schools have enough to do and lack the authority to act unless the issue transitions in the building" (6E). Mentioned by a few participants was that adults should go beyond set home rules for their children's technology use and monitoring, to restricting access specifically to social media sites.

Theme 6: Consequences of Cyberbullying

Several subthemes emerged across the focus groups data related to the theme of cyberbullying consequences. This section is organized around these subthemes.

School consequences. School suspension and in-school detention were the most frequently mentioned school consequences; half of the educators referred to this. Furthermore, almost half discussed cyberbullying spilling into school, which can lead to educators contacting parents and then adults working together to solve the problem, as mentioned by the majority. For example, "do to the nature of cyberbullying it has always entered our school buildings… parents are always contacted and we discuss what they can do to prevent further issues" (16E). However, a few stated problems working with parents, such as "I have more parents argue with me about their child's punishment than are supportive and carry out similar measures outside of school" (7E).

Another subtheme that emerged related to cyberbullying consequences was the question of who should issue consequences. The majority felt consequences should come from parents,

but several also felt they should come from schools. For example one educator stated, "Unfortunately we have to educate kids about the dangers of cyber bullying and digital foot printing. This is another problem dropped off at the door stop of the school but should be taken care of in the home. But because kids use the technology in the schools we are responsible for educating them and investigating and acting when a student has been cyberbullied" (15E). However, some also advocated for collaboration between home and schools. For example, "This is both a school and family issue" (5E), and "I believe it should start at home with parents and be supported by the school through education" (14E).

Cyberbully consequences. A concern mentioned throughout the responses was related to little or no consequences for cyberbullies. Several explained this is caused in part by ineffective or nonexistent cyberbullying school policies, educators being unaware of incidents or unsure of how to respond to incidents, and difficulties in prevention and intervention such as, "it is a complicated process to have a site shut down…the police have to jump through numerous hoops as well…they have to work with the district attorney to see if a crime is committed, then they have to petition a judge for a warrant, then issue the warrant in order to being the investigation. We presently have an ongoing investigation in which warrants have been issued, but the incident occurred over two months ago" (15E). Educators were also concerned because of confusion as to what schools can and should be doing about cyberbullying, and furthermore what schools legally can do. "Most of it is out of our control, happens outside of school, and law enforcement is not willing to intervene except in the worst cases" (7E).

Cybervictim consequences. The subtheme of negative victim consequences also emerged in these responses. Specifically mentioned were the more severe consequences of victim suicide and also police reports being filed. Other consequences discussed were loss of

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friends, fear, mistrust, low self-esteem, school avoidance, and decreased academic performance.

Related to this were counseling for victims that is sometimes intense and long term, and in some

cases there are little to no consequences for cyberbullies. For example, "all it takes is a couple of

sentences and posting them to destroy some students" (21E), and many educators are not aware

of incidents because, "students don't typically tell anyone in authority. If they don't tell us, we

don't know as educators. We aren't following them on Facebook, etc." (24E). Therefore, this

leads to cyberbullying and negative effects usually continuing without adult intervention. This

situation arises because if incidents are not reported, then adults are not aware and thus cannot

intervene.

Theme 7: Strategies to Decrease Incidents

There were several strategies mentioned related to this theme. This section is organized

around these subthemes of education, professional roles, and collaboration.

Education for Students to Decrease Incidents

The majority of educators felt strongly that cyberbullying and technology education for

students were needed to effectively prevent and intervene in cyberbullying. Additionally, several

stated these needed to start at young ages. Specifically mentioned was that children need to be

taught to be civil to each other and taught strategies to use when someone is being uncivil to

them. "We must teach students at a young age how to properly use technology. We must also

give consequences if they break the rules -- lead by example" (3E). Also mentioned was the

need for adults to be educated about technology and cyberbullying.

This education should be a school wide approach that is positive and ongoing.

Mentioned specifically were educating on legal ramifications, technology in general and social

media specifically, reporting incidents, and empowering students in general and bystanders

specifically. For example, education mentioned for students was student leadership teams so they can support and educate each other about cyberbullying prevention and intervention.

Professional Roles to Decrease Incidents

For responses to the roles that professionals in their field should have in prevention and intervention strategies, the participants' responses related to their particular role. Therefore, the researcher examined these responses by job title (i.e.: principals, teachers, and respondents in the other category). This discussion is organized by principals, teachers, and others.

Education, a theme echoed throughout the student and educator open-ended responses, emerged again in this section for all respondents. Over half of the principals and teachers, and all of the other educators felt providing education should be the main role for professionals in their respective fields. The principals added that they should be focusing on cyberbullying and technology education for students and parents. Specifically mentioned was education about appropriate technology use starting in elementary school, because "extensive work needs to be done in the elementary and middle school setting. Once they get to high school it is too late" (5E). For teachers, their responses focused on educating students and adults to increase awareness about cyberbullying, and half thought their role should include a focus on educators teaching and encouraging students to report incidents. Another subtheme mentioned by all groups was adult education. Specifically mentioned was education for educators. This education included professional development on technology and cyberbullying.

Collaboration between Home and School

A subtheme that emerged from the principals was that collaboration is needed between home and school. Some strategies mentioned were for schools to help educate parents by providing them with resources, and getting their support to carry school punishments for

infractions over into the home. After all, as a principal remarked, "schools carry an

enforcement/discipline component, but that actually carries little weight when the parents do not

carry through with the same message" (7E), and another added, "this is both a school and family

issue" (5E). Also important were a few principals' comments that focused on collaboration

between adults so they can work together to model appropriate technology use. Related to this

was collaboration between all three groups. Specifically mentioned was collaboration between

adults and students in efforts to decrease incidents through education and cyberbully programs.

   Throughout these open-ended questions, educators were able to expand on several key

points that enabled the researcher to identify important themes related to their cyberbullying

perspectives. Also, several subthemes emerged. Table 13 illustrates an overview of the major

themes and subthemes that resulted from the educator open-ended question analysis.

Table 13

Emergent Themes and Subthemes from the Educator Open-Ended Question Analysis (N = 36)

Emergent Themes – Educators	Emergent Subthemes – Educators
Adult awareness	Most educators reported awareness of recent media reports, but felt overall adults are not aware or are sometimes aware
How technology exacerbates bullying	Increasing technology use by young people, instant gratification, continual access, space differences and decreased empathy
Student relationships	Student relationship problems, arguments between friends, relationship breakups, relational aggression between females
Cyberbully psychology	Power, fearful to bully in person, unsure/different students
Parental monitoring	Parental monitoring of young people's technology use, specifically social media use
Consequences of cyberbullying	School, cyberbully, and cybervictim consequences
Strategies to decrease incidents	Education, professional roles, collaboration between home and school (students, parents, and educators)

The majority of educators stated they were aware of recent media reports of cyberbullying and many stated detailed examples, one of which involved a respondent:

- "Yes, we had a student create an account on Twitter and was posting mean and hurtful things about students during school hours. This was brought up in a school board meeting and the local media mentioned it in their article/review of what took place in the school board meeting."

A subtheme that emerged was that educators felt adults are not aware of their children's/students' involvement in cyberbullying. Their responses related to this included:

- "Seldom, it happens on a scale that we only see a small percentage of."

- "I don't think parents and teachers know unless the child speaks up…there are so many fake/secret accounts children can create online. I don't know how any parent or teacher can know 100% what their child is doing online."

- "Responsible parents that check their child's electronic devices are probably aware."

Also, educators were concerned about how technology exacerbates bullying:

- "That it will only get worse as children have more access to technology and can use it better than adults."

- "It is hard to get under control and identify who is really doing the cyberbullying. Usually the victimizer has no idea what resulted of the action, seemingly no consequences."

- "Easy access. No immediate repercussions for the bully's actions. Not always easy to quickly identify because it is specific to one phone, computer, etc. and others may not have access to the device or the account."

- "The ability of students to tease/taunt/exclude without having to see the victim. I think it is a popularity issue as well."

- "Parents not checking their kids' phones, not enough education about the proper use of social media, it is easy to say something mean about someone when you don't have to look at them face-to-face [sic]."

Mentioned under the theme of student relationships were:

- "Jealousy, boyfriend/girlfriend issues."

- "Relational aggression."

- "I think the triggers are the same as they have always been, technology just allows an issue to continue 24/7 and more people to become involved. Triggers are any kind of incident/argument between students."

- "It is just another way to bully. It was once word-of-mouth rumors, etc. The same kids would just bully in another way without the technology."

Characteristics that surfaced under the cyberbully psychology theme were:

- "Students feel they have power over someone."

- "I would say it is "easier" because folks can be more bold about it when they are not face-to-face."

- "Not always clear because my experience has seen many different types cyberbully."

Parental monitoring of young people's technology use was also suggested:

- "More parental monitoring of online activities--and restrict how much they are online. Better parenting skills/more active parents will probably also reduce occurrences."

- "Do not allow children to have access to social media sites."

- "Parents need to check their kids' phones on a consistent basis. That can be very difficult because the kids are using a variety of social media sites."

Subthemes that emerged from the theme of cyberbullying consequences were:

- "All levels of discipline, detentions, weekend detention, suspensions, and law enforcement have been used in the past."

- "We are not always informed, confidentiality. Things are sorted out at the office. As far as I know, they got to the source of the rumor creator and that person was dealt with accordingly."

- "Low self-esteem for victims, depression, suicide, school avoidance."

- "The damage to the child's sense of security and self-worth. This most likely would degrade their ability to focus on academics."

- "The first reaction is usually anger or deep hurt – not many have seen actual consequences as a result of cyberbullying; however, the ripple effect is usually far reaching. There are times that intense counseling or intervention in relationships are necessary for the victim to be able to function in reality."

Confusion as to who should issue consequences emerged during the data analysis:

- "What can we legally do as a school?"

- "Parents should be primarily responsible."

- "I believe there is not enough parental involvement in some cases, and the schools are doing some of the parenting duties."

- "THE MAIN ROLE: Parents and educators need to be on the front lines monitoring and implementing effective interventions."

For educator suggestions for strategies to prevent or decrease incidents, the majority of responses were related to education and to a lesser degree collaboration. Respondents suggested:

- "We should not just do "one and done" programs -- It should be ongoing and again it has to be a school wide approach to focusing on the positive and teaching and re-teaching about bullying and cyberbullying and its effects."

- "Start early, similar to the DARE programs in the elementary schools. Educate both parents and children."

- "Educate the students about the how it negatively impacts school climate, make them aware of the legal ramifications. Start off by teaching kids how to be civil and considerate in all areas of their lives' and teach them strategies they can use when they encounter incivility."

- "Integrate cyberbullying into classroom lessons and have workshops for parents to help them recognize and help with this problem."

- "Education of what cyberbullying is and what to do if you've been a victim of it. Education for parents on it as well."

A professional role all educators felt strongly about was education:

- "We should teach students about consequences of their actions on the Internet."

- "Character/anti-bullying education, creating and building a culture of togetherness and support."

The principals specifically mentioned professional roles of adult collaboration:

- "We have to play a much larger role in this area. Too often, we think it is not our problem because it happens outside of school."

- "I think we need to provide resources for our families; we need to meet regularly with students so they know we care and can provide help when needed."

The teachers specifically mentioned encouraging students to report incidents.

- "I think we just need to let them know that it is not ok and we can't do anything if we don't know. We aren't psychic. "

Comparison of Student and Educator Open-Ended Survey Gender Analyses

In this section, gender differences and similarities that resulted from the analysis of the student and educator open-ended survey items are discussed. Overall there were fewer males aware of incidents reported in the media. The majority of female students and all female educators were aware, whereas only 1 male (0.9%) student and 75% of male educators reported awareness. For adult awareness the majority of participants, especially the students, responded they felt adults were unaware, while educators of both genders felt adults are sometimes aware.

A strong subtheme for the female educators was concerns related to how technology exacerbates bullying, while for both male students and educators, about half mentioned difficulties in prevention and intervention. Also, both genders of educators and male students mentioned space differences. For triggers, the majority of both student gender responses focused on revenge for something that transpired at school, followed by differences in student appearance. Mentioned by both educator genders were peer relationship problems. Male educator and student responses were peer pressure and power, whereas female students and educators mentioned relational aggression. Female students also mentioned boredom.

Another theme from all groups was parental monitoring and setting home technology rules. In particular, female students felt restricting children's technology access until they are older and educated about appropriate technology use would be an effective method to prevent

and decrease incidents. With respect to consequences, a subtheme from all the groups, particularly the students, was the negative effects for victims. Also the majority of male educators and both genders of students mentioned discipline for offenders. Interestingly, a subtheme that emerged from both student genders and female educators was they felt there are no/ineffective consequences for offenders; however, this was not mentioned by male educators.

Under the suggestion theme, the subtheme of education emerged from all groups, especially female educators and students. This was seen by responses from almost all female educators and about half of the female students. Many educators specifically stated starting education on cyberbullying prevention during early childhood. A subtheme for both male and female students was that adults do not have a role, whereas the majority of male and female educators expressed the opinion that parents need to take a more active role in monitoring. Several male educators discussed collaboration between home and school. Also, over half of the male students felt an effective strategy for decreasing incidents is for students to be proactive by doing things such as being cautious and selective of online actions.

The Qualitative Analysis of the Focus Groups

The four focus groups conducted with the university graduate student professionals were used to collect data pertaining to educator and educator/parent participants' perceptions of: adult awareness of cyberbullying, triggers and cyberbully characteristics, parent and educator roles, consequences that occurred after incidents, and effective strategies to prevent or intervene in cyberbullying. The researcher used the guiding focus group questions as participants delved into their perspectives during these discussions. The first focus group consisted of nine graduate students in education (mainly K-12 teachers), the second group consisted of 13 doctoral students in education (mainly K-12 teachers), the third group consisted of 18 doctoral students in

educational leadership (mainly principals), and the fourth group consisted of 8 graduate students in educational psychology (mainly K-12 teachers).

Out of a total of 72 possible participants, 48 (67%) volunteered to participate in the focus groups. This was well above the target population of 30 students the researcher originally hoped would volunteer to participate. There were 28 female and 20 male participants, and the age range was from 22 to 53 years old. Also, these educator participants contained 26 parents, which are referred to as the educator/parent group.

After site approval was granted from the university graduate student professionals' instructors, they were contacted via email by a list provided by their instructors. This email included the cover letter email that introduced the study and detailed participation. At the time agreed upon but the instructors, the researcher came to the graduate classes and explained the study and participation, and requested participation. Those who volunteered to participate and signed and handed back to the researcher their signed consent forms were then invited to stay in the room for the focus group. Those who declined to participate left the room at this time. In-depth focus group discussions occurred as the university graduate student practicing professionals reflected on their own and their students'/children's cyberbullying experiences, and as they interacted with their peers. The guiding focus group questions used during the focus groups are listed below, followed by a summary and analysis of responses to these questions.

Instrument 3: Guiding Focus Group Questions

1. Are you aware of any cyberbullying incidents reported in the media?

2. What are your major concerns about cyberbullying?

3. What appears to trigger cyberbullying?

4. What is it about a student that makes him or her decide to cyberbully?

5. Do parents or educators know when their students/children have been involved in cyberbullying?

6. What role do you think parents or educators have in cyberbullying prevention and intervention efforts?

7. What role do you think professionals in your field have in cyberbullying prevention and intervention efforts?

8. What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?

9. What are your suggestions to prevent or intervene in cyberbullying?

Results from the Qualitative Focus Groups

After the focus group transcripts were coded and analyzed, seven themes emerged: (1) adult awareness of cyberbullying, (2) how technology facilitates bullying, (3) student relationships and peer pressure, (4) monitoring young people's technology use, (5) adult cyberbullying (6) consequences of cyberbullying, and (7) strategies to decrease cyberbullying. Within these themes, several subthemes also emerged. Therefore, this discussion is organized according to these themes and subthemes.

Theme 1: Adult Awareness of Cyberbullying

In this section general awareness of cyberbullying in the media is discussed, followed by specific awareness related to parents and educators knowing when their children and students have been involved in incidents. This section is organized by the subthemes that emerged under the theme of awareness: (1) adult awareness of their students'/children's cyberbullying involvement, (2) parent awareness, and (3) educator awareness.

When analyzing the data that resulted across all four focus groups, awareness of cyberbullying in the media was reported by all participants and many mentioned cases in detail. These responses revealed that all focus group participants were aware of cyberbullying reported in the media, regardless of their specific expertise in education, age, parental status, or gender.

Adults' Awareness of Their Students'/Children's Cyberbullying Involvement

However, a subtheme that emerged was that the focus group participants felt usually parents and educators are unaware of cyberbullying incidents their children/students were involved in. Mentioned in all focus groups was that this is due to many students not reporting incidents to adults until the problem becomes very severe, if they report incidents at all, and if adults do not observe signs of cyberbullying involvement then they remain unaware. Another issue discussed was, unless students report behavior as a bullying incident, then educators tend to look at behavior they see and dismiss it. This situation occurs as they mistakenly see some unreported bullying behavior as being simply a matter of circumstances, an isolated incident, or an insignificant event that is just a normal part of adolescence/childhood. One educator/parent wondered if the lack of adult awareness stems from students not reporting incidents, due to the fact that cyberbullying is unfortunately somewhat tolerated by many young people as an unwanted but frequent occurrence. Several educators and educator/parents believed if students felt they had a trusting adult to report incidents to then they would do so.

Adult technology deficits. Lack of adult awareness, especially parent awareness, students' knowledge of modern technology that often is superior to that of adults, and inability of adults to control or stop cyberbullying were most frequently cited by educators who are also parents (i.e., the educator/parent group). One educator/parent stated she feels often parents understand technology differently than young people, and also many adults do not understand

how to use technology effectively. An administrator stated, "Our parents are very unaware of what their kids are doing on the Internet…and they have no idea how to work it. Most of them don't really find a need to get involved in it because they feel that kids will be kids…We have had many issues where things are taken to the police station, and then it becomes an issue for them" (2G). Also mentioned was decreased adult awareness due to a lack of or ineffective adult monitoring. Some mentioned monitoring consisting of ineffective strategies such as friending their children on a social media site and never thinking they could have multiple accounts on multiple sites.

Parental Awareness of Their Children's Cyberbullying Involvement

Responses were split between those participants who felt educators were unaware and those who felt parents were unaware of incidents. For example, some participants felt parents were more likely to know than educators, especially if they were monitoring their children's technology use. However, some felt the opposite: that educators were more likely to know than parents because they have access to large numbers of children. This leads to them inadvertently hearing about incidents or seeing the repercussions from cyberbullying. These responses were related to a common response from participants -- students do not report and often try to hide incidents from adults, both educators and parents. So this leads to decreased adult awareness unless adults inadvertently find out about incidents through cyberbullying crossing over into school or adult monitoring.

Related to parents being unaware, several educators pointed out that children may not be as innocent as parents think they are. This situation leads to some parents not realizing how their children are using technology. One educator said, "Parents think their children are very innocent, but meanwhile, maybe, the children are taking selfies in the bathroom in their bathing

suits or whatever they're doing and then posting them. These pictures are not ephemeral. They can be saved and then this can lead to incidents of cyberbullying from what information you turn over about yourself. So the children are blind to how long lasting photographs and images can be, and we're blind to the technology that they're using to post these images" (3B). Another educator pointed out that not only are parents usually unaware when their children are cyberbullied, but even when they do find out, they only find out about one incident when many have occurred. For example, several participants noted that often parents were shocked to find out their children were involved. Many felt this is due to parents being mostly unaware of incidents, so they genuinely do not expect or believe it when educators inform them.

Educators' Awareness of Their Students' Cyberbullying Involvement

Some participants thought educators would be less likely than parents to be aware of cyberbullying incidents for several reasons, including: (1) most districts discourage use of social media by their staff, (2) many educators are not familiar with the technology many young people use, and (3) most incidents occur outside of school. A participant stated, "A lot of districts don't have any social presence (on social media) as a district. So they're not actively out in that arena to learn about it. It usually comes as secondhand and third hand information" (2E). An educator/parent remarked, "in the district I'm in, some teachers are still using overhead projectors. I guarantee you most teachers in my district don't know what's going on. So for the majority, I would say teachers that access their students social media sites are in a unique situation there, for sure without a doubt" (1C).

However, others thought educators would be more likely to know than parents, because incidents are often widely discussed by students at school and cyberbullying often spills over to school bullying. This was an especially prevalent opinion of school administrator participants.

One administrator commented, "I think schools actually have a better shot of knowing than parents do, because these things are so public. They become the talk of the lunchroom, the talk of the classroom, entering the building, exiting the building, and inadvertently we hear about it. We kind of hear the rumblings below and you can kind of investigate that. So I think schools do have a better opportunity to be more involved in knowing who's been cyberbullied than parents do, because we just have access to more children" (2A). Additionally, another educator/parent felt parents are usually unaware their children are involved until school staff find out and tell them, and "then usually it is an eye opening experience for parents at that point" (2J).

A final comment pertaining to awareness from an administrator participant was that "in the near future, you will see more bring your own technology to school, and students bringing their own resources to school. And then, I think, teachers will become more aware of it, so we'll have a better chance of helping and intervening in that area" (2K). However, others from all of the focus groups cautioned there are many negatives schools need to consider before they implement a bring your own electronic device policy in schools.

Theme 2: How Technology Facilitates Bullying

Participants across the focus groups felt cyberbullies choose to bully through technology because they: perceive it as having little to no consequences, think they will have less chance of incidents being reported, and they find it easy because they do not have to face victims due to space differences between them. A common sentiment was "when you are scared to say something to someone, you tend to seek other outlets in which to let that steam off. Especially if you are intimidated by that person, or you think that person's feelings might be hurt, or however you think they are going to take it. So cyberbullies are scared of the reaction" (3B).

Also related to technology were impulsivity, instant gratification, attention seeking behavior, and a bigger audience to witness the bullying. Some participants argued people choose to cyberbully because they want to remain anonymous. However, others argued some cyberbullies do not attempt to remain anonymous. This situation is the case because they want victims and bystanders to know who they are, as this increases their power and status with peers. An educational psychology professional told personal experiences about this. In school meetings with cyberbullies they seldom deny it and many are "in your face about it, and state things such as, 'Yeah I said that and I meant it. I was outside of school and you don't dictate my actions there.' Attaching their names to it and having everyone see that gives them that power of 'look, I put that person down.' It's kind of like a psychopath, but they are proud of it in most extreme cases I've seen" (4T). However, most agreed that, whether cyberbullies try to hide their identities or not, it is still an easier way to bully because technology creates space differences. Therefore, saying something through technology is not the same as saying something in person.

Technology enables cyberbullies to have the biggest audience, potentially anyone worldwide, to cause victims the most humiliation and pain. The audience is much bigger online because cyberbullying is not only done in front of a small group of witnesses at school, as is the case with traditional bullying, but now witnesses can include anyone worldwide. Therefore, a bigger audience can increase the bully's popularity. With respect to anonymity and space differences that technology allows, empowerment and lack of accountability for one's actions can result. Often cyberbullies feel empowered when they get attention from others. For instance, this situation can occur when others join in or support them by forwarding their messages or pictures, or commenting or liking their posts. One interesting response from a

school administrator was that he believes a trigger is when a cyberbully bullies another person in an attempt to control how people perceive another, or to control the experience of someone else.

Theme 3: Student Relationships and Peer Pressure

A theme throughout the qualitative responses was that cyberbullying often stems from student relationships. Participants stated they see cyberbullying occurring most often with females, between friends, or between boyfriends and girlfriends. Also, most incidents start from something trivial. However, since students do not know how to effectively communicate, instead of saying something to the person or attempting to work it out, messages are posted through technology and cyberbullying often results.

Several participants discussed incidents stemming from relational aggression that often occurs more with girls. One educator/parent who is also a certified national Olweus trainer stated, "if you look at the whole Olweus Program, that will confirm it. And it really truly does sometimes have to do with gender. You know, boys can have it out and it's done. Not always, but primarily. But girls, you know, you "p" a girl off and she's mad for the rest of her life sometimes…girl aggression can often lead to cyberbullying."

Other participants saw cyberbullying occurring with both genders as a result of relationship problems such as "somebody broke up with somebody, and somebody else is dating somebody else's former, and that seems to be a big trigger" (3A). One educator/parent commented that she sees most incidents occurring due to relationship problems between young people who lack communication skills. For example, "they broke up…but he decided to post every lewd picture he could of her and now she was this, she was a whore, but last week you all were just happy in love. But now you're upset and you can't just say 'okay, we're gone. It's

over.' Instead this is how he reacted…if they could learn how to talk it out then a lot of it wouldn't go on" (1B).

Other student relationship triggers mentioned were arguments between students over school events such as cliques and sports. One educator/parent administrator said student relationship problems related to sports are currently a big trigger for cyberbullying with his students. Other educators and educator/parents commented on connections between school bullying and cyberbullying, and how this causes constant contact and thus increased bullying. One administrator responded, "Something will start in school, and before the constant contact, the kids left school and that gave it time to die down before the next day. But now it's just continuous, 24-7, that continual access to each other" (2R).

Peer Pressure

A common sentiment across the focus group responses was that many felt students often make comments to messages supporting the bullying after it has already started. These actions stem from an attempt to fit in with peers, and or to avoid being a victim. For example, an educational psychology graduate student and several educator/parents commented that sometimes students' cyberbully because they fear if they do not perpetrate incidents, then they will become the victims. An educator/parent summed this up with his statement, "they don't want to be the target of it so they might join in. They might be kind of like on the fringe, or a bystander. They want to be seen as kind of cool too. So they don't want it to turn on them. So they join in to be in the cool group with the bully" (2I). So, in some cases peer pressure can trigger incidents. After all, adolescence is a time where students place a high emphasis on being accepted by peers (Erikson, 1988), so if everyone else is participating in cyberbullying it will be socially difficult for them to not do it also.

An example from an educator/parent was "when you are online you say things that you wouldn't say in person. It's like you get 'cyber muscles' and you start talking about things that you would normally never say" (3G). In response to this, another educator/parent responded that cyberbullying is "a social blood sport. A lot of times these kids would never do this type of activity left to themselves individually. But another kid comes over and spends the night, or they're bragging about it in school and it becomes a social cool thing to earn your stripes. You go out and gang on or pile onto this kid" (3N). Along with this, impulsivity and not understanding the ramifications of what they are doing and what can result were mentioned. For example, sometimes incidents are seen as a joke or game for cyberbullies and bystanders.

Related to this was that cyberbullying can be situational and thus done by students with various characteristics. Examples were students being drawn into it when around a computer with a group of friends that are cyberbullying, or cyberbullying for revenge on someone because of something that happened in another situation. Leading off of this, some stated cyberbullying is sometimes tolerated and accepted by young people and adults alike. One educator/parent said he sees most incidents stemming from "it's the new thing to do. It comes down to that. It's the new trend. It's the way kids are communicating with each other" (2W).

Theme 4: Monitoring Young People's Technology Use

A strong theme found throughout the qualitative responses was that adults, and parents in particular, need to monitor young people's technology use. However, many adults do not recognize the need to monitor technology use, or they do not know the most effective strategies to accomplish this. For instance, an educator/parent responded that she would like to think she would be aware if her children were cyberbullied. However, she admitted she had no idea about social media sites. She further expanded by saying, "as a parent, I'm not educated in that and I

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need to know. But as a parent, I think parents need to be following their children. You've given them the permission to have this, then you need to know what's going on" (1E).

Other educators commented they felt it is often difficult for parents to become aware of incidents. Some felt that, many times, parents do not see a reason to monitor their children's technology use "because they aren't informed and they don't really know how to do that" (1G). Others suggested going beyond monitoring to parents not buying/allowing their children access to technology. Some educators and educator/parents thought this would decrease cyberbullying; however others thought this was not the answer because technology is a way of life and so appropriate use of these devices needs to be taught starting at young ages. Also, some educator/parents mentioned they buy their children technology not only to teach them how to use it appropriately at a young age, but also cell phones were bought for children for safety reasons.

Educators Teaching Parents Effective Monitoring Strategies

Another subtheme that emerged under the monitoring theme across the focus group data was the importance of educators teaching parents about effective monitoring strategies. One educator/parent explained she does monitor her children's technology use; however, she felt she does this in large part because she is very aware of cyberbullying in her job as a middle school principal. She recognized that her husband, and other adults who do not work in the education field, often do not monitor their children's technology use. She stated that if she was not in the education field, then she also probably would not be concerned with monitoring. Furthermore, she would have to take extra effort to even understand what she should be monitoring for, learn what technology children use, and also learn how to use this technology. She concluded that conversations, such as the one that transpired during the focus group, are an excellent way for

educators to start a forum about how to teach parents about cyberbullying in general and strategies for prevention and intervention.

However, several participants stated they were not sure how to monitor their own children, let alone teach their students' parents about this. Even though most agreed that parental monitoring is an important step to decreasing incidents, they also found this to be difficult if not impossible to accomplish. For example, one school administrator discussed that most of those who work in the education field understand the importance of cyberbullying education because:

> schools are dealing with social media issue probably every day if not every other day. However, from a father's standpoint and a generation gap standpoint, even though you can check online and you can check your child's phone and do all of those things, there are still technologies that are so advanced that to keep up with it, it is difficult. An example I had personally was that you can check your child's phone, but there are apps out there in which their text messages can be blocked and you can't trace them. So understanding that without being in this educational world, I would have no idea what was going on at home either. So from an education standpoint, from an experience standpoint, from a generation gap standpoint, it is something that is hitting all of us and I don't know if we are ready to handle it or have a clear cut answer (2J).

An educator/parent described home technology rules she created after an incident occurred. "The deal is now with our cell phones, we don't clear phone text messages and at any point in time I will pick up that phone and I will check your text messages. Parents do need to be one step ahead" (1E). However, later she showed her knowledge deficit and learning that occurred through the focus group when she replied, "You're right. I didn't know that I could go

in and see her online messages, but now as a parent I want her log in information. And I think as a parent we should have that information…I don't have all of the information and I should" (1E).

Effective Monitoring

Several educator/parents recounted personal stories of how they effectively monitor their children's technology use. For example, one parent learned through monitoring her daughter's text messages that she was acting impulsively. So she used this information to talk with her daughter about the dangers of impulsivity and about appropriate technology use. She saw results of this teaching in less impulsivity in her daughter's subsequent text messages. She added:

> every time my daughter has her iPad, her iPod or anything in her hands, I will pick it up and take if from her and immediately see what she's been looking at, the history and those types of things. And I think a lot of parents don't do that. They also don't have all of those things such as cybersitter on there to prevent and block things from coming through. We personally had a bad experience and it taught me a very valuable lesson about how much you need these devices locked up; how much you need to constantly take it out of their hands. I don't think parents are doing that. You know, we trust our kids a little too much and we kind of just let them go and we think they are innocent (3D).

Also, she has her children's passwords and she knows where they go online. Even thought she knows they can just make other accounts in an attempt to hide their online activity, she still believes strategies such as these open up communication. This lets her children know there are rules for technology use and she expects certain behaviors from them.

Parental monitoring actually occurred during one focus group in response to participants discussing snap chat sexting incidents. During this discussion, an educator/parent pulled out her

phone and looked at it for a few minutes and then commented, "I just went to make sure that under my Apple id that that was not on the programs downloaded by my children. Because I keep them (my children) all under my Apple id, so I know everything that is being put on their phones. And I would highly recommend that everyone do that for their children. That you keep them under your id so that you know everything that they put on their phone" (3M).

Theme 5: Adult Cyberbullying

A subtheme that emerged across the focus groups was that cyberbullying occurs among people of all ages -- including adult cyberbullying that sets a poor example for young people. This was heard in many comments, such as an educator/parent's remark, "let's remember that also it's not just kids, adults can do this too. Sometimes people get a forum where they think people are listening to them…and it takes a stronger person to say, 'No, I won't participate in this madness!' But you know what; if you can't have a voice out and about in public face-to-face, how valid is your point? It's easy to cyberbully somebody online…even adults" (3A). This participant expanded to say "if cyberbullies tried to say some of these things in person he or she would be shut down and not get his or her full complaints heard. However, using technology gives bullies a wider audience and more potential of people backing him or her up" (3A).

In a discussion of adult cyberbullying and bullying in general, an educator/parent said:

It's a human issue, but kids are going to key off of what they see leaders do that they respects and admire. So if they see their teachers, parents, people that they admire, whoever they are, dehumanizing others, disrespecting others and they perceive them as people of power and influence, cool or whatever; of course it trickles down. So as a parent I want to do what other participants have been saying and bring compassion in. That we respect all people, that we humanize all

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people, that they are all valuable. But it's a societal issue on a grand scale and on a macro scale, you know countries bully countries. Does that influence the citizens of those countries to either be victimized or to take on the power of their country that's bullying? And then it comes down into their families and their school institutions. So it's more than just a school or a family issue. This is a human issue of hurting other people (3N).

Related to cyberbullying among educators, one educational psychology educator stated: Teachers have Facebooks too, and cyberbullying doesn't stop with students. Teachers might have cliques and there might be other teachers that maybe don't fit in or aren't as well respected by the other teachers. High school doesn't stop at high school anymore. The teachers, I think, are modeling a lot of this behavior for students with just the way they treat each other, even if it just happens behind closed doors or in faculty lounges. Some of it does carry over and I think students read into what they see adults doing (4T).

Other administrators remarked that they have had to reprimand staff for cyberbullying each other. For instance, a school administrator educator/parent commented that he had to remediate several school professionals during the last two months, because they were cyberbullying each other on Facebook as reported to him by other educators. So this participant stressed that educators need to understand how easy it is for even adults to become involved in incidents. Thus cyberbullying prevention and intervention are needed in school, "as opposed to just pushing it off and just saying 'hey, I have to teach my whatever and I don't have time for cyberbullying teaching too', because if adults are involved in it, then it's very easy for kids to get involved in it. And they need to understand how to help them and prevent that" (2G).

A few school administrators commented they have had experiences where parents get involved in incidents when their children are cyberbullied. Several educators and educator/parents discussed seeing cyberbullying between adults frequently, especially on social media sites. This situation ranges from people who have a relationship with each other, to people slandering businesses, to strangers writing inappropriate comments to each other.

An example of adult cyberbullying on social media sites was actually occurring in one focus group among the practicing educational professional doctoral students, in a Facebook page set up by the class to discuss assignments and research. However, several incidents of inappropriate behavior and cyberbullying were occurring on this page. The researcher noticed during this focus group that several references were made in general that were directed towards others in the group in response to these incidents. For example, one educator/parent made several comments such as, "I have a burning thing to add. Let's just remember also that when we choose to cyberbully, we choose the attitude and the responses. We can choose to not participate in it and we can also choose to be a part of it too. And you are just as bad as being a bully if you choose to be a part of it as well. I would like to think people are fairly rational but…sorry, I feel better now" (3A).

Theme 6: Consequences of Cyberbullying

Under the theme of consequences several subthemes emerged. These subthemes were: (1) lack of effective consequences, (2) discipline deterring student reporting, (3) school consequences, (4) adult responsibilities for issuing cyberbullying consequences, and (5) victim and perpetrator consequences. Therefore, this section is organized by these subthemes.

Lack of Effective Consequences

Many educators and educator/parents across all of the focus groups, including an educator who was a cyberbullying victim, responded that there currently are few to no effective consequences for cyberbullying. Often adults are not aware of incidents, and even when they are, sometimes they still do not intervene effectively or in some cases do not intervene at all. An educator remarked, "sometimes it's not how they react, but did they react at all? Sometimes adults don't even react until it's too late. You know, it's just a 'kids being kids' kind of thing, rather than you know this is a serious thing. We need to act on it now" (4W).

A poignant response from one educator was:

> I was actually cyberbullied in high school and bullied during school. I know my parents tried to find out, but I tried my hardest to keep it from them, just because I didn't want them to make it a bigger deal and go to school and embarrass me. So it depends on the situation but parents I think, like my parents, try to find out but most of it they don't know about. I had a hard time the rest of high school. Resolving it…I don't think it ever resolved. It was just always there. No one ever did anything to stop it…I don't really see consequences for cyberbullying because it's always, 'well, it happened outside of school so we can't have consequences here.' And what consequences will be given at home? Usually not any. So I don't see consequences of cyberbullying happening anywhere (1A).

This example points to three interrelated issues that reoccurred throughout the focus groups. First, students often do not report incidents. Second, students do not know what to do when they are cyberbullied. Last, adults do not intervene or provide consequences, because often they do not know cyberbullying incidents are occurring. Even when they are aware they are unsure of the most effective strategies to intervene. One school administrator stated, "there

are long-term consequences to the individuals who are being bullied, and there really is a lack of

resolution. And so, even when it's reported and it's identified, there really isn't a solution that

we know that works or that is real effective in preventing or eliminating it once it's started" (2D).

Other educators agreed and expanded on this by saying that this lack of resolution is a real

concern, because there are serious consequences to the students involved in cyberbullying

incidents. Some participants worried that they would not be able to identify and resolve these

incidents in time to help prevent serious consequences, such as school violence and suicide.

One educator recounted a story that occurred with her 7th grade niece who was

cyberbullied through a fake Facebook page created about her. On this page the cyberbully

masqueraded as her and made her appear to be promiscuous. This all occurred after she broke up

with her boyfriend and the cyberbully, a girl who liked her ex-boyfriend, created this fake page.

Nothing was done by the school because there was no proof as to the identity of the cyberbully.

However, the victim's mother knew how to track down IP addresses, so she was able to find out

who was cyberbullying her daughter. Even though this was caught only one week after this

Facebook page was created, it ruined the victim's reputation and it caused widespread bullying at

school. The end result was that the victim had to transfer to another school to escape the

relentless bullying. This educator remarked that even though this cyberbullying was caught in

the first week, "it still left all kinds of trails of destruction. So imagine the parent that doesn't

think to look? No longer look at your kids, but search their names to see if someone else has

made a site with their name. It's just this snow ball and it's hard to chase" (3O).

Another educator recounted a story from the university where she works as a professor:

Students stated this website, this Twitter feed that you could report your crushes

to anonymously, and it became very sexual very quickly. The university

suggested the anonymous Twitter group should shut down this Twitter feed. However, students wanted it back; because they thought it was ridiculous that they would shut down a Twitter feed. In reality, if you read through these tweets, they were pretty profane, pretty graphic, and pretty inappropriate…and it continues to this day. So there's no shutting it down and it wouldn't matter, I don't think, if there were policies in place because students get around it (3B).

However, several others remarked they had personally seen consequences for incidents ranging from detentions to school suspensions, and even legal charges in some cases. For example, one educator/parent mentioned a tweet on Twitter that involved an 8th grade student saying he was going to kill another student. The result of this incident was that the police were called, and he was taken from school into police custody. When students were questioned, it was revealed that this incident actually involved older students and those from other schools. The participant who was cyberbullied asked, "Why does it have to get that serious before there are any consequences" (1A)? The educator who experienced this situation said, "Exactly! I honestly believe if it weren't for the fact of the whole gun thing, I don't think it would have went that far…because it was more of a security issue for the entire school rather than just that child" (1B). The cyberbully victim participant replied, "most of the time when it's going to get very serious and it results in shooting and stuff, there's not usually a warning about it. So why isn't something happening before there's threats?" (1A).

Interesting to the researcher was that several educators, particularly teachers, did not know what consequences, if any, resulted from incidents. Several stated that in their schools it is a confidentiality issue; therefore, no one is told how cyberbullying incidents are resolved. In

response to this, a participant who is a certified Olweus trainer stated consequences should be made public to be most effective and to deter others from participating in incidents.

Discipline deterring student reporting of incidents. Another subtheme emerged across the focus groups related to discipline and effective prevention and intervention, or the lack thereof. Low reporting by students in response to the fear they have of the consequences, such as harsh school discipline policies, makes it difficult for adults to become aware of incidents. Thus this makes prevention and intervention, and creating effective cyberbullying policies difficult if not impossible. For example, many participants noted if policies are created effectively and students feel there will be resolution to incidents, then reporting would increase. Therefore, effective policies that do not discourage students from reporting incidents need to be created. One educator/parent discussed the ineffectiveness of his district's new cell phone and cyber social media policy. With this policy and the focus on discipline, "kids are very hesitant to even bring up this information to the staff, because when they do they often receive detention for having cell phones in school…it holds a lot of kids back from reporting incidents" (2W).

Difficulties for Schools When Intervening in Cyberbullying

Another subtheme was that even when educators are aware of incidents, it can often be difficult for them to give out disciplinary measures "because most incidents occur outside of school. Therefore "schools' hands are tied in terms of what they can do in terms of consequences or remediation just because a lot is occurring off site. So I think laws and policy are eventually going to catch up with that, but right now the things that are happening are exceeding the school board policy and the consequences that schools can do" (3E). Along these same lines, a school administrator educator/parent stated, "if it has a direct nexus to the school, then we have to provide consequences. If not, then it's hard to do. Sometimes it's a freedom of

speech issue. If it's a threat but it's not directly to the school, then it's a state police matter.

Sometimes parents have a difficult time and they expect schools to do everything, but there's

only so much at some times that schools can do. How I've personally handled it, we've

definitely dealt out several suspensions based off of threats made directly in the school" (2L).

Other participants, especially in the school administrator focus group, discussed

difficulties for school intervention related to policies and procedures. Many participants felt

unprepared to resolve incidents, or they felt it would be difficult for them to respond to incidents

because school policies are not always effective for dealing with cyberbullying. A school

administrator educator/parent stated many of his district policies and procedures cannot keep up

with the constant and rapid changes in technology. For example, he recounted a recent incident

wherein two students were involved in a fight. Another student filmed it on her cell phone and

uploaded this video onto the Internet, and cyberbullying resulted.

> There is nothing in our handbook for filming a fight so it was an improper use of
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> a cell phone, which is only a half hour detention. But the magnitude of that child
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> filming that fight that went all over the place was a lot greater than any discipline
>
> we could enforce, so our precedent has to be set. And how do you maintain that
>
> precedent without policies and procedures? That's where we got questioned by
>
> the parents, 'we don't see anything in your handbook about this. How can you
>
> discipline my child?' That's where it becomes tricky (2J).

In response to this, other administrators suggested adding to their policy a clause about initiating

a riot in order to apply it to cyberbullying cases, or instituting an instigator policy to cover

consequences for any type of bullying.

Adult Responsibilities for Issuing Cyberbullying Consequences

Respondents were split on their views pertaining to parent and educator responsibilities for cyberbullying consequences. For example, several educators and educator/parents responded that since most incidents occur at home and with technology bought by parents, then it should be the parents' responsibility to monitor and issue consequences for cyberbullying. One educator/parent called for more parental responsibility by comments such as, "at the end of the day that is your child and everything that they do falls on you. You gave your child access to it, so it should fall upon the parent" (1B). Another educator/parent stated:

> it's really the parent that starts to teach the child at a young age how to be civil, how to play nice...And I really feel, and I know this is a very biased statement, that it's being dropped on our doorstep. And parents, whether we educate them more or they take more responsibility, particularly if they are paying the monthly bill, they need to take more responsibility. Somehow that message needs to get to them in a professional way that they need to start taking more responsibility for monitoring these devices and knowing what their kids are doing. And that would solve a lot of problems I think in school, and save a lot of time for us that's taken away from instruction and other things that we could be doing to help kids (2O).

Questions posed from school administrators related to mixed views on responsibility included, "how much time do we as educators put into cyberbullying teaching? With everything a teacher already has to do during the school day where can you fit cyberbullying in, and how much of it do you and should you do? At the end of the day are you even making a difference; is it going to be effective? What about parents who don't view cyberbullying as you view it?" (2M). Related to these issues, one administrator educator/parent told an incident wherein a student posted a picture of himself with a gun. This incident resulted in school staff and students

being afraid this student was going to shoot someone, while the parents did not think anything was wrong with the picture. This administrator went on to say:

> it's on Facebook and they're scared of this kid, and in the United States of America that's freedom of speech and freedom of press. But the problems are all in the school and the parents of the students don't see it the way that we see it. And we can absolutely do nothing, but we are spending all of our time addressing this and we are not teaching what we should be teaching…Not that this is something we shouldn't be teaching, but how much of it should we be targeting and how much time should we put into it? To me, that is the biggest challenge that we have to face (2M).

The most common concern stated across all focus groups was that participants were unsure how schools can and should be responding to cyberbullying. In particular, echoed by many was how schools can best respond to incidents that happen outside of school. One administrator questioned "Where do you draw the line as an administrator for cyberbullying that comes into your school, and if it's your responsibility or it's not you responsibility? What are the legalities with that? There's a fine line there and how do you discover where that line is?" (2K). Many participants were unsure who should issue consequences, because incidents often start at home and spill into school. However, if there are not coordinated efforts in prevention and intervention, then ambiguity results when considering who should be responsible for issuing consequences for incidents that often occur outside of school. One educator/parent stated:

> there are laws that only permit schools to do so much, because it has to be within school hours and on school property. And that eliminates what a school can do legally and that's a problem for the school to be able to take any legal action.

There can be some disciplinary action that can occur, but then again their hands

are tied with the cases that are currently in place. And maybe that will change,

but people think that the schools can do an unlimited amount or should be

responsibility for all of it when really they technically can't be. There are laws

that prevent that (3M).

A similar comment by a principal focused on his experiences of parents cyberbullying

students. He questioned what the school can do to resolve this because "it's not like I can give

the parents discipline. So where does that line go? It's now outside of my realm of things I can

control" (2E). Related to this, another administrator responded by questioning why schools

should be dealing with cyberbullying, since most incidents occur outside school. However, he

also discussed the fact that cyberbullying usually crosses over into school, "it all happens or

appears to happen outside of school but finds its way into school. And it's the same issues,

where do you draw the line? Why should we be dealing with cyberbullying? It's not happening

on our time. It is a disruption to the learning environment, but what do you do about it? That's

the big question. How can we prevent it? I don't think we can, but it's in our buildings" (2M).

Another subtheme was collaborative efforts among all three groups (students, parents,

and educators) are needed for effective consequences for cyberbullying. Related to this, other

educators and educator/parents felt strongly that parents and educators need to work together to

try to stay one step ahead of children, because, "kids are very smart and clever. So no matter

what they're using, they are going to find a way to hide it" (1J). For example, a school

administrator said that although he agreed parents do need to take more responsibility in raising,

teaching, and instilling values in their children, he also felt parents today are faced with many

challenges. Therefore, many parents need help from schools. He explained:

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I think it's also important to consider the fact that society has changed and we do

have more single parent families living within our communities. There's a lot of

divorce. There's a lot of families that are missing key role models. And while I

agree that it certainly takes away from instruction, I also understand the value of

that role model and see it as a responsibility of schools. Because it comes into our

building and because it impacts student achievement, schools in many ways we

have inherited this responsibility. Even though we didn't ask for it, we have

inherited it. It's there, it's present, it's something that's worth addressing (2D).

Victim and Perpetrator Consequences

Mentioned were the long-term and often severe consequences that can result for victims

and in some cases the lack of empathy and remorse of perpetrators. Also mentioned were

cyberbullying effects that specifically affect school, such as academic performance decreases

typically seen for cybervictims, and cyberbullying typically crossing into school and likewise

school bullying crossing into cyberspace. A concern expressed was violence related to

cyberbullying, such as suicide and school violence. Several stated suicide is a real concern, as

they were aware of several media cases where this had been the result. The effects for

perpetrators are discipline from school and or law enforcement, parents being involved, and

cyberbullying incidents and charges that remain on students' permanent records and thus

negatively affect their futures. One administrator parent remarked that increased efforts to

educate students about cyberbullying and to discuss the ramifications of it with them are needed.

Theme 7: Strategies to Decrease Cyberbullying

Several subthemes emerged when participants were asked for their suggestions to

decrease incidents: (1) empowering students through student groups, (2) positive and proactive

education for students, parents, and educators, (3) creating a positive school culture, (4) collaboration among students, parents, and educators, and (4) school strategies. The discussion below is organized around these subthemes.

Empowering Students through Student Groups

A reoccurring subtheme through the qualitative responses was educators helping students develop student leadership counsels or teams as part of cyberbullying prevention and intervention initiatives. One school administrator educator/parent commented, "it's powerful when other students can show students and talk and discuss issues. And sometimes you can overcome these issues" (2K). An example from an educational psychology professional discussed student groups as a strategy to decrease incidents and empower students to be part of the solution. She discussed an incident wherein a cybervictim started a club in the high school where she is employed, for students to get together and discuss cyberbullying issues. Another participant commented on safe zones for students to anonymously discuss incidents with an adult. This gives students a place where they could feel comfortable talking about cyberbullying, "a way for them to talk about it if they feel bullied or cyberbullied, and a way for them to safely disclose that information without them feeling victimized again, where they can share openly with an adult that can handle the situation" (4W).

Positive and Proactive Education for Students, Parents, and Educators

An important point echoed throughout the focus groups was the need for education for students, educators, and parents about cyberbullying in general, especially related to raising awareness of the extent this problem occurs. A first step suggested was for all three groups to begin having discussions about cyberbullying, particularly in schools. By doing this, prevention can occur hopefully before incidents instead of the other way around, which is often the case.

Educators teaching students strategies to decrease cyberbullying. Mentioned across the focus groups was for educators and parents to focus on prevention of incidents rather than intervention, because as one educator/parent responded, "once you get to the intervention level I think you are in trouble. I think you've passed the point of no return. Like I said with my niece, when they got to the intervention level it made it worse. That was when the bullying went face to face…So I think you get to a dangerous level when you get to intervention. Prevention is the way to go" (3O).

However, several educators and educator/parents felt strongly that prevention was difficult if not impossible. For example, on educator remarked, "I'm not sure that there is anything that a parent or an educator could do to prevent it. I feel more strongly towards saying that they could help the students to deal with it in a better manner" (3P). A similar sentiment was expressed by an educator who was also a victim of cyberbullying during high school when she stated, "I think it's going to be very hard to stop it from happening. I think the best thing to do is to try to teach the people who many get bullied how to deal with it, because there are some people who go through it and then violent things happen. And then there are some people who go through it and they have confidence built in them from their family, and they don't have to resort to violent things and they can resolve things better" (1A). Several educators mentioned specific strategies need to be taught to not only help victims effectively intervene once incidents start, but also to increase awareness and encourage victims to come forward.

Related to this were suggestions for educators to teach students awareness of cyberbullying in general. Specifically mentioned were how to be good bystanders/cyberstanders since students can be in a position to report incidents, stick up for the victim, and stop the cyberbullying by not responding to, reading, or forwarding a bully's messages. One

educator/parent felt teaching students awareness, and stressing appropriate technology use would lead to positive results. These results include students internalizing this message and then they would "start to band together and stick up for each other more" (3D).

Additional suggestions for cyberbullying education were to teach about and encourage students to report incidents. By reporting, not only do students get help to resolve the situation, but this also enables the cyberbully to be dealt consequences. This strategy is advocated for in the Olweus Bullying Prevention Program for traditional bullying, and it empowers and holds students responsible for being part of the solution by intervening (Hazelden, 2014).

Several educators remarked that, in their experiences, students report incidents at a higher rate if they have been taught to do so. One educator remarked that student reporting "depends on how comfortable the student that's being attacked feels to say it to someone else without being embarrassed. That's one of those situations that you have to really feel as though you can trust someone, because they're still going to feel embarrassed no matter who it is. So if they have that trusting person they will tell, if they don't they won't" (1A). A school administrator participant expanded on this to include specific education his school provides in this area. He commented that reporting "depends on the child, what they've been taught, how to respond to a bully whether it be face to face or cyberbullying. Are they ashamed of it and want to hide it and keep it from everyone? Or are they going to stand up for themselves and try to do something about it? I think that's where schools can come into play. We just brought in the crime victim center to do a presentation to our 4th and 5th graders on cyberbullying, and how to handle it, how to deal with it. So I think it falls on us to try to educate the kids on how to deal with it" (3R).

Education for young children. Related to this, and also echoed throughout the focus groups, was that teaching about cyberbullying should be woven into schools starting with

students at young ages "because kids we all know have cell phones at young ages. I think it's absolutely ridiculous. You don't need a cell phone when you're eight years old but we see it; it's everywhere. So we as teachers need to talk about it" (1J). Cyberbullying education should be "made part of their every day and right from the beginning at a young enough age because kids, we all know, have cell phones at young ages. So we as teachers need to talk about it, just like we talk about bullying every day. It's the same thing. Just stick cyberbullying in with the stuff we do all the time" (1J). Educators stated similar teaching is already occurring in schools through traditional bullying education, so they could just start to add cyberbullying into these conversations.

Many educators stressed if you wait until middle school it's too late, because incidents may have already occurred and or maladaptive technology use may be already ingrained. Therefore, cyberbullying education should be taught to all students, even those in elementary school because "they are using these devices nowadays. So cyberbullying is just as much of a problem as physical bullying…we really need to start with teaching them appropriate conflict resolution, teaching them the signs, and start out very very early. I know there are preschool programs now with Olweus. They are kind of bringing it down to their level and I think that that's really important to continue to do, so we can have awareness of it much earlier" (3D).

Several educators and educator/parents also stressed the importance of educating young children about appropriate technology use. One school administrator related a personal experience wherein he was at a national conference and heard a session speaker discuss a kindergarten teacher who teaches this to her students. He described this as, "really kind of an 'aha moment' for a lot of us because, first of all, they are five and six-year-olds, and also then

this teacher is talking about taking class time and working that into her lessons, and making it meaningful for those kids so that they grow up using the technology responsibly" (2F).

During the focus group with teachers, one remarked that since she teaches at the elementary level, her students are too young for cyberbullying education or teaching appropriate technology use. However, several educators and educator/parents disagreed and stated they did not think elementary was too young for this education. One first grade educator/parent explained she has students who have their own cell phones and computers, and have admitted to being involved in incidents. Therefore, from her experiences, she believes it is never too young to start teaching children about these issues. After listening to her peers dissent, this teacher responded, "I could pull this in because, let's face it, some of my students can teach me how to use the technology in my room. So this could even be something I pull in at my teaching level" (1E).

Teaching compassion/empathy. A major subtheme that emerged across the focus groups was adults teaching young people empathy and compassion. This is important because sometimes cyberbullies have decreased empathy for victims due to space differences of technology as discussed earlier in this section. One educational psychology profession remarked he has seldom seen remorse or empathy from cyberbullies, and "it's kind of like, see I got away with it. Or you know, it's okay it's just the Internet. It's the victim's fault for being too sensitive" (4T). Several strategies for adults are for parents to create a compassionate home culture and for educators to create a positive school culture to teach students empathy.

One educator/parent stressed the importance of the culture of compassion she creates in her home, "as a mother of five, as a parent, I always took it upon myself to create a culture of compassion in my home and just reinforce with my children the idea that everybody has good things and strengths. We need to look to help other people find their strengths and become better

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people, better citizens, better contributors…I think that guided my children in their growth and in their development as adults. I think parents can do a lot to create the culture in the home" (3K). In response to this, another educator/parent replied that she believed teaching empathy "is really a big root of the answer. I encourage my kids to respond when they see bullying in a way that might redirect it, or go against the grain when they see something that could be bullying" (3O).

A school administrator educator/parent expanded this to include school culture. He stated building a positive culture in your school is important and it does not have to take a lot of time. However, this is something that must be done long term and it cannot be a onetime attempt.   It has to be ongoing and include everyone -- teachers, administration, all other school staff, and students -- to build a culture of respect, kindness, and trust. One administrator noted:

> the school I'm in, we've tried to teach the kids about privacy settings. And I think it's all good stuff, but the more I think about this, I think we need to go back to the basics and just treat kids how to be civil to one another. Start there. Whether it be face to face, whether it be through social media. And the big thing also, I really feel kids understand that but don't understand how, or they don't have the strategies to deal with it when they are bullied. So their reaction is to write something else back that's very mean…So really giving them strategies on how to deal with it when someone says something mean about them, what should you do so that you don't get caught in that web, in that trap…I think we need to tell kids, look, you have all of these powerful tools now, don't make us make stupid rules and restrict you from using them because you don't know how to use them appropriately. That should be a focus in our prevention and interventions (2O).

Adult education on cyberbullying and legal consequences. Several participants

pointed out that too often adults are uneducated about cyberbullying and technology in general.

They are often unaware of incidents and are therefore in denial about their students'/children's

involvement. Related to this, several educators recommended giving parents resources and

education along with school staff, and collaborate with them on education initiatives before

incidents occur. Another issue discussed by several educator/parents was the extent that most

parents are unaware of legal consequences related to cyberbullying for their children and

themselves. One educator/parent commented that most "parents are extremely naïve" (2A) about

cyberbullying in general, and especially about the laws related to cyberbullying. For example,

many adults do not understand that sexting can result in dissemination of child pornography.

Additionally, many do not know that minors cannot own cell phones, and therefore the parent

who purchased the phone can be held liable for misuses of that phone. Most participants felt if

more parents were aware of these regulations, then more parents would monitor their children's

technology use.

Specifically mentioned by both educators and parents was the need for adults to

understand the legal ramifications of cyberbullying, and then they need to teach these to students

as part of intervention and prevention efforts. One educator stressed the importance of this

because when students are unaware of legal consequences "they're like 'oh it's just a funny

joke.' Well it's not a funny joke; at a certain point authorities have to get involved" (1F). An

educator/parent recounted an experience at her school related to this, "a little boy told another

student he was going to shoot, he tweeted 'I'm going to shoot you after school.' And he went as

far as to go get the gun. It got real. Police were involved, it was on the news, it was real. And

these were 8th graders. With this situation we had no choice but to take it this far" (1B).

Collaboration among Students, Parents, and Educators

Suggested were educators working collaboratively with parents and students to be proactive in creating the most effective prevention strategies, and cyberbullying programs and policies. One common response was that this collaboration would hopefully enable issues to be resolved without needing law enforcement involvement unless absolutely necessary. One school administrator stated schools lose when they involve law enforcement in student discipline because "we need that student in school. We need that time. We need them also to change that behavior. So if there's not an ultimate learning in there, I think cyberbullying is just going to continue to be a problem. Technology is here to stay. We are not going to get rid of it anytime soon. And when we are not incorporating it into schools, then we're just preventing students from really learning how to use that technology appropriately" (2D). So school culture, effective discipline, and collaboration are important measures to decrease incidents.

In this way a positive and trusting relationship can occur among students, parents, and educators that can be used to ease tension and facilitate resolution if incidents do occur. One educator discussed his personal experiences in meetings between school staff and parents of students involved in cyberbullying. In some meetings he described many parents as acting irrationally, being in denial, and defending their children "and then it's just crossfire back and forth. It's not even a mediation anymore, it's just every person for themselves" (4T).

Several educators and educator/parents believed adult collaboration enables adults to increase awareness and to more fully understand this problem. Unless there is collaboration between parents and educators then it can be difficult, if not impossible, to fully understand the situation and gather all evidence. For example, one educator/parent remarked if parents do not give school staff permission to go through their cell phones or bring in print offs of the

cyberbullying, then educators do not know about or have evidence of incidents because many happen outside school. Furthermore, this collaboration can help adults understand the technology involved and how young people use it. Only then can they create effective prevention and intervention. A principal felt strongly about this:

> It's important for both parents and educators, everyone working in the field of education, because of the significance of cyberbullying. The fact that we have these incidents where young children and teens are taking their own lives as a result of being bullied online or even being bullied in general. It's hard to separate bullying, and it's a form of abuse. And at the center of that is this relationship, and I think that the school plays such a significant relationship in the life of a child. So I think it's important for schools and parents to work together to teach and model the benefits of building and maintaining healthy relationships, not only with peers but with adults as well (2B).

Although many felt everyone needs to take responsibility for prevention and intervention, and not just ignore it and hope it resolves on its own as is sometimes the ineffective response to incidents; several educators and educator/parents also felt many parents are not in a position to be aware of incidents. They stated that most do not fully understand cyberbullying or technology and therefore most are not concerned about cyberbullying. Related to this, several school administrators felt educators are in a better position to have awareness, because they are around more children and incidents often cross into school. Also, since they work in education, they are more aware of cyberbullying in general, and also they have more knowledge of prevention and intervention strategies. A point raised by an educator/parent was she sees all forms of bullying as a social problem, and as such bullies are often proud and unremorseful of their actions. Some

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families either advertently or inadvertently support bullying behaviors at home. Therefore, educators need to take the lead in creating effective programs, and also teaching about cyberbullying to other educators, parents, and students.

Also, along these same lines, collaboration between students and adults was mentioned. Some educators and educator/parents mentioned that students can be part of the solution by sticking up for each other; not reading, forwarding, or replying to cyberbully messages/pictures; reporting incidents to adults; and telling the cyberbully it is unacceptable. Adults can work with students to become aware of incidents, educate students about cyberbullying and reporting, and give offenders consequences and victims support. Also mentioned was advocating for students. One educator/parent discussed her approach of getting to know and advocating for her students:

> I pretty much know what makes them tick and I know how they are. So I can see when certain things are coming. Also I follow my students on social networks and I'm all in their business, as their parents should be. If I see them taking pictures and I'm on lunch, I write on this picture, 'aren't you in science class? Don't make me come upstairs.' And they're like, 'I'm sorry.' Then you know at least it stopped for now. I try to pay attention to them because, at this point, I love them as if they were my children so I try to protect them; even the ones that are doing the bullying. I try to do the same things with them as well. You know, it just depends on how you act on it (1B).

However, other educators stated this participant was in a unique situation, because most are told that under no circumstances are they allowed to be "friends" with their students on social networking sites. So it is difficult, if not impossible, to be aware of cyberbullying occurring with their students. One educator took the opposite stance as the participant above, "I was explicitly

told I was not to access any of my students' social media sites. I mean, I don't want to know

what's going on in their lives, and I don't want them to know what's going on in mine. So

teachers don't see it necessarily as easily as we see bullying in the hallways in school" (1H).

School Strategies

School administrators believed professional roles in their field were to educate teachers

on new technology. Mentioned was how to use technology in general. Also mentioned was how

to use it and thus model appropriate technology use in their classrooms, until it becomes an

integrated aspect of school that isn't taking away class time. For example, using Twitter feeds or

social media sties to communicate with students and parents, and integrating technology into

classrooms so educators can use it and model appropriate use. An educator remarked, "but we

are so far behind when it comes to the technology and utilizing it as an instructional tool that it's

something we need to focus on" (2A). Although some agreed with this, several could see

downfalls such as technology being used in classrooms leading to more cyberbullying incidents

occurring in school. One educator/parent stated, "you are trying to go towards the 21st century

and have technology in the classrooms, but if students use it incorrectly it's very difficult" (2L).

Creating effective cyberbullying programs and policies. Another point mentioned by

school administration participants was to tailor cyberbullying policies and programs to meet the

needs of the specific school it is being implemented in. Therefore, program effectiveness needs

to be monitored and evaluated, and if needed it should be changed according to the needs of a

particular school. In the educational psychology graduate student focus group, participants noted

that professionals in their field are "shoppers of interventions" (4T), and as such they need to be

focused on choosing interventions that are data based and empirically proven, easy to implement,

and that reach many students. Care must be taken so that effective interventions are chosen and

ineffective things, such as one-time workshops, are avoided. For example, a teacher and education psychology graduate student commented, "I see a lot of the one-time workshops. Let's have an assembly! We'll talk about bullying and that'll fix it! And I'm so surprised to see a lot of highly educated people doing stuff like that. It was difficult to work in schools for a long time and see a lot of that happening; where no one knew why things weren't happening, and you know, they had that group assembly and things still happened" (4T). Instead, participants recommended that interventions must be selected carefully, implemented long term and incorporated into everyday school routines, and evaluated periodically for effectiveness.

Participants discussed problems related to staff cooperation with anticyberbullying initiatives. Educators in the educational psychology field stressed the importance of getting staff buy in, because some teachers do not think cyberbullying is an issue they should be teaching. A participant stated, "a lot of what I hear is 'I have too much to do in the classroom and I have no control of what happens outside the classroom or through the Internet. I've also heard teachers ask 'why should we have to teach about technology?'...well it's important I think, but it's not important for many teachers to teach about it or even use it" (4T).

Throughout the focus groups, educators and educator/parents were able to fully examine and discuss deeply their perspectives on several key cyberbullying issues. The analysis of these transcripts enabled the researcher to identify important themes related to their cyberbullying perspectives. Table 14 gives an overview of the themes and subthemes that resulted.

Table 14

Themes and Subthemes That Emerged During the Focus Groups

Themes	Subthemes
Adult awareness of cyberbullying	Adult awareness, adult technology deficits, parent and educator awareness
How technology facilitates bullying	Decrease inhibitions, space differences, instant gratification, bigger audience
Student relationships and peer pressure	Relational aggression and relationship issues, peer pressure
Monitoring young people's technology use	Adults unaware of strategies, educators teaching parents effective monitoring strategies, effective monitoring
Adult Cyberbullying	Adult cyberbullying modeling inappropriate behavior
Consequences of cyberbullying	Lack of effective consequences, discipline deterring student reporting, school consequences, adult responsibilities for issuing consequences, victim and perpetrator consequences
Strategies to decrease cyberbullying	Empowering students, positive and proactive education (students, parents, and educators), creating a positive school culture, collaboration among the three groups (students, parents, and educators), school strategies

From the awareness theme, subthemes were related to discipline and cooperation:

- "I think there are so many medium for cyberbullying that we (parents and educators) could be unaware of it [sic]."

- "I think schools actually have a better shot of knowing than parents do, because these things are so public…and inadvertently we hear about it."

Another issue mentioned frequently by participants was adult technology deficits:

- "People think that the schools can do an unlimited amount or should be responsibility for all of it when really they technically can't be. There are laws that prevent that."

- "I had classes with students that loved to use Snapchat and I had no idea what that was. So I down loaded it on my phone and asked my girlfriends to down load this.

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And what is this? Then we realized it was kind of for sexting and we thought it was horrible, because it is horrible, and I don't think parents realize that kids are doing these things."

Another theme that emerged was how technology facilitates bullying:

- "It's the convenience…instant…quick, and it's powerful because you get a lot of people…versus just one on one with somebody."

- "A lot of times kids that cyberbully are the ones that are bullied in school, and tend to hide behind the computer and get their aggression out that way."

Participants stated student relationships and peer pressure often trigger incidents:

- "It gives them a feeling of superiority or power that now they have all of these people that are following below them, so to speak, and supporting how they feel."

- "Because normally nine out of 10 times it was someone they were very close to that they shared that deep secret with."

- I think peer pressure has a lot to do with triggers. They see everyone else doing it and it's accepted."

Adult cyberbullying was a strong theme throughout the focus groups:

- "Teachers have Facebooks too, and cyberbullying doesn't stop with students. Teachers have cliques…High school doesn't stop at high school anymore. Teachers are modeling a lot of this behavior for students with the way they treat each other."

For the theme of monitoring, participants mentioned:

- "I think the only way you are going to prevent it is not allow them access to the technology. If they have access it's going to happen, that's the bottom line."

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- "I think it's important for schools and parents to work together to teach and model the benefits of building and maintaining healthy relationships."

For consequences, several issues were discussed such as:

- "Zero tolerance, policies where they were seldom even really enacted because there are really no grounds to stand on as far as proving things."

- "Receiving detention for having cell phones in school. Just discipline…it probably holds a lot of kids back (from reporting incidents) [sic]."

- "Students often become withdrawn, uninvolved in school, they can tend to isolate themselves. You can see the effects of cyberbullying in their academic performance."

Strategies recommended by the focus group participants were:

- "I was just actually reading this earlier, a girl who I know who was going through cyberbullying, she started a club in her high school. So students could get together and start something like that."

- "Have students be part of the solution…develop student leadership counsels/teams so if there are bullying issues, cyberbullying issues, they could be part of that process."

- "One thing that has been successful for us with the Olweus program was teaching students how to be responsible bystanders…I'm not saying it doesn't happen, but we've seen a decline since we've started that."

- "Asking students to self disclose, what do you see on the Internet? Have you ever done this? Has someone else ever done this to you? I feel like that's valuable in collecting data and finding out how prevalent the problem is."

- "At the secondary level, I think a lot of students are fearful of what will happen next, when a student might be disciplined…So I think it's a lot more difficult at the secondary level to even catch it."

- "I also wanted to add that schools are also unique, and school cultures are also very unique as well…specific school policies, like some of the practices that I might do in school where I work, might not necessarily be a real similar practice that's going to be effective in an urban school. And so rural and suburban, and urban schools all really have to look at what's going to be most effective in their areas."

- "Establishing a school culture that welcomes more appropriate behavior, or that encourages a sense of good character, kids treating each other well."

- "Schools involving parents."

Comparison of Educator and Educator/Parent Focus Group Perspectives

Several important differences emerged from the focus group data in regards to educator and educator/parent cyberbullying perspectives. Responses to cyberbullying awareness revealed that both groups felt students do not report incidents or they try to hide them from adults, and thus educators are unaware. Interestingly, more educator/parents than educators felt that parents are also unaware. Related to this, some educator/parents felt parents were aware of most incidents, but only those that monitor their children's technology use. Educator/parents felt cyberbullying is difficult for adults to recognize and there is a lack of adult awareness/concern pertaining to cyberbullying in general. The educator/parent responses focused on adult technology deficits and lack of adult ability to control cyberbullying; whereas the educators were more concerned with the lack of consequences and effective solutions.

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For triggers, educators more often stated revenge and power; while educator/parents said relational aggression between females, to increase their popularity, and that perpetrators can be any age. Both groups mentioned cyberbullies are afraid to bully in person or they participate to fit in with peers. Responses to perspectives of cyberbullying consequences revealed the groups were equal in their beliefs that there are few/ineffective consequences; however, more educator/parents felt there were school and legal consequences, while more educators mentioned long term negative consequences for victims, specifically suicides. Suggestions mentioned by both groups were adults limiting/banning children's access to technology and parental monitoring. Educator/parents especially felt strongly that parents need to monitor their children's technology use and adults need to teach children about empathy. Both groups mentioned the need to teach about technology starting with young children. Educator responses focused on adult collaboration and creating an antibullying school culture, while educator/parents felt education to raise awareness of all three groups (students, parents, and educators) especially increasing parent awareness and educating students to report incidents would decrease incidents.

Table 15

Comparison of Educator and Educator/Parent Perspectives by Major Themes

Educator Themes and Subthemes	Educator/Parent Themes and Subthemes
Adult awareness of cyberbullying	
Parents sometimes aware	Parents unaware
	Parent monitoring
Major Concerns	
Lack of consequences and effective solutions	Lack of adult awareness
	Adult technology deficits
Student relationships and peer pressure	
Revenge	Relational aggression between females
	Peer pressure
Cyberbully psychology	
Empowerment	Perpetrators can be any age
Consequences of cyberbullying	
Negative consequences for cybervictims	School consequences and legal consequences
Strategies to decrease cyberbullying	
Creating an antibullying school culture	Increasing parental awareness
Adult collaboration	Education to raise awareness of all three groups (students, parents, and educators)
	Educate students on empathy and reporting
	Confusion of adult roles

Focus Group Gender Differences

Gender differences that emerged from the qualitative focus group data are discussed

below. There were a total of 48 focus group participants, 19 males (39.5% of the total) and 29

females (60.4%). When coding and analyzing the male and female responses, similarities and

differences emerged. In the awareness theme, all participants, regardless of gender, job title, or

parental status, had awareness of recent media cyberbullying reports. Also, most discussed

specific stories of what they had seen. However, a notable difference was that the female

participants mentioned at much higher rates that parents were unaware.

Females most often mentioned concerns of adult technology deficits, lack of accountability at home, and victim consequences. However, males were more concerned with who issues consequences for offenders. For triggers, males more often mentioned peer pressure, whereas females mentioned the higher involvement of females/relational aggression and adult cyberbullying. Female responses focused on no/ineffective consequences, while male responses were related to cyberbullying crossing over into school and school consequences. Males stated getting staff buy in and stricter legal consequences were needed, and females felt parental monitoring and education were needed to decrease incidents.

Summary of the Qualitative Data

After the quantitative data were collected, the qualitative data were collected. This occurred through student and educator open-ended survey questions and the practicing graduate professional focus groups. The student and educator surveys concluded with nine open-ended questions, which were the same questions asked in the focus groups, with the exception of suggestions for professional roles being changed to student roles for the student survey. These questions enabled students and educators (from both the middle school and university sites) to explain their perspectives in-depth related to the themes and subthemes that emerged for each group. Even though some important data were collected during the open-ended survey questions, much more data and in-depth responses resulted from the focus groups. Analyzing the qualitative data allowed the researcher to gain information that was more detailed as to the cyberbullying perspectives of student, educator, and educator/parent participants.

Summary

In this chapter, the results from the student ($N = 26$) and educator ($N = 36$) surveys, and the graduate student professional educator and educator/parent ($N = 48$) focus groups were

designed to answer the research questions created at the onset of this study on student, parent/guardian, and educator cyberbullying perspectives. Data were collected through The Student and Educator Cyberbullying Surveys (Spaulding, 2012). The Student Cyberbullying Survey gathered data through 23 questions: 14 ranking, Likert-scale, and 10-point Likert-scale matrix items comprised the close-ended questions, and nine open-ended questions concluded the survey. These data focused on students' perspectives from students' self-reported experiences as witnesses, victims, and perpetrators of cyberbullying. The Educator Cyberbullying Survey was used to gather data through 18 items: 9 ranking and 10-point Likert-scale matrix items made up the closed-ended portion, and nine open-ended questions concluded the survey. These data focused on educators' perspectives of students' experiences as reported to educators of their involvement in cyberbullying.

The data gathered from the Likert-scale survey items enabled the researcher to glean a general understanding of student and educator cyberbullying perceptions pertaining to the frequency of witnessing, victimization, and perpetration, and the methods and environments these occurred through. However, the open-ended survey questions and focus groups enabled the researcher to go beyond the quantitative survey responses to delve deeper into participants' experiences and perceptions by examining their cyberbullying perspectives pertaining to: awareness, major concerns, triggers, cyberbully characteristics, adult/student roles in prevention and intervention, consequences of incidents, and suggestions for prevention and intervention.

Chapter Five begins with a summary and discussion of the data. Following these are recommendations for students, parents, and educators as to how they can use this study for cyberbullying prevention and interventions both at home and at school. Finally, suggestions for further research and a summary conclude Chapter Five.

CHAPTER V

SUMMARY, DISCUSSION, AND CONCLUSIONS

Introduction

Although bullying has been a persistent social and educational problem worldwide, it has increased in frequency and severity during recent years (CDC 2012; Patchin, 2013). Some of this increase is attributed to cyberbullying (Citron, 2009; David-Ferdon & Hertz, 2009; Juvonen & Gross, 2008; Li, 2007; Patchin & Hinduja, 2010; Price & Dalgleish, 2010; Wong-Lo, 2009). Cyberbullying has ramifications in both the school and home environments. However, often there is no collaboration or coordinated effort among those involved -- the students, parents, and educators (Cassidy et al., 2012; CDC, 2012; Hinduja & Patchin, 2011; Spaulding, 2012). While much research is still needed on cyberbullying, research has called for more qualitative studies and comparative studies that examine the differing perspectives of students, parents, and educators (Cassidy et al., 2012; Spaulding, 2012). It is particularly important to study cyberbullying in this way so that more effective prevention and intervention efforts can be planned and implemented (Spaulding, 2012). Therefore, this mixed methods study examined the perspectives of these three groups. This study was designed to collect data pertaining to students' perspectives of their experiences as cyberbully witnesses, victims, and perpetrators. It was also designed to collect educators' perspectives of students' experiences based on student reports to them of being cyberbully witnesses, victims, and perpetrators. Furthermore, it was designed to collect parents' perspectives of their children's experiences of being cyberbully witnesses, victims, and perpetrators.

The researcher chose to use a mixed methods design so that these perspectives could be explored as thoroughly as possible. Therefore, this study was divided into two parts: (1) a

quantitative student and educator survey portion; and (2) a qualitative open-ended student and educator survey, and an educator and educator/parent focus group portion. The quantitative survey questions were used to examine student and educator cyberbullying perspectives through Likert-scale and ranking items. The qualitative open-ended survey questions and focus group guiding questions were used to gain more in-depth information about students', educators', and educator/parents' perceptions and lived experiences. This was accomplished using the same questions in the nine open-ended student and educator survey questions, and in the guiding questions that were examined during the four university graduate student professional focus groups. These questions were identical, with the exception of the term "professionals" being changed to "students" in the student survey question pertaining to suggestions.

There were 48 educator and educator/parent focus group participants from a Western Pennsylvania university, 36 educator survey participants from the same university and from a Western Pennsylvania suburban public middle school, and 26 student survey participants who were 8th graders from the same middle school. The quantitative data that resulted were entered into SPSS statistical data software (IBM Corp., 2012) and the means, standard deviations, and frequencies were analyzed. The qualitative data were coded and analyzed through *NVivo 10* software (QSR International, 2013) and manual methods in order to investigate the perspectives of the students, parents, and educators. The results gathered from the qualitative phase of this study helped to further elaborate on and or explain results from the quantitative phase.

This chapter presents an overview and discussion of the results from the current study. Exploring the student, parent, and educator cyberbullying perspectives related to witnessing, victimization, and or perpetration of incidents was the purpose of this study. This chapter is organized by: (1) a discussion of how the theories that supported this study connect with the

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results, (2) a summary of the results as they relate to the research questions and how they fit into the existing cyberbullying literature, (3) the study limitations, (4) recommendations and implications related to the information gleaned in this study for students, educators, and parents, (4) suggestions for further research, and (5) finally a summary concludes this chapter.

Discussion of the Research Findings in Relation to the Theories

This section is organized by the relationships among the research findings and the theories that supported this study. These theories consisted of: (1) Bronfenbrenner's (1979; 2005) theory of ecological systems, (2) the social presence theory (Short, Williams, & Christie, 1976), and (3) the social identity model of deindividuation effects (SIDE) (Lea & Spears, 1991).

Bronfenbrenner's Theory of Ecological Systems

Bronfenbrenner's (1979) theory of ecological systems indicates that individuals are interconnected through systems. The individual influences the systems and the systems also influence, not only the individual, but the other systems as well. These influences can result in changes in people's behaviors (Bronfenbrenner, 1979, 2005). The researcher connected cyberbullying and the theory of ecological systems, even though Bronfenbrenner did not specifically mention cyberbullying in his theory. This theory supports the current study by providing a comprehensive view of the factors that cyberbullying effects. These factors include the individuals involved in incidents (as witnesses, victims, or perpetrators), as well as their families, schools, communities, and -- in some cases -- the world because cyberbullying can quickly "go viral" or spread exponentially. These factors are interrelated, and as such they can work together to support or discourage cyberbullying. Therefore, addressing cyberbullying effectively relies on collaboration among the various stakeholders in the creation of cyberbullying policies. Also, these policies must be enacted and reinforced at all levels (Epstein

& Kazmierczak, 2007; Espelage & Swearer, 2004; Gasior, 2009). This was a theme voiced in data collected during the focus groups and in the educator open-ended survey responses with the parents, educators, and professionals from various fields. School principals were particularly vocal in advocating collaboration between educators and families, because there is considerable ambiguity over who should establish policies and enforce consequences for cyberbullying. This leads to ineffective consequences, or no consequences in some instances.

The microsystem is made up of the individual and how his/her social roles, actions, and behaviors shape interactions with the environment (Bronfenbrenner, 1979; 2005). This system can also be comprised of the individual and interactions with one of the other systems. For example, these interactions can occur between the individual and peers, home, or school. The cyberbully characteristics question posed in the open-ended questions and focus groups of this study looked at this in greater depth. Also, the student survey collected information directly from students pertaining to the microsystem level. This level is very important, because problems here can prevent the individual at the center from having appropriate interactions with any of the other levels (Bronfenbrenner, 1979).

Also included at the microsystem level are the major influences on the individual involved in incidents, such as the individual's characteristics, peer interactions, and home and school influences. Therefore, included in this level is adult supervision and education of young people. These issues are important and this was a theme echoed throughout this research; however, often adults do not know the most effective strategies. Several educators and educator/parents in this study and researchers in the literature review have concluded that technology has changed adult/child interactions. For instance, altered is what needs to be done by responsible adults to ensure that children reach their optimal development. In particular the

way educators need to teach their students, and the way parents need to monitor them have changed (Levine, 2013; Mark, 2009; Spaulding, 2012).

The majority of educators and educator/parents in this study expressed the opinion that parents need to take more responsibility for monitoring their children's technology use. The reason given for this is that most cyberbullying incidents happen outside of school, and even when incidents occur in school, those involved are using technology devices parents have supplied, such as smartphones. Also, most study participants concurred that educators need to teach students, families, one another, and professionals in other fields about this important issue. Related to this, researchers advocated for more education for students, commencing in early childhood, as a strategy to decrease cyberbullying (Levine, 2013; Spaulding, 2012). The rationale here is that it is not feasible to expect parents to monitor their children's technology use 24 hours a day; thus, children need to learn strategies they can use when they are unsupervised.

The mesosystem consists of interactions among systems, such as between educators at school and parents in the home (Bronfenbrenner, 1979). Many participants from all groups studied (students, educators, and educator/parents) worried about ineffective or nonexistent consequences for cyberbullies. As mentioned in the focus groups and educator open-ended questions, collaboration between home and school is needed for several reasons. These reasons include: (1) policies jointly set by parents and educators are more likely to be enforced in both the school and home environments, (2) adults working together in prevention and intervention efforts are more apt to have an impact on children, and (3) sharing responsibility is more likely to arrive at the most effective solutions that work best for everyone (Wiseman, 2011).

The exosystem is made up of interacting microsystems (Bronfenbrenner, 1979). For example, these interacting microsystems can include parental pressure to create more effective

cyberbullying school policies, media influences, technology providers, and law enforcement. This is an important system because the interactions found within it are necessary to give consequences to offenders, help to victims, and to create effective home and school cyberbullying prevention and intervention. In addition to this, the current study's participants also felt that educators, when working alone to address cyberbullying, are limited in what they can do in terms of enforcing consequences. Supported in this study and in the cyberbullying research is the conviction that school administrators, in particular, should work with students, parents, other educators, and law enforcement in order to create and implement effective cyberbullying programs (Aftab, 2014b; Smith et al., 2008; Wiseman, 2011). Furthermore, this is also an important system because as Olweus (2012) has recently pointed out, sometimes cyberbullying cases can be sensationalized in the media and this can lead to misconceptions about this issue.

The macrosystem is made up of cultural influences and social norms (Bronfenbrenner, 1979). This system can be related to cyberbullying incidents through aspects such as societal rules, technology in the society, and social stigmas related to being involved in incidents. Due to the fact that technology is an integral part of daily life, adults need to make education about appropriate and inappropriate uses of technology a priority. A theme found throughout this study and voiced by all the participants, was that education is needed for all three groups (students, parents, and educators) related to cyberbullying and technology in general. Many educators and educator/parents felt that adults need to be educated about these issues first, and then they would be in a position to teach children about them. Many also felt that parents need to be educated about the importance of monitoring their children's technology use (Spaulding, 2012), and the students also felt that education was needed by all three groups, but mainly for

students. In Bronfenbrenner's theory (1979), education can be obtained and exchanged through the mesosytem, exosystem, and macrosystem (Epstein & Kazmierczak, 2007; Espelage & Swearer, 2004).

Also found in the macrosystem related to cyberbullying was a trend mentioned throughout the qualitative portion of this study, that cyberbullying is sometimes seen as a normal part of communication through technology. Mentioned by some students in the literature is that cyberbullying is becoming a normal part of online actions, it is acceptable in their peer groups, and many see it as an acceptable form of revenge for traditional bullying incidents (Cassidy et al., 2009; König et al., 2010; Smith et al., 2008). In this study, revenge was cited by all groups of respondents when discussing the characteristics of cyberbullies and the triggers for cyberbullying. Both in the literature review and in this study's focus groups -- especially by the school administrator group and the doctoral education student group -- was the assertion that a positive school and home culture serves to decrease all types of bullying (Cassidy et al., 2013; Goddard, 2008; Hinduja & Patchin, 2010, 2011; Olweus, 2012).

As discussed above, each of the systems has an integral role in cyberbullying. The interactions within and among the systems can be influential in supporting or stopping incidents. Furthermore, each of the groups studied (students, parents, and educators) has an important part to play in each system.

The Social Presence Theory

The social presence theory indicates that social presence is a continuum along which various communication technologies are located (Short, Williams, & Christie, 1976). With many forms of digital communication, there is an increase in physical and emotional distance among people, and this makes these forms of communication more impersonal than face-to-face

interactions (Citron, 2009; Mark, 2009). This increases the likelihood that maladaptive

technology uses, such as cyberbullying, will occur. This was a theme found in the data as many

participants stated cyberbullying is facilitated by the space differences inherent in technology

communications. For example, mentioned were decreased empathy for victims because

cyberbullies are not face-to-face with victims and therefore do not see their reactions. The speed

with which a message can be sent is another influence, because a message may be delivered well

before the sender has time to reconsider or regret it. Some online behaviors are not viewed as

having effects and consequences that are as serious as "real life" actions. In addition, digital

communications can generate a "mob mentality" and this too can lead to increased cruelty in

messages transmitted using technology (Citron, 2009; Li, 2008).

The Social Identity Model of Deindividuation Effects (SIDE)

In this theory, the anonymous nature of communication that occurs through technology is

affected by group behavior, the social context, and the social interactions of the communicators

(Lea & Spears, 1991). Anonymity changes the interactions between social identity and personal

identity, both of which affect group dynamics. Furthermore, in anonymous digital

communications when the individuals feel a connection with others, such as sharing a common

social identity in a social networking group, then there is an increased chance they will feel more

depersonalization and be more likely to fall under the influence of the group. Common results of

such deindividuation include perpetuating stereotypes, engaging in various forms of

discrimination, and other maladaptive behaviors (e.g., mob mentality and cyberbullying) (Citron,

2009). The logic of SIDE is that the anonymity of online groups creates a shared social identity

for the group members; they become the "insiders." This relegates those who are not part of the

shared social identity to the role of "outsider," who are depersonalized and viewed

stereotypically (Chang, 2008; Citron, 2009). This model expands on the deindividuation theory that looked at the behavior of people in crowds. According to this theory, people in a group may be more susceptible to acting irrationally than when they are alone. This can occur because being part of a mob can serve to decrease feelings of self-identity and make behavior outside of acceptable social norms seem more permissible (Chang, 2008).

This was reflected in the data gathered from participants in this study, especially students in the open-ended survey questions. Many respondents mentioned cyberbullies' decreased empathy for victims. This was also mentioned during the focus groups when several participants stated that students perpetrated cyberbullying due to peer pressure, especially when around a computer with a group. Mentioned throughout the study by all participants was that technology decreases inhibitions, and people's words and actions differ through technology in comparison to face-to-face interactions. The fact that the cyberbully, cybervictim, and cyberstanders cannot see each other and can therefore remain anonymous often results in depersonalization of the victims and group think from the perpetrators (Citron, 2009). Furthermore, this anonymity can also lead to increased stress for victims, because they may not be sure who is victimizing them (Citron, 2009; Price & Dalgleish, 2010).

This theory also explains how technology has drastically changed the ways in which people interact, socialize, and form relationships. This was seen in the data with the high rates of victimization and perpetration through social networking sites, particularly Facebook, and with the student quantitative data that mentioned cyberbullying through online games. This was also seen in the data with the educators' responses related to online and cell phone threats, and high student reports to them of cyberbullying occurring in social networking sites.

Despite all of the misuses and abuses of technology, it is important to remember that technology can be used as a positive force. Patchin (2012, 2013) discusses on his Cyberbullying Research Center blog how many students are using technology to deliberately create positive socialization experiences that spill over into the real world. For example, the "Nice it Forward" movement is a growing trend created by students from around the United States, wherein they create social media pages for the purpose of displaying positive messages about their peers and others (Patchin, 2012, 2013).

This section examined the connections and relationships among the theories that supported this study and the research findings. Discussed next is a summary of the research findings as they relate to the research questions. The quantitative research questions and data are discussed first, followed by the qualitative questions and data.

Summary and Discussion of the Research Findings

This section is organized by the research questions that guided this study, and the results that answered them. First, the quantitative survey questions are discussed. Following this is a discussion of the qualitative focus group and open-ended survey findings.

Summary and Discussion of the Findings Related to the Quantitative Research Questions

In this study the researcher used two surveys, the Student Cyberbullying Survey and the Educator Cyberbullying Survey (Spaulding, 2012). The quantitative portion of these surveys consisted of Likert and ranking items. The surveys had three quantitative sections designed to gather data related to: (1) witnessing, (2) victimization, and (3) perpetration of cyberbullying. These surveys measured student and educator perceptions pertaining to the frequency, methods, and environments related to these aspects of cyberbullying. The student data were self-reported from their own lifetime and last 30 days experiences, while the educator data consisted of

students' experiences as reported to them in these same time frames. The researcher created

research questions that were answered by these sections as discussed below.

Summary and Discussion of the First Research Question and the Results

The survey ranking items that answered this research question examined student and

educator perceptions of students' experiences as cyberbullying witnesses, from never to many

times. These items consisted of one educator and one student ranking. When these rankings

were compared students had higher rates as 60.9% responded they have witnessed cyberbullying

in their lifetimes, while only 26.1% of educators responded students have reported this to them.

Even though the students in this study had higher rates than the educators, still these rates were

lower than those found in some other research (Lenhart, Madden, Smith, Purcell, Zickuhr, &

Rainie, 2011; Spaulding, 2012). Rates of witnessing in a recent Pew Internet study (Lehhart et

al., 2011) were that 88% of teens have witnessed cyberbullying. This is similar to results found

by Spaulding (2012) in that 82% of students in this study reported being witnesses.

When examining the reasons for the higher student rates from the current study, this

could indicate several issues. For instance, these rates could be a result of the educators of these

students not having a clear perception of the actual rates that their students are witnessing

cyberbullying, which is a common theme found in the literature (Bauman, 2009; Liau, Khoo, &

Ang, 2008; Spaulding, 2012). Another possibility is that these results could be related to the fact

mentioned by both groups during the qualitative portions of this study and prevalent in the

cyberbullying literature, that students usually do not report incidents to adults due to a fear adults

will monitor or limit their Internet usage (Hinduja & Patchin, 2011; Juvonen & Gross, 2008;

Keith & Martin, 2005; Price & Dalgleish, 2010; Smith et al., 2008). Furthermore, these results

could be related to another common finding between this study and the literature, that some

students do not report incidents because they do not think adults will intervene (Spaulding, 2012), or that adult intervention will not be effective (Cross et al., 2009). Therefore, the current study's results could indicate these educators are not fully aware of the extent of cyberbullying that is occurring, or that students were more willing to admit cyberbullying they witnessed instead of incidents they were directly involved in (Levine, 2013; Spaulding, 2012).

However, another possibility is that these results could indicate that some educators from the various schools did, in fact, have lower rates of students witnessing cyberbullying. Therefore, the lower educator responses could reflect that these students from one middle school convenience sample population had higher rates of witnessing than the students at the various schools where the educators are employed. This was supported in the qualitative data from this study. For example, one school administrator discussed that most of those who work in the education field understand the importance of cyberbullying because "schools are dealing with social media issue probably every day if not every other day."

Summary and Discussion of the Second Research Question and the Results

The survey items that answered this research question were related to student and educator perceptions of students' experiences as victims of cyberbullying in their lifetime and during the last 30 days. These items consisted of two educator and two student rankings. When comparing rankings for lifetime and last 30 days victimization, for the students half and 37.5% respectively responded that they have been victims, while for the educators 37.5% and 42.9% responded that students have reported to them that they were victims in these time frames. As was the case with witnessing, lifetime victimization rates were higher from students. However, for victimization in the last 30 days, students responded that they experienced comparable but slightly fewer instances of cyberbullying than the educators indicated had been reported to them

by students. Overall, the victimization results from the current study are higher than those found by Patchin (2013) in his comparison of 73 cyberbullying studies. He found that approximately 21% of teens have been victims during their lifetime, and these rates decrease slightly when examining the last 30 days to 15% (David-Ferdon & Hertz, 2009; Patchin, 2013).

Even though overall results of the current study were higher than those found in the literature on victimization, various reasons for the slightly lower responses of students in comparison to the educators in this study could be related to several factors. One factor could be that students in this convenience sample may have had lower rates of victimization than students at the various educators' schools. Or this could be related to underreporting of victimization by students due to the fact that victimization rates increased throughout the student survey. For example, information stated in the qualitative student and educator surveys -- especially in the educator focus groups -- said that students usually did not report incidents. These findings concur with previous research that students purposely do not report incidents to adults and actually use strategies to keep their technology use secretive (Gordon, 2014; Spaulding, 2012). Additionally, both the qualitative data from this study and other research indicated that adults do not feel equipped to effectively handle incidents or to monitor their children's technology use (Liau et al., 2008; Spaulding, 2012).

Educators may be becoming more attuned to cyberbullying and more involved in identification and intervention of incidents in school settings (Spaulding, 2012; Wiseman, 2011). Most educators (especially the administrators) who participated in the study agreed that cyberbullying is a persistent problem. Concurring with the literature, most stated that even though some educators are becoming more aware of cyberbullying and are thus in a prime position to prevent and intervene in incidents, they have also concluded effective prevention and

intervention strategies, along with written school cyberbullying policies, need to be developed, enforced, and continually evaluated (Cassidy et al., 2012; Mark, 2009; Wiseman, 2011).

Summary and Discussion of the Third Research Question and the Results

The survey items that answered this research question were related to student and educator perceptions of the ways and environments in which victimization occurred. These items consisted of two educator and two student Likert-scale matrix items. In comparing the student and educator results, the students selected much lower rates of victimization methods and environments overall. This correlates somewhat with the slightly lower rates of student victimization in the previous section.

Some common responses between the students and educators were that Facebook and other social networking sites, comments online, and threats through text messages were the most frequently selected response for ways victimized. However, students' highest rated victimization occurred while playing online games, which was one of the lowest rated by educators.

This summary concludes two important results of this study: (1) adults do not understand technology in the same way that young people do in regards to using it for work, as many adults do, or socialization such as using social networking sites or playing online games, as many students do (Gasior, 2009), and (2) technology communications can lead to changes in group behavior, such as increased depersonalization and mob mentality (Chang, 2008; Citron, 2009; Lea & Spears, 1991). These results follow the SIDE theory that postulates that the anonymity and space differences inherent in digital communications effect group behavior and social interactions (Lea & Spears, 1991). This is readily seen in these responses dealing with the social aspects of social networking sites and online game playing as environments where cyberbullying has occurred. Also related to this is that the victimization method of online rumors, and

environments of Facebook and Twitter were reported by educators as occurring every day in the last 30 days. So this indicates that online rumors were spread through these environments.

Summary and Discussion of the Fourth Research Question and the Results

The survey items that answered this research question were related to student and educator perceptions of students' experiences as perpetrators of cyberbullying. These items consisted of two educator and two student ranking items. The results from these items were that much lower rates were reported by both groups for perpetration, especially by students. For the student ranking of lifetime perpetration, 25% responded they have perpetrated cyberbullying; however, for perpetration in the last 30 days all of the students responded they never cyberbullied anyone during this time. For the educator ranking, 28.6% indicated that students reported perpetration to them, and, in the last 30 days, this rose to 36.4%. Important to note is the ranking response rates decreased throughout the survey, with the last ranking only being answered by 19.2% of students and 38.9% of educators. Rates of perpetration found in a comprehensive review of the literature were that 15% of students admitted they have been cyberbullies in their lifetime (Patchin, 2013) with 8% reporting being cyberbullies within the past month (David-Ferdon & Hertz, 2009; Patchin, 2013). So, except for students reporting no incidents in the last 30 days, the current study results are higher than those found in the literature.

The results from the current study conclude similar student and educator responses for lifetime perpetration, with educators' responses showing comparable but slightly higher rates. Therefore, this could indicate that educators in this study were aware of most incidents as mentioned above. However, educators had much higher rates of student reports of perpetration than students said they had reported in the last 30 days. Interesting to note, in the next two questions, students did select several ways and environments they have used to perpetrate

incidents during the last 30 days, even though all students in this ranking selected they never cyberbullied anyone during this time. So these responses show a rise in students' self-reported rates of perpetration throughout the survey, which also occurred in the victimization rates.

This led the researcher to think that the students were underreporting their involvement in general, due to fear of repercussions if their actions were found out by adults through this survey. This corresponds to low rates of student reporting found in the cyberbullying literature as discussed earlier in this chapter (Juvonen & Gross, 2008; Keith & Martin, 2005). Supporting this assumption was that, although the researcher assured students that their confidentiality and anonymity would be protected, students still seemed nervous when the researcher circulated to answer student questions during the survey administration. Another factor that led the researcher to question if students were underreporting their involvement in cyberbullying was the comment by the assistant principal of the school these students attend. She stated that during a recent school assembly when students were asked to raise their hands if they were involved in cyberbullying in any way (as a witness, victim, or perpetrator), every student raised his/her hand. However, this could also be related to the fact that perhaps the convenience sample for this study had a selective bias and was made up of students who truly did have lower rates of perpetration.

However, countering this possibility is that an administrator for the middle school stated that cyberbullying is a big problem in her school that she is currently trying to find solutions to. For example, in response to a 12-year-old student taking and sending a sexting picture of herself that was circulated around the school, the guidance counselor and assistant principal conducted education pertaining to this with the middle school girls at this school. Then, periodically they began conducting lessons for their 8th grade girls on cyberbullying and appropriate use of social media sites and technology in general. They began this series of lessons by asking how many

students were involved in cyberbullying as a cyberbully, a cybervictim, or a bystander/cyberstander, and every student responded that they had been involved in some capacity. They have now incorporated Internet safety and cyberbullying education into the school's Computer Concepts course. They have incorporated other education such as the district attorney conducting a cyberbullying presentation for the school wherein he discussed the legal ramifications of cyberbullying. Also, they weave cyberbullying into their bimonthly student Olweus education program.

A final factor in these low student self-reports of perpetration could be related to the programs to support kindness and empathy used at the school they attend. These programs help to create a positive school culture wherein positive behavior is expected and rewarded. For example, the assistant principal discussed with the researcher that the school staff at this middle school do a character counts program. In this program students receive recognition for positive actions, such as displaying kindness and compassion to peers and school staff. This helps to create a positive school climate and culture where positive behavior is expected and rewarded. The researcher saw this program in action during a visit to the school. In the televised morning announcements the principal first started by greeting the students and setting a positive tone for the day. Then he announced a student that was reported to him for helping a peer. In addition to this very public verbal recognition, the student received a school logo item as a visible reward to remind all students that character counts and actions matter. As found in the literature, prevention and interventions, such as the ones mentioned throughout this section, could lead to a decrease in cyberbullying (Cassidy, 2012; Olweus, 2012; Patchin, 2014). This could help to explain the reason for no incidents of student perpetration occurring in the last 30 days in the current study.

Summary and Discussion of the Fifth Research Question and the Results

The survey items that answered this research question were related to student and educator perceptions of students' experiences of the ways and environments they have used to cyberbully others. These items consisted of two educator and two student rankings. As with victimization, educators responded, overall, much higher rates than those reported by students.

Similar to the victimization results, students' responses in the perpetration section increased throughout the survey. For the perpetration section, student responses went from 100% never perpetrating incidents in the last 30 days to 20% selecting environments where they perpetrated incidents. However, educators' responses to the perpetration section were more in line with both the student and educator victimization results. This could be due to student factors such as underreporting their perpetration, or it could be related to students who volunteered to be part of this study did so because they were cyberbully victims. Therefore, these results may accurately represent a sample that consisted of a low number of student perpetrators.

Also, these results could be due to educator factors such as higher rates of student perpetration and/or of student reporting at the various schools where they are employed. Or it can be related to a fact mentioned in recent cyberbullying studies and in this study's focus groups that educators are being forced to deal with this issue, and as such they are becoming more aware of incidents (Spaulding, 2012). However, also mentioned in the literature and in this study, is that with increased awareness increased effectiveness of prevention and intervention has not always occurred (Spaulding, 2012, Wiseman, 2011).

Rates selected by educators in this section correspond with research by Hinduja and Patchin (2010), wherein online rumors were the most common methods used, followed by threats through cell phones and online. Similarities in the current study were that both groups

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selected perpetration through cell phone text messages and social networking sites most often. Research has also concurred with the results of this study related to high rates of cyberbullying on social networking sites (Lenhart et al., 2011).

However, differences were that students selected perpetration occurred in chat rooms and virtual worlds, while these were the least selected by educators. So again, this can suggest that educators and students view and use technology differently (i.e., educators mainly use it for work, while students mainly use it for socialization) (Gasior, 2009; Levine, 2013). Overall, these perpetration results correspond to the victimization methods and environments results. So this suggests that students in this study were victimized and perpetrated incidents using the same methods and environments.

Summary and Discussion of the Findings Related to the Qualitative Research Questions

The open-ended survey questions and the focus group guiding questions were used to answer the qualitative research questions. The open-ended survey questions concluded both the student and educator surveys. The parent survey was not used due to no parents of the 8th grade students volunteering to participate; however, parent data was collected through the educators who were also parents. These questions consisted of the same nine guiding focus group questions, with the exception of the phrase "professional" roles being changed to "student" roles in the student survey. The questions encouraged the student, educator, and educator/parent participants to explore, in-depth, their cyberbullying perspectives. The data that resulted were coded and analyzed, themes and subthemes emerged, and the frequencies of these were noted by the researcher. The themes that emerged from the middle school student and educator open-ended questions, and the university graduate professional focus groups are listed in table 16.

Table 16

Comparison of Student and Educator Themes

Themes
Student Open-Ended Themes
Student and adult awareness of cyberbullying
How technology exacerbates bullying
Revenge and the link between traditional bullying and cyberbullying
Cyberbully psychology
Adult and student roles
Consequences of cyberbullying
Strategies to decrease incidents
Educator Open-Ended Themes
Adult awareness of cyberbullying
How technology exacerbates bullying
Student relationships
Cyberbully psychology
Parental monitoring
Consequences of cyberbullying
Strategies to decrease incidents
Educator Focus Group Themes
Adult awareness of cyberbullying
How technology facilitates bullying
Student relationships and peer pressure
Monitoring young people's technology use
Adult cyberbullying
Consequences of cyberbullying
Strategies to decrease cyberbullying

These themes, and the subthemes that emerged from them, allowed the researcher to glean in-depth information pertaining to student, educator, and educator/parent cyberbullying perspectives. This information extended beyond that which could be gathered through quantitative survey data alone. Also, these themes and subthemes aligned with the research questions that guided this study, the cyberbullying research, and the theoretical framework that supported this study.

Summary and Discussion of the First Research Question and the Results

The qualitative questions that answered this research question examined student and educator perceptions of cyberbullying awareness. These items consisted of one focus group guiding question, and one educator and one student open-ended survey question. First, the focus group summary is discussed, followed by the student and educator open-ended summary.

Educator focus group summary. Related to the first research question, all focus group participants stated they were aware of recent cyberbullying media reports. However, in agreement with other research, most felt the majority of parents and educators in general are unaware when their children/students are involved in incidents (Cassidy et al., 2012; Mark, 2009; Willard, 2011; Wong-Lo, 2009). They felt this was due, for the most part, to students not reporting incidents to adults.

Other reasons mentioned in the focus groups and in the literature for adults' decreased awareness were responses related to: adults' technology deficits (Jäger et al., 2010; Juvonen & Gross, 2008; Keith & Martin, 2005; Palfrey & Gasser, 2008; Strom & Strom, 2005; Wong, 2010), students choosing to hide incidents rather than report them and face school and home discipline (Gasior, 2009; Jäger et al., 2010; Juvonen & Gross, 2008; Levine, 2013), and students seeing most adult interventions as ineffective or they do not think adults will intervene at all (Cassidy et al., 2012; Cross et al., 2009; Keith & Martin, 2005; Shariff, 2008; Spaulding, 2012; Strom et al., 2011; Wiseman, 2011).

In regards to parent and educator awareness specifically, some participants felt parents were more likely to know of incidents. This was the case especially for those parents who monitor their children's technology use. This sentiment was also found in some other recent studies (European Commission, 2013; O'Brien & Moules, 2013). However, most participants

felt educators were more likely to know about cyberbullying incidents when compared to parents. The rationale voiced in the focus groups and in the literature was that the effects of cyberbullying usually cross into school as traditional bullying (Beringer, 2011; Cassidy et al., 2012; Cassidy, Faucher, & Jackson, 2013; Flaherty, 2013; Schneider, Smith, & O'Donnell, 2013; Spaulding, 2012; Wiseman, 2011). This was seen in a similar study by Spaulding (2012) wherein parents were not aware of most cyberbullying incidents their children were involved in, but teachers had almost exactly the same awareness as students. This corresponds with research found in the literature and a theme in the current study's focus groups, that educators and educator/parents may be in a better position to have increased awareness of incidents than parents who are not in the education field (Spaulding, 2012; Wiseman, 2011).

The results of the current study were that educator and educator/parent participants had high rates of awareness of incidents in general. Many stated they felt this stemmed from working in the education field and thus having to deal with this issue frequently. The increased awareness by these participants was encouraging, but still many stated that they did not know the most effective strategies to use to prevent and intervene in cyberbullying. Some recent studies support this statement (Beringer, 2011; Cassidy et al., 2012; Cassidy et al., 2013; Spaulding, 2012; Wiseman, 2011).

Student open-ended survey summary. Surprising to the researcher, in the student open-ended responses the majority of students self-reported that they were unaware of cyberbullying media reports. Students also reported that they believed most adults are not aware of their student's/children's cyberbullying involvement. This was related to student opinions in this study that most students hide incidents from adults, and adults usually do not monitor technology use by young people (Spaulding, 2012).

Educator open-ended survey summary. The majority of educators reported in the educator open-ended responses that they were aware of recent cyberbullying media reports. Like students, most educators felt that adults in general are usually not aware of their student's/children's involvement in cyberbullying; however, they felt adults are sometimes aware and a few felt adults were aware. This was also reflected in the current study's quantitative results, with some student and educator data showing similar rates of cyberbullying involvement. This result was also seen in a study conducted by Spaulding (2012) where teachers and students had similar awareness.

Summary and Discussion of the Second Research Question and the Results

The qualitative questions that answered this research question investigated student and educator perceptions of major concerns, triggers for incidents, and consequences of cyberbullying. These items consisted of three focus group guiding questions, and three educator and student open-ended survey questions.

Educator focus group summary. Several themes emerged from the focus group responses to answer this research question. This section is organized around these themes: (1) how technology facilitates bullying, (2) student relationships and adult cyberbullying, and (3) consequences of cyberbullying.

How technology facilitates bullying. Major concerns that surfaced in the educator focus groups were also themes found in the literature -- adult technology deficits (Jäger et al., 2010; Keith & Martin, 2005) and the extent that technology facilitates bullying (i.e., bullies can hide behind technology, and usually adults do not monitor technology). The issues connect to the cyberbullying literature and to the literature review in the current study because these responses

can be explained in part by the digital divide, which is the difference in technology understanding between younger and older people (Jäger et al., 2010; Juvonen & Gross, 2008; Wong, 2010). This is seen in responses related to technology facilitating bullying. Therefore, education in this area is warranted. Specific strategies to accomplish this are discussed later in this chapter in the section pertaining to educational implications for educators and parents.

Student relationships and adult cyberbullying. Another theme that emerged across the focus groups was that cyberbullying is triggered by student relationship issues and peer pressure (Jackson, Cassidy, & Brown, 2009; Kowalski & Limber, 2013; Mark & Ratliffe, 2011; Smith et al., 2008). Also, voiced throughout the current study's focus groups and in the literature was that cyberbullies can be any age -- including adults (Aftab, 2007; Patchin, 2010). Adult cyberbullying models inappropriate technology use for young people. Also, adult cyberbullying often spills into school with staff and students. So cyberbullying is a pervasive problem that spans all ages.

Consequences of cyberbullying. Consequences educators mentioned across the focus groups were the effectiveness or ineffectiveness of home and school consequences related to: (1) cyberbullying education and policies, (2) adult awareness and monitoring of young people's technology use, and (3) students reporting incidents. Also mentioned were difficulties for schools when intervening, such as many school policies not currently being able to keep up with the changing cyberbullying laws, and lack of collaboration among educators, parents, and students.

Interestingly, mentioned by several educators in this study was the fact that in some schools the educators and students are not informed of the consequences that result from cyberbullying. This also occurred in research by Cassidy and colleagues (2012) when the

principal did not allow cyberbullying incidents to be discussed by school staff or students. Also, a student remained in a teacher's class after this student harshly cyberbullied the teacher. This is unfortunate, because as advocated by the Olweus Bullying Prevention Program (Olweus, 1994), results from bullying incidents should be made public. The rationale for this is that open disclosure of consequences teaches students that there are repercussions for all forms of inappropriate behavior. Additionally, open communication is modeled wherein students are taught and feel comfortable reporting incidents. The results of these factors are that an antibullying school climate is reinforced.

Student open-ended survey summary. The student data revealed several triggers and aspects of cyberbullying. Therefore, this section is organized around these aspects that emerged from the data. Discussed first is revenge, followed by consequences.

Revenge and the link between traditional and cyberbullying. Students mentioned cyberbullying triggers of revenge, school incidents, and someone's appearance. Revenge was also the most commonly mentioned cyberbully characteristic. Related to this, some research has found a relationship between being a cyberbully and a traditional bully victim, and therefore getting revenge on a school bully by cyberbullying him or her (Cassidy et al., 2009; Cassidy et al., 2012; König et al., 2010; Smith et al., 2008).

Consequences of cyberbullying. Students mentioned several consequences as a result of cyberbullying: punishment for cyberbullies, cyberbullies feeling little/no remorse/guilt for perpetrating incidents, and suicide/suicidal thoughts for victims. Students' major concerns were the negative victim consequences that can occur as a result of cyberbullying, especially suicide. Research has concluded that students involved in cyberbullying have an increased risk of suicide or school violence (Hinduja & Patchin, 2010; Ybarra & Mitchell, 2004). However, students that

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commit suicide usually have other issues, in addition to cyberbullying, that affect their mental health. Therefore, "suicide is neither the most likely, not the most prevalent type of impact on victims" (Cassidy et al., 2013, p. 7).

Related to punishment for cyberbullies was reporting incidents to adults. If students do not report incidents, then incidents often continue longer and consequences are not given to offenders. So this ties into the need for student education to report incidents. The current research and other research have concluded that several factors affect student reporting of cyberbullying incidents. For example, when students are taught to report incidents, and when efforts are made to create a positive school climate where students feel safe confiding in adults then reporting increases (Cassidy et al., 2012; Hinduja & Patchin, 2012).

Encouraging findings from a new study by O'Brien and Moules (2013) were that 78% percent of students in a focus group reported that they got help from their parents when they were involved in cyberbullying incidents. Hopefully this collaboration is a positive trend as a result of increasing awareness and education about this problem, which will lead to a decrease in incidents and consequences for perpetrators.

Educator open-ended survey summary. Several themes emerged for this question. These themes are: how technology exacerbates bullying, student relationships, and consequences of cyberbullying. Therefore, this section is organized around these themes.

How technology exacerbates bullying and student relationships. Educators' major concerns focused on negative victim consequences and no/ineffective cyberbully consequences. They remarked on the difficulties adults faced when attempting to intervene in incidents once they start and to control cyberbullying in general. Triggers mentioned were space differences that allow cyberbullies to hide behind technology. These responses could be related to adult

technology deficits, which were mentioned throughout this study's qualitative and in the literature (Jäger et al., 2010; Juvonen & Gross, 2008; Keith & Martin, 2005; Palfrey & Gasser, 2008; Strom & Strom, 2005; Wong, 2010).

Educators also mentioned triggers for cyberbullying commonly stemming from arguments between students, attempting to increase their popularity or to be funny, or for power. Also, several educators remarked they were unsure of typical cyberbully characteristics, as many different students with various characteristics are involved in incidents.

These results from both the student and educator open ended surveys tie into the literature review in Chapter Two, and fit into the cyberbullying literature in the following ways. Research has concluded that school bullying and cyberbullying are related (CDC, 2012; Juvonen & Gross, 2008; Li, 2007; Li, 2008; Olweus, 2012; Price & Dalgleish, 2010; Smith et al., 2008). This relationship can be through some incidents of cyberbullying crossing over into school bullying, or through some starting at school with traditional at school bullying and then crossing over into cyberspace (König et al., 2010; Slonje & Smith, 2008). This can be due to some victims using cyberbullying as a way to get revenge on their school bully (Jäger et al., 2010).

In regards to the educator remarks related to cyberbullying to increase a student's power and popularity with peers, this is also supported in the literature. König and colleagues (2010) concluded that being involved in cyber-revenge with peers witnessing it may lead to a change in the peer culture. This situation may lead to or reinforce a culture where some young people see it as acceptable to get revenge on your traditional bully by cyberbullying him or her. The cyberbully's power is increased not only over the school bully, but in front of the wider audience that often views cyberbullying (Cassidy et al., 2012; König et al., 2010; Smith et al., 2008; Ybarra & Mitchell, 2004).

Consequences of cyberbullying. Consequences mentioned by educators included: cyberbullying spilling into school and school punishment, and the difficulties for schools to create and enforce effective cyberbullying policies. Mentioned related to this question and also echoed throughout the educator qualitative data, were that even when schools do try to form cyberbullying policies, there is confusion as to what policies are effective. Also, questions as to what schools can legally do often complicate school actions. There are several stages in policy formation and at each stage there is a risk that the entire policy can be derailed. Therefore, many cyberbullying policies never make it through this process and thus are never created. Furthermore, those schools that do enact cyberbullying policies often do not put them into practice or evaluate their effectives. For example, according to a study of school administrators conducted by Wiseman (2011), often cyberbullying policy formation and implementation is never fully completed and thus many policies are never enacted. Policies that are implemented usually do not get evaluated for effectiveness. This leads to ineffective policies for cyberbullying.

Effective cyberbullying policies are still being created and evaluated (Cassidy et al., 2013), but some research has concluded that general anti-bullying programs could also be effective for cyberbullying (Olweus, 2012; Perren et al., 2012). First, it is recommended that school staff investigate the cyberbullying problem that is particular to their student body. Then they must create a cyberbullying program that specifically addresses their student concerns and issues (Cassidy et al., 2013). For example, if students are cyberbullying for revenge on a school bully, then interventions would need to be different than if they are involved in incidents due to peer pressure or cyberbullying being an accepted part of their peer culture. Also, policies that

are school wide and involve students and adults in strategies and education are recommended in general (Rigby & Griffiths, 2011).

Summary and Discussion of the Third Research Question and the Results

The qualitative questions that answered this research question examined student and educator perceptions of suggestions to decrease cyberbullying. These items consisted of one focus group guiding question, and one educator and student open-ended survey question.

Educator focus group summary. The focus group summary related to the third research question focused on collaboration and creating a positive school culture. Therefore, this section is organized by an examination of these participants' responses on collaboration. Following this is an examination of reposes on positive school culture.

Collaboration. Unless there is collaboration between adults and students about cyberbullying in general, ineffective or reactive prevention and intervention efforts will most likely result (Aftab, 2014b; Cassidy et al., 2013; Keith & Martin, 2005; Mark, 2009; Shariff, 2008; Spaulding, 2012; Wiseman, 2011). For example, often cyberbullying is only addressed after incidents occur. So instead of a focus on prevention, the focus is on intervention. This was stated by an administrator at the middle school in this study. She stated that educators at this school realized they needed to start addressing cyberbullying. Unfortunately, this was only after a 12-year-old student took a sexting picture of herself that was circulated around the school.

Other suggestions recommended by the educator focus group participants were to help students form student groups. This strategy enables students to be part of the solution by helping each other prevent or intervene in incidents. The majority also advocated for education for all three groups starting with young children, parental monitoring,

collaboration between all three groups, and creating a positive school culture. Collaboration

is also advocated for in the cyberbullying literature as studies have concluded that

collaboration between parents, educators, and students is an important aspect of creating

effective solutions to cyberbullying (Beringer, 2011; Li, 2008; Mark, 2009; Spaulding,

2012). This can best be done by school staff starting communication among themselves,

parents, students, law enforcement, and Internet providers in an attempt to create

collaborative and effective solutions (Aftab, 2014b, 2014c). In so doing, these solutions will

be made with teamwork by those in the home, school, and community. Collaborative

solutions such as these have the potential to be more effective than any one group could

create alone, and they help to create a positive school culture (Cassidy et al., 2009; Wiseman,

2011).

Creating a positive school culture. Creating a positive school culture can also be an

effective way to prevent all types of bullying, as mentioned in this study and others (Cassidy

et al., 2009; Espelage & Swearer, 2003; Grigg, 2010; Hinduja & Patchin, 2009, 2011; NSCC,

2013; Patchin & Hinduja, 2011; Wiseman, 2011). This strategy can lead to a school culture

that spills over into the other spheres that influence young people, such as their peers and

communities. The result of this strategy can lead to a culture that makes cyberbullying

unacceptable. This goal can be accomplished in several ways. One way is to create school

activities, such as presentations to individual classrooms or to the whole school that show

positive ways to handle this problem. Another way is to display posters throughout the

school about this issue. Participants in the current research and other research found in the

literature concluded that young people want to be active in creating a positive peer culture

that rejects cyberbullying, and they want to be involved in school anti-cyberbullying initiatives (Cassidy et al., 2009; Jackson et al., 2009).

Student open-ended survey summary. Students offered several suggestions: (1) education for students on awareness, prevention, intervention, and empathy; (2) adult monitoring; and (3) surprising to the researcher, adults banning/limiting young people's Internet use. Many students reported a negative view of cyberbullying prevention in general. However, they suggested adults need to educate them about and monitor their technology use. Also recommended was an overall increase in education, awareness, and cooperation among students, educators, and parents to prevent and decrease incidents (Cassidy et al., 2013; Mark, 2009; Spaulding, 2012).

Often adults focus on negative punitive responses to incidents, such as taking away technology from or harsh punishments for those involved. Adults in this study and studies in the literature have reported that schools need to focus on long-term positive solutions, as research suggests positive strategies such as this are more effective (Cassidy et al., 2009; Topcu & Erdur-Baker, 2012; Jackson et al., 2009; Noddings, 2005; Schneider, Smith, & O'Donnell, 2013). Instead of limiting or banning technology use, it would be more beneficial for educators to model appropriate technology use by incorporating technology into the classroom (Schneider, Smith, & O'Donnell, 2013). Creating a positive school culture by changing the school culture and modeling appropriate interactions among staff, and among students and staff can decrease cyberbullying. Other strategies include increasing empathy (Cassidy et al., 2013; Topcu & Erdur-Baker, 2012) and empowering students to be part of the solution (Olweus, 2012; Wiseman, 2011).

Another aspect of creating a healthy school environment is education pertaining to social and emotional learning standards endorsed by organizations such as the Collaborative for Academic, Social, Emotional Learning (CASEL), and a growing number of State Departments of Education (i.e., the Illinois State Department of Education found at http://www.isbe.state.il.us/ils/social_emotional/standards.htm). These strategies can lead to a school-wide ethic of caring. The results of these approaches are that they can contribute to healthy identity development and students becoming good digital citizens, and thus decreasing cyberbullying incidents (Cassidy et al., 2009; Jackson et al., 2009; Noddings, 2005).

Educator open-ended survey summary. Similarly, educators' suggestions were to educate students and adults, adults banning/limiting young people's Internet use, and parental monitoring. In particular, educators mentioned teaching students' empathy and how to appropriately communicate through technology. Cassidy and colleagues (2012) coined the term "cyber kindness or fostering a kinder online world" (Cassidy et al., 2012, p. 415). They advocate for adults teaching young people about simply being kinder to one another (Cassidy et al., 2012). This was an important subtheme that surfaced several times throughout the qualitative portions of this study in both the educator and student responses. This subtheme is also widely discussed in the cyberbullying literature (Cassidy et al., 2009; Cassidy et al., 2012; Cassidy et al., 2013; Keith & Martin, 2005; Mark & Ratliffe, 2011; Hinduja & Patchin, 2012; Spaulding, 2012).

Summary and Discussion of the Fourth Research Question and the Results

The qualitative questions that answered this research question were related to student and educator perceptions of the roles of adults, professionals, and students related to cyberbullying

prevention and intervention. These items consisted of two focus group guiding questions, and two educator and student open-ended survey question.

Educator focus group summary. The focus group participants had several responses to this research question. These responses were related to adult roles and education. Discussed first are the roles, followed by education needs.

Adult roles to decrease cyberbullying. Many participant responses focused on the fact that they did not understand what are, or should be, the responsibilities of parents and educators related to cyberbullying in general. However, mentioned in this study and others is that many adults are now realizing that, due to the crossover of cyberbullying between the home and school environments, both need to have a role in prevention and intervention (Spaulding, 2012; Wiseman, 2011).

For adult roles, focus group participants were split between their opinions of parent and educator roles. Some felt more parental monitoring was needed, whereas others thought it was a school responsibility to educate both students and adults about this problem. Reasons stated in this study related to increased parental responsibility were that the parents gave their children this technology. So parents should monitor their use of it and teach them how to use it safely and appropriately. Reasons stated for increased educator responsibility were that participants felt educators were, for the most part, more knowledge of cyberbullying and technology in general. Also, educators may be more aware of incidents, especially as they cross over into school bullying situations. In these instances educators are in the best position to understand this problem and to teach prevention and intervention strategies to parents and students. Researchers with similar results as this concur with the current study's focus groups, in that they also suggested this puts educators in an ideal position to educate students and parents to decrease

incidents (Schneider, Smith, & O'Donnell, 2013; Spaulding, 2012; Wiseman, 2011). This is important because voiced in the current study, especially during the doctoral education and administration focus groups, participants felt that many parents need education before they understand the need to monitor and teach their children about technology.

Education for all three groups. Education needs mentioned in the focus groups were education for all three groups related to: prevention and intervention strategies, empathy, technology, and legal consequences for cyberbullying. These are also strong themes mentioned in the literature (Aftab, 2014a, 2014b, 2014c; Cassidy et al., 2013; Cassidy et al, 2012). Also, starting this education with young children was a strong subtheme found throughout the focus groups and by other researchers (Mark & Ratliffe, 2011; Tangen & Campbell, 2010; Wright et al., 2009). Education for all three groups is important, because it can help them work together to create effective prevention and intervention strategies.

Specifically mentioned in this study was that the benefits of education can help each group in different ways. For young people, it can teach them how to appropriately use technology from early childhood, and therefore some incidents of cyberbullying can hopefully be prevented. For adults in general, it can enable them to understand the technology young people use and how they can help them use it appropriately. For educators, it can help them identify incidents and intervene effectively, due to the fact that cyberbullying incidents often spill over into school (Cassidy et al., 2009; Cassidy et al., 2012; König et al., 2010; Smith et al., 2008). For parents, it can enable them to learn the importance of monitoring and modeling appropriate technology use (Cassidy et al., 2009; Cassidy et al., 2012; Citron, 2009; Hannah, 2010; Jäger, Amado, Matos, & Pessoa, 2010; Juvonen & Gross, 2008; Price & Dalgleish, 2010). Also mentioned in the current study and in the cyberbullying literature is that school psychologists and

counselors, in particular, should help educate other school staff and parents. They are in an ideal position to do this because they have training in assessing, intervening, and consultation (Beringer, 2011; Hannah, 2010; NASP, 2012).

Student open-ended survey summary. The majority of students responded in the open-ended survey questions that they felt there is nothing/little adults can do to prevent or intervene in cyberbullying. Specifically, students mentioned that they felt adults are ineffective in prevention and intervention. This finding corresponds with focus groups by Jackson and colleagues (2009) wherein students stated they can best solve cyberbullying without adult intervention, because most adults are not effective when they try to intervene. Also, these students stated that they felt their technology use was something that they did not want adults involved in. Therefore, they used strategies to keep it hidden from adults (Jackson et al., 2009; Spaulding, 2012).

Surprising to the researcher, because most stated that they felt adults were ineffective in prevention and intervention, students also mentioned one way to decrease cyberbullying would be for students to report incidents to adults. Student opinions for adult roles were that adults should focus on educating students about cyberbullying in general. Specifically, they felt this should be done by educators at school. Students felt they needed education on student strategies such as sticking up for each other, having empathy, and using effective communication and social skills to decrease cyberbullying.

These results connect to the current study's focus groups and to the literature in several ways. First, education was a strong theme that reoccurred throughout the focus groups and was also found in the literature, as evidenced by a comprehensive international review by Cassidy and colleagues (2013). Through education students can learn how to

prevent incidents and intervene once they start. They can be taught strategies specifically for students, such as reporting incidents to adults, and acting as good bystanders by not forwarding, reading, or replying to bullies' messages (Keith & Martin, 2005). Teaching students to report incidents is crucial, because often they try to hide them from adults (Juvonen & Gross, 2008; Hinduja & Patchin, 2007; Keith & Martin, 2005; Wiseman, 2011).

However, mentioned by students in the currents study was that often students do not report cyberbullying because they fear retaliation from peers, or that adults will respond by taking away their technology (Juvonen & Gross, 2008). Or as mentioned above, they do not report incidents because they do not feel adult intervention will be effective (Jackson et al., 2009). Therefore, adults need to use strategies such as anonymous online reporting systems to circumvent these issues (Jackson et al., 2009; Sprigeo, 2013; Wiseman, 2011).

Supporting this statement, in the current study's administrator focus group, a school administrator discussed her school district's use of an online anonymous bully reporting system called Sprigeo (Sprigeo, Inc., 2013) where students can report incidents by computer or cell phone. This system was used due to low student reporting of cyberbullying. She stressed that in small schools such as hers, students are often especially reluctant to report incidents because they will most likely be seen going into the principal's office or the guidance office. This participant concluded that administrators at her school have seen a rise in cyberbullying incidents reported since implementing this reporting system three years ago.

Educator open-ended survey summary. In the educator open-ended questions, educators mentioned adult roles of parental monitoring, and education for all three groups (students, parents, and educators). This is also a reoccurring theme in the literature and throughout this study (Cassidy et al., 2013; Schneider, Smith, & O'Donnell, 2013; Spaulding,

2012). The professional roles stated in the current study by principals were technology and

cyberbullying education for students and parents, and collaboration between home and

school. Mentioned by teachers were to educate students and adults, and encourage students

to report incidents.

Also mentioned in the educator open-ended questions and throughout the current study's

focus groups was the importance of adults educating themselves so they are in a position to

educate young people. Some important areas of adult education specifically mentioned by

participants in the current study and in the cyberbullying literature were learning the basics of

technology and cyberbullying in general. Also, they need to learn the signs of cyberbullying

involvement, and effective responses (Cassidy et al., 2013; Mark, 2009).

An example from the current study was when an administrator showed her knowledge

deficits about cyberbullying programs. This occurred when she said that as far as she knows

there is no cyberbullying Olweus component; however, she said she cannot be sure because at

her school they do not keep updated on the newest cyberbullying programs. She stated that as a

school they have a lack of information and knowledge about the most current research and

programs, and about the effectiveness of cyberbullying programs in general. This is mentioned

in the literature as a reason for education. Also recommended is collaboration between

researchers and those creating cyberbullying programs (Cassidy et al., 2013; Wiseman, 2011).

Gender Analysis Summary

Even though the current study's quantitative data did not reveal any gender differences,

due to the fact that a theme in the cyberbullying literature suggests there are gender differences

in cyberbullying involvement (Jackson et al., 2009; Mark, 2009; Mark & Ratliffe, 2011; Safran,

2007; Smith et al., 2008), the qualitative data were analyzed by gender. Discussed first are the focus group results. Then a discussion of the open-ended survey results follows.

Focus Group Gender Analysis Summary

There were a total of 48 focus group participants, of which 19 were male (39.5% of the total) and 29 were female (60.4%). When coding and analyzing the male and female responses, some similarities and some differences emerged. The section below is organized by these differences.

Educator gender differences related to adult awareness and technology deficits. The female graduate professionals felt parents were unaware of most incidents. Females' major concerns were adult technology deficits, lack of accountability at home, and victim consequences. Males were concerned with who issues consequences. These differences could be related to many of the males being administrators, and as such being responsible for issuing consequences. They could also stem from more female concerns about adult technology deficits stemming from their own technology understandings. This connects to females believing parents have less awareness of cyberbullying if they have less knowledge of technology.

These results could be explained by the quantitative results shown in Chapter Four, Table 8, wherein male educators had more students report incidents to them. This could be a result of students' perceiving these male educators as having knowledge of technology. This corresponds with the literature, in that often students do not report incidents because they do not think adults understand the technology and are thus not able to effectively intervene (Cross et al., 2009; Keith & Martin, 2005; Strom et al., 2011).

The literature concludes many adults have technology deficits, and or, many use and understand technology differently than most students (Gasior, 2009). Therefore, this could lead to decreased awareness of incidents. Additionally, these results can be explained by researchers

that have suggested fathers and younger parents more often monitor their children's technology use (Wang, Bianchi, & Raley, 2005). However, other research disagrees and suggests that in general mothers are more aware of their children's Internet use (Liau, Khoo, & Ang, 2008).

Educator gender differences related to relational aggression. Males mentioned peer pressure, and females mentioned the higher involvement of females/relational aggression for cyberbullying triggers. The quantitative data from this study did not show this, as there was no significant difference between male and female responses. Female relational aggression may have been reported during the qualitative phases by females, due to research in the literature that females are more familiar with this type of subvert aggression (Jackson et al., 2009). Also, another theme found throughout the qualitative data and in the literature is that relationship issues often cause many cyberbullying incidents. These issues could also be contributing to gender differences occurring in cyberbullying (Cassidy et al., 2013; Jackson et al., 2009; Kowalski et al., 2012; Spaulding, 2012).

Spaulding (2012) found females used technology for socialization and males used it to play games. This finding corresponds to high selections of social media and online games for victimization and perpetration environments in the quantitative results of the current study. Therefore, this would make sense that females could be at a higher risk for cyberbullying involvement because they use technology differently (Spaulding, 2012), and cyberbullying can be considered a type of relational aggression (Cassidy et al., 2013; Jackson et al., 2009).

Another theme in the female focus group responses was that cyberbullies can be any age. Similar to more female students partaking in cyberbullying due to it being a form of relational aggression, this finding could suggest that more adult females participate in cyberbullying for this same reason. Adult involvement in inappropriate online behavior, which is called

cyberharassment, was a theme throughout this study and in the literature (Aftab, 2014a, 2007; Patchin, 2010; Walker, Sockman, & Koehn, 2011). Co-director of the Cyberbullying Research Center Patchin (2010) posted on his blog, "We get a lot of emails, phone calls, and comments on this blog from adults who are being bullied though technology. They stress to us that cyberbullying is not just an adolescent problem. Believe me, we know. We receive more inquiries from adults than teens. We know that cyberbullying negatively affects adults too." So even though the focus is usually on youth cyberbullying incidents, the current study and others highlight that this problem spans all ages (Aftab, 2007; 2014a; Patchin, 2010).

Educator gender differences related to consequences of cyberbullying and strategies to decrease incidents. Males mentioned cyberbullying crossing into school, school consequences, and stricter legal consequences. It is important to note that a theme in the literature and in this study's focus groups was the need for positive strategies. These strategies include: focusing on teaching students "cyber-kindness," creating a positive school environment that discourages all forms of bullying, and adults using technology with young people to model and teach appropriate use (Cassidy et al., 2012a).

In contrast, females mentioned no/ineffective consequences and parent monitoring. Adult monitoring has been widely advocated for in the literature (Beringer, 2011; Jäger et al., 2010; Juvonen & Gross, 2008; Perren et al., 2012) and throughout this research. This strategy can lead to positive results, but there are also problems associated with it. For instance much monitoring is ineffective, such as parents occasionally walking by the computer or checking the history (Cassidy et al, 2012). Also, many adults do not monitor because they do not understand why they should and or they do not know how (Keith & Martin, 2005). Some researchers suggest that in general mothers are more aware of their children's Internet use (Liau, Khoo, &

Ang, 2008). This could be reflected in the current study by more females mentioning the need for monitoring young people's technology use.

Another factor complicating monitoring is that young people may only use technology appropriately during monitoring, then revert to inappropriate use as soon as they are unmonitored. This factor is an increasing problem as devices such as smartphones allow for Internet and cell phone capabilities anywhere and anytime (Spaulding, 2012). Recommended in the literature is for adults to teach students strategies they can use on their own for cyberbullying prevention and intervention. Therefore, education for students must go beyond teaching about technology and cyberbullying, to empowering them with skills they can use when they are using technology without adult supervision. Recommendations in the literature are to teach students: digital literacy, critical thinking, e-safety, to protect their privacy and online reputations, and to evaluate their online risks (Agatston et al., 2012; Grigg, 2010; Perren et al, 2012).

Open-Ended Survey Gender Summary

There were 26 student survey participants, out of which 24 answered the demographic question related to gender. For the students, 10 were males (42% of the total) and 14 were females (58%). There were 36 educator survey participants, out of which 34 answered the demographic question related to gender. There were 19 male (56%) and 15 female (44%) educators. As in the focus group data above, when coding and analyzing the male and female responses, some similarities and some differences emerged as described below.

Student and educator gender differences related to adult awareness. In comparing the open-ended survey questions there was less male awareness, both student and educator, of cyberbullying media reports. For adult awareness of their children's/students' involvement, the majority of students felt adults are unaware. However, the majority of educators felt adults are

also unaware but in lower numbers than the students. Additionally, more educators felt adults are aware or are sometimes aware. This corresponds to a few recent studies that adults may be becoming more aware of incidents, especially educators (Spaulding, 2012; Wiseman, 2011).

Student and educator gender differences related to the digital divide and consequences of cyberbullying. Male and female students had higher rates of concern related to victim negative effects, and cyberbullying for revenge, boredom, or appearance. Both genders of educators, particularly the female educators, mentioned how technology and peer relationships increase bullying. Female students, and both the male students and educators mentioned no/ineffective consequences. This is in agreement with the literature that often students do not report incidents, because they do not believe adults will be effective in helping them to resolve the issue (Cassidy et al., 2013; Cross et al., 2009; Keith & Martin, 2005; Strom et al., 2011). However, the male educator responses related to consequences could highlight the fact that more educators might be starting to become aware of cyberbullying (Spaulding, 2012).

These differences in student and educator responses could be related to the digital divide discussed in Chapter Two. This issue leads to adults not fully understanding the technology young people use, and thus student do not report incidents. Therefore, incidents last longer and result in more negative victim effects (Cassidy et al., 2009; Jäger et al., 2010; Juvonen & Gross, 2008; Palfrey & Gasser, 2008; Strom et al., 2011). Student responses could be due to relational aggression being usually more difficult for adults to detect, and thus educators are mostly unaware and ineffective in intervening in cyberbullying incidents (Jackson et al., 2009).

Student and educator gender differences related to revenge and peer culture. For cyberbully characteristics, male and female students mainly commented on revenge, and male and female educators on power. Revenge mentioned more by students could be related to

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research that has suggested that cyberbullying for revenge can lead to a peer culture where cyberbullying is seen as acceptable (König et al., 2010; Mark, 2009). Mentioned by female students specifically were relational aggression and boredom. This concurs with the literature that many females participate in cyberbullying due to relational aggression (Espelage & Swearer, 2003; Mark & Ratliffe, 2011; Olweus, 1994; Smith et al., 2008).

Student and educator gender differences related to adult and student roles.
Education was reported as an adult role by all participants, most often by female educators. This corresponds to the literature in that many studies advocate for education (Aftab, 2014a; Cassidy et al., 2012; Cassidy et al., 2013). Both student genders reported there were no adult roles as they are usually ineffective in decreasing cyberbullying; however, both educator genders felt adult roles are parental monitoring and limiting technology. Male educators mentioned adult collaboration, which is also advocated for in the research (Grigg, 2010; Hinduja & Patchin, 2012; Shariff, 2009; Willard, 2012).

For student roles, both genders of students, particularly the males, reported students have an important role by being good bystanders and reporting incidents, having empathy. This is also supported for traditional bullying in the Olweus Bullying Prevention Program (Hazelden, 2014), wherein students are empowered to be part of the solution and there is a focus on changing the school culture. So these responses point to the fact that the male students appear to be more prone to trying to solve cyberbullying on their own; therefore they particularly need education geared towards prevention and intervention strategies for them to use.

Limitations

The purpose of this mixed methods research was to examine the cyberbullying perceptions of students, educators, and parents pertaining to young people's experiences as

cyberbully witnesses, victims, and or perpetrators. Examined in detail were each group's

perceptions pertaining to their own experiences (students), their students' experiences (educators

and educator/parents), or their children's experiences (educator/parents).

There were several limitations of this study. The first limitation was the low response

rates for the student survey. Of those eligible, only 26 students (13.6%) agreed to participate.

This resulted in low numbers when analyzing the data. This leads to difficulty when looking for

meaningful and reliable results. Also, when the sample size is small, this can lead to more

chance findings (Olweus, 2012), which makes it difficult to generalize findings.

The second limitation was that no parents of the 8th grade middle school students

volunteered to take the parent survey. The researcher was still able to gather parent data through

the educator/parents that participated in the focus groups. However, it would have been valuable

to have the parents of the students who took the student survey take the parent survey. This

would have allowed the researcher to examine differences between these groups' perceptions.

Also, the educator parent group was not a typical parent group, as those in the education field

may have more awareness of cyberbullying due to the crossover of cyberbullying into school.

The third limitation was that students reported very low rates of cyberbullying

perpetration. The student participants were from one site, which was a convenience sample.

Therefore this limits the ability to generalize the results to other populations. Also, these results

could be due to the fact that students who were victims felt motivated to be part of this study, and

therefore perpetrators were underrepresented in the sample. However, due to the fact that the

rates of perpetration increased throughout the survey, this led the researcher to believe students

were underreporting their cyberbullying involvement in general. Even though the students were

informed that confidentiality would be maintained as to who took the anonymous survey before

they signed their assent form to participant in the survey, and again before they actually took the survey, still students appeared apprehensive when the researcher circulated around the room when answering student questions during the survey. This suggests that, for future studies, the survey link should be given to students so they could take it in a private location. However, then this would open up the possibility that someone else could take the survey or influence the students as they took it. Nevertheless, this method of survey administration might lead to an increase in students who volunteer to participate, and an increase in accuracy of responses.

The final limitation was that there was a low response to the survey ranking items, which decreased with each ranking item throughout the survey. Some educator participants remarked that they did not understand these types of items, but the students did not report this problem. This limitation was decreased in the student survey, because after the educator results were analyzed and before any student surveys were administered, the researcher added to the student survey Likert-scale questions and more detailed information before each ranking question. This enabled the researcher to ask the ranking questions in Likert form, and thus ensure the maximum amount of information was gathered. In hindsight, the ranking questions would have been more effective if they were either Likert or multiple choice items.

Research Implications and Recommendations

Cyberbullying is an increasing problem (Patchin, 2013) that is affecting students, educators, and parents. Yet effective prevention and intervention strategies, for the most part, are still being developed (Cassidy et al., 2013). Also, there is no agreed on definition for cyberbullying (Patchin, 2013). Recommendations in the literature are that an agreed on definition for cyberbullying needs to be created, and adults need to create anticyberbullying programs and give consequences to offenders. However, found in the qualitative portions of the

present study, a strong theme woven throughout the data was that adults are usually unsure of how to accomplish these things. Also recommended in the literature and stressed in the current study's qualitative data is the need for: collaboration among the three groups, allowing and encouraging students to be integral in prevention and intervention efforts, and education for all three groups (Cassidy et al., 2009; Cassidy et al., 2012; Cassidy et al., 2013; Citron, 2009; Hannah, 2010; Jäger, Amado, Matos, & Pessoa, 2010; Juvonen & Gross, 2008; Price & Dalgleish, 2010; Spaulding, 2012).

Due to increasing incidents of cyberbullying that cross over into both the home and school environments, coupled with confusion as to who should issue consequences and how, it is crucial that those involved fully understand this problem and work together to create effective education and cyberbullying strategies (Cassidy et al., 2012; Cassidy et al., 2013; Patchin, 2012). Therefore, the goal of the current study was to explore the perspectives of the main groups involved -- students, educators, and parents.

Examining these varying perspectives will enable this issue to be more fully understood, and thus be instrumental in cyberbullying education and program formation. Also, this examination can help the groups studied understand the most effective prevention and intervention strategies specifically targeted for them. For example, it can inform students of the best ways to respond to incidents, such as reporting them to adults and being responsible bystanders/cyberstanders. It can inform parents of the extent this problem occurs and what they can do to decrease it at home. Also, it can inform educators of school strategies to decreases incidents. These strategies include effective ways to educate about cyberbullying, create a positive school culture, and work collaboratively with parents and students.

The implications of this study stem from students', educators', and educator/parents' perspectives on the following cyberbullying issues: (1) education, (2) collaborative efforts, and (3) effective strategies. Often efforts to decrease cyberbullying are handled in isolation by the student(s) involved, their parent(s), and educators. However, when collaborative efforts are used, then input from each group can lead to more effective cyberbullying initiatives (Cassidy et al, 2012; Patchin, 2012; Spaulding, 2012). In addition to collaboration among the groups are strategies for each group specifically. For example, each has an important role that is often not capitalized on during program formation. Since these findings have many implications for each group studied, this section is organized by the implications for students, educators, and parents.

Student Implications

The current study has several implications for students. In this section, first discussed are implications for students related to education. Next, those for collaboration are examined. Finally, the implications for effective prevention and intervention strategies are explored.

Student implications related to education. The implications for this study related to students are that they need education about effective student prevention and intervention strategies. These strategies include: reporting incidents, being good bystanders, and having empathy and simply being kind to one another both on and off line. Empathy education was a strong subtheme that surfaced throughout the qualitative portions of this study and one that is also found in the cyberbullying literature (Ang & Goh, 2010; Barlińska, Szuster, & Winiewski, 2013; Cassidy et al., 2012; Hinduja & Patchin, 2012; Lazuras et al., 2012). Furthermore, students in the study stated that they need education that is interesting and relevant to them. Kowalski and colleagues (2012) suggest that different cyberbullying strategies should be used

for males and females. They suggest this would allow education to be geared specifically for the ways in which cyberbullying manifests in each group.

The current study suggests that male students are prone to trying to solve this problem on their own. Therefore, education for males may need to specifically address solutions that students can use to decrease cyberbullying. These strategies include empowering students to stick up for each other, and student run groups. The cyberbullying research on males suggest that due to some males' lower empathy levels they would benefit specifically from education geared towards increasing empathy (Ang & Goh, 2010; Topcu & Erdur-Baker, 2012).

The current study also suggests females may be more involved in cyberbullying due to its similarities to relational aggression. This concurs with other researchers (Espelage & Swearer, 2003; Mark & Ratliffe, 2011; Olweus, 1994; Smith et al., 2008). Therefore, education for females may need to be geared towards decreasing relational aggression. These strategies include education on what relational aggression is, and encouraging them to report incidents. Since relational aggression is a commonality that occurs in all types of bullying, this is an important educational need for all anti-bullying programs.

In addition, discussed throughout the qualitative data was that all students should be taught the basics about communicating through technology. This data concurs with research by Migas (2010) that indicates adults need to teach students important aspects related to cyberbullying and to digital communications. These aspects include the three P's of Internet safety: (1) nothing is private, (2) everything is permanent, and (2) never share personal information with anyone. Young people need to learn this and the long-term real world consequences of their online behaviors, so that incidents can hopefully be prevented in the first place.

They also need to learn that, "Impulsiveness, immaturity, and immense publishing power can be a dangerous mix. With increased power to do things comes increased responsibility to make sure that what you are doing is O.K." (Schulten, 2010, p. 1). This is important for students to understand because when someone damages another's reputation through false statements they could be sued for defamation, cyberstalking, or harassment. They need to understand the seriousness of this, because these are crimes in almost all of the United States (Aftab, 2014a). This was an education need specifically mentioned in all of the current study's focus groups and an important educational aspect that needs to be included in cyberbullying programs. However, also mentioned was that many children may not fully comprehend the legal ramifications or think they would never happen to them. Therefore they may be more deterred to participate in cyberbullying if the focus was on consequences more relevant and real to them. For example, a one aspect of education could include student consequences such as embarrassment (especially related to sexting), losing respect from adults and peers, and the social stigma related to being involved in cyberbullying may be the most effective way to educate students (Strassberg et al., 2013) along with strategies such as using case studies and actual stories told from those involved in incidents (Jäger, 2010).

Student implications related to collaboration with adults and effective cyberbullying strategies. Collaboration is a theme widely discussed in the literature and throughout the qualitative portions of the current study. For example, when students work collaboratively with school staff and others involved in cyberbullying policy formation, several benefits can occur. These benefits include a sense of a learning community will grow throughout the school, along with increased commitment and participation of both school staff and students to adhere to collaboratively formed policies (Cassidy, Jackson, & Brown, 2009; Gartrell, 2012). This will

lead to more time for educators to foster relationships with students and to have positive interactions with them (Wien, 2004). The result will be that both students and educators will have more time to focus on academics. The goal is to empower students as "citizens of a leaning community" (Gartrell, 2012, p. 58) that motivates them to follow the policies they helped to create. Related to this, increased student self-esteem can result from this expanded responsibility and trust from adults. Furthermore, for educators, there will be decreased time and stress for them because they will not have to struggle to gain students' cooperation to policies they do not buy into (Wien, 2004).

Educator Implications

There are several implications from the current study for educators. More research is needed to find the most effective cyberbullying programs (Cassidy et al., 2013; Wiseman, 2011). However, suggestions in the literature and in the current study highlight the importance of education for everyone involved. Also advocated for are cooperation and collaboration among young people, parents, educators, and the larger community to decrease incidents and create effective cyberbullying programs (Cassidy et al., 2012; CDC, 2012; Hinduja & Patchin, 2011). Therefore, this section is organized around education, collaboration, and effective strategies.

Educator implications related to education. A strong theme voiced throughout the qualitative data by the educators and educator/parents was that, in general, they felt adults need to be educated about cyberbullying and technology. Then they will be in a position to educate young people about these issues (Jäger et al., 2010; Juvonen & Gross, 2008). Also, many felt they were not prepared to address this issue. Reasons for this issue included: (1) not knowing the most effective prevention and interventions to use, (2) confusion related to whether parents or educators should issue the consequences, (3) many adults using and thinking about technology

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differently than young people, and (4) also many adults stating technology deficits (Jäger et al., 2010).

Another important education need echoed throughout this study was that many people do not understand the legal consequences of cyberbullying. Therefore, it is important for educators to become aware of these through mechanisms such as professional development. Then they will be in a position to educate students and parents (Aftab, 2014b). Another area of professional development voiced in this research was technology education for educators.

In addition to adult education, another subtheme that emerged from the current study was that educators need to teach students about empathy as a way to decrease cyberbullying. This strategy is widely supported in the literature; research suggests there is a correlation between higher empathy and decreased involvement in cyberbullying (Ang & Goh, 2010; Barlińska, Szuster, & Winiewski, 2013; Cassidy et al., 2011, 2012; Jackson et al., 2009; Lazuras et al., 2012; Patchin & Hinduja, 2011; Spaulding, 2012). Both this study's qualitative data and in the literature review suggest that empathy education is important for bystanders as well. With increased empathy there is less likelihood that bystanders will get involved in cyberbullying through forwarding messages or supporting the bullies (Barlińska, Szuster, & Winiewski, 2013). Also, for perpetrators, it helps them to understand how their actions make others feel.

Educators responsible for creating cyberbullying programs could use the results of the current study to identify specific education needs for students and adults. Many educators and educator/parents stated that they felt they were in a better position in terms of awareness of this issue and knowledge of prevention and intervention strategies for cyberbullying than those not in the education field. However, many still felt unprepared to prevent or intervene in incidents.

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In a similar study by Spaulding (2012), educators and students had similar responses about the extent to which cyberbullying was occurring. Still, they did not know what happened after incidents occurred, and they stated more effective education and cyberbullying programs need to be created. Furthermore, other studies stated that effective cyberbullying policies need to be created, which was a theme echoed in Cassidy and colleagues' (2013) recent international review of the cyberbullying literature and in a review by Patchin (2013).

Educator implications related to collaboration. Recommended in the current study's focus groups was that adults should collaborate with young people to learn from them about the technology they use. This is also a recommendation found in the literature (Cassidy et al., 2013; Gasior, 2009; Spaulding, 2012). Spaulding (2012) recommends that educators work with students to learn about technology and then to incorporate it into the classroom. In so doing, this would allow teachers to learn from their students about the technology they use, and at the same time it would enable them to model appropriate technology use for students.

Furthermore, concerted action among adults, students, communities, and educational and public health institutions is needed to address all forms of bullying (König et al., 2010; Mark, 2009; The Brown Child and Adolescent University Behavior Letter, 2005). This is especially important, as mentioned in the current study's focus groups particularly in the administrator group, due to the fact that schools often need parents' help with the enforcement of appropriate technology use and consequences for offenders. For example, schools and parents may be able to work together to get offenders to take down inappropriate posts/webpages, and to model and educate young people on appropriate technology use (Aftab, 2014b; Spaulding, 2012).

An overall important point to remember, as stated by many participants in the current study and found in the literature, is that schools need to create cyberbullying programs that are

proactive instead of reactive. Proactive programs are those that have a primary focus on education and prevention instead of intervention (Mark & Ratliffe, 2011; Wright, Burnham, Inman, & Ogorchock, 2009). So collaboration between educators and parents on cyberbullying issues in general, and for educators to provide parents with cyberbullying education before incidents occur can help the adults to have a good working relationship. Also, having clear policies established in advance will aid in this relationship. These factors will decrease friction between educators and parents during meetings when their children are involved in incidents (Gartrell, 2011; 212; Klein & Miller, 2008).

Educator implications for cyberbullying programs. Issues to be considered when formulating and enacting cyberbullying prevention programs are school factors that either negatively or positively affect incidents. These factors include school climate (Cassidy et al., 2009; Espelage & Swearer, 2003; Hinduja & Patchin, 2009, 2011; NSCC, 2013; Wiseman, 2011); negative effects of cyberbullying (Bonanno & Hymel, 2010); bystander behavior (Fegenbush & Olivier, 2009); and education and cooperation among students, parents, educators, and communities in cyberbullying policy formation (Wiseman, 2011). Society as a whole must advocate against the widely held belief that bullying is not a concern because it is simply a "normal" part of growing up.

Another important consideration mentioned in the current study, again particularly in the administrator group, was that cyberbullying policies need to be evaluated for effectiveness. This consideration is important, because even when they are created and used, often they are not effective. Therefore, educators need to implement and periodically evaluate their cyberbullying programs. Wiseman (2011) studied the effectiveness of school cyberbullying policies and he found several common elements in policies that were successful in prevention and intervention.

In general, effective policies included plans for dealing with off-school incidents, handling discipline issues, and analyzing cyberbullying occurrences. Also mentioned were notifying parents of those involved; disseminating information to students, parents, educators, and those in the community; linking those involved with counseling; and identifying specific consequences for those involved in incidents (Wiseman, 2011).

Mentioned in this study is that it is also important for prevention efforts to have a visible adult presence throughout the entire school. Policies and procedures need to be put into place that focus on preventing incidents and that state specific guidelines for dealing with incidents. These aspects are needed so students understand they will not get away with cyberbullying, even if some incidents occur outside of school. Also, it is important to remember that prevention should focus on education for all three groups on the basics of this problem, on school policies, and on reporting incidents (Cassidy et al., 2013; Wiseman, 2011).

However, mentioned in the cyberbullying literature and in the current study was that there are several considerations related to school cyberbullying policies and consequences that complicate the creation of effective strategies (Aftab, 2014b; Cassidy et al., 2013). The legal issues related to cyberbullying are changing as technology changes and new issues arise due to new cyberbullying incidents. Also, the cyberbullying laws change frequently and vary by state. This makes it necessary for parents, educators, and those in law enforcement to research and understand the laws in their state, and work together to create programs and policies to keep young people safe (Aftab, 2014b, 2014c; Patchin, 2010; WiredSafety, 2014).

Often there are legal issues related to schools issuing consequences for cyberbullying. These issues include behaviors that occur outside of school and or infringe on students' free speech. These cases often end up with the school losing when challenged in court (Aftab,

2014b). Aftab (2014b) recommends several strategies for schools to circumvent possible legal

issues related to cyberbullying. She suggests that educators add a statement to their acceptable

use policy, to give them authority to issue consequences for incidents that occur outside of

school but that negatively affect students while at school. This situation is the case because

schools have legal grounds to punish cyberbullies for out of school actions when they use certain

strategies. For example, such as adding in a clause to their fair use policies that include

dangerous/inappropriate actions that negatively affect students or school staff. Also, legal issues

can be avoided in some cases with cooperation between parents and educators (Aftab, 2014b).

Research has concluded that cyberbullying programs need to be tailored to the particular

local environment to be successful (Li, 2008). Cultural factors and the particular school's

student body need to be considered when designing programs. This is necessary because

differences among cultures and students result in differences in issues related to cyberbullying.

A program successful in one school most likely will need to be adapted to another school for it to

be effective. Therefore, designing a new program at the local level, or customization of another

school or country's program will be warranted (McLoughlin et al., 2009).

The Olweus Bullying Prevention Program has been used worldwide for traditional

bullying and recently has shown considerable success also with cyberbullying (Drogin & Young,

2008; Kern, 2010; Olweus, 1994; 2003; 2012). One reason for this success is that the program is

a whole-school approach that focuses on changing school environments and peer interactions.

Its goal is to decrease all forms of bullying and provide positive reinforcement for appropriate

behavior. Another important factor that contributes to its success is the focus on fostering

teamwork among school staff and students. These aspects work to change existing social norms

in regards to bullying, and to create a more positive school climate (Bradshaw et al., 2007; Olweus, 2012; Sawyer & O'Brennan, 2007).

Creating a positive school climate is important for several reasons. A theme in the literature and from the current study is that when schools have a positive climate, this can lead to a decrease in all forms of bullying and more student reporting of incidents (Cassidy et al., 2009; Espelage & Swearer, 2003; Hinduja & Patchin, 2009, 2011; NSCC, 2013; Wiseman, 2011). However, due to differences between cyberbullying and traditional bullying, it is also recommended that cyberbullying programs take these into account and incorporate issues specific to cyberbullying. Issues that need to be considered for cyberbullying programs are: digital literacy and citizenship, adults promoting and modeling positive and safe technology use, and the role of bystanders in the repetition of cyberbullying (Cassidy et al., 2013; Hinduja & Patchin, 2011; Levy, 2011; Ohler, 2011). Rather than banning technology, educators need to find ways to meaningfully incorporate it and teach about it in schools (Schneider, Smith, & O'Donnell, 2013; Spaulding, 2012).

Parent Implications

There are several implications for parents related to the current study's findings. These implications are related to education, collaboration, and effective cyberbullying strategies. Therefore, the section below is organized around these implications.

Parent implications related to child monitoring and education. A focus in the educator and educator/parent responses from this study, and also found in the literature, is that parents need to learn about the technology their children are using. Then they need to set rules for and monitor their children's technology use (Juvonen & Gross, 2008; Perrin et al., 2012; Ybarra & Mitchell, 2008). However, participants in this study and other research acknowledged

that since monitoring cannot occur 24 hours a day, teaching young people to appropriately use technology is vital. Part of this is teaching students strategies to use independently (Cassidy et al., 2013; Levine, 2013).

The educator and educator/parent participants in this study also felt that parents need to learn the legal issues associated with cyberbullying, and the roles that they can play. These roles include such things as contacting schools and law enforcement when they become aware of incidents and saving evidence. Aftab (2014) concurs and recommends the following actions for parents: block the cyberbully, notify their service provider, and report incidents to school and law enforcement. She suggests that they take legal action as a last resort due to the high expense and often disappointing results.

Another strong focus woven throughout this study's qualitative data was that parents should support educators by teaching their children several important aspects to decrease incidents. Specifically focused on were that parents should teach them empathy in general to decrease all forms of negative behavior, including cyberbullying, and how to be good bystanders (Ang & Goh, 2010; Barlińska, Szuster, & Winiewski, 2013). They should also teach them the difference between freedom of speech and defamation of character, and the legal consequences of cyberbullying (Aftab, 2014c). Additionally, important to teach and model are appropriately using technology (Cassidy et al., 2009; Jackson et al., 2009). This teaching should be started with young children, so they grow up using technology correctly (Mark & Ratliffe, 2011; Wright, Burnham, Inman, & Ogorchock, 2009). These points are especially relevant to the current study, as a strong theme that surfaced throughout the qualitative data was adults engage in cyberbullying as well. This situation leads to poor modeling of technology use for children.

Implications specifically for parent education. A final educational implication for parents is that they need to learn about the technology their children use. They also need to decrease knowledge deficits related to technology and cyberbullying in general. This was a recurrent theme among adult responses in the study. This is also a theme found in the literature as an effective strategy to decrease cyberbullying (Cassidy, Brown, & Jackson, 2012a, 2012b; Jäger et al., 2010; Juvonen & Gross, 2008; Keith & Martin, 2005; O'Keeffe & Clarke-Pearson, 2011; Palfrey & Gasser, 2008; Strom & Strom, 2005; Wong, 2010).

As mentioned in the current research and by other researchers, this is not as simple as it may appear (Hong et al., 2010; Levine, 2013). First, many parents have considerable time constraints due to family and work circumstances. This situation limits the time they have to learn about these issues. Also, it can be difficult for them to learn about these issues. One point mentioned in the literature and during the focus groups in this study was that collaboration between parents and students, and parents and school staff can lead to an increase in parents understanding of technology and cyberbullying (Schneider, Smith, & O'Donnell, 2013).

Parents should elicit the help of schools staff and their own children to enhance their knowledge. Specifically, schools could support parents with measures to decrease inappropriate technology use. They can do this by giving them strategies to monitor and set home technology use roles that coordinate and reinforce those at school (Wiseman, 2011). Also, to increase knowledge of social media sites by adults and decrease time for adults to obtain this information, these interactions could take place using social media and other online resources (Levine, 2013; Schneider, Smith, & O'Donnell, 2013).

Instead of limiting or banning technology use, which was mentioned by both students and adults in the recent study, parents could work with their children to understand the technology

they use and model appropriate technology use for them. Parents could start by opening communication about technology and cyberbullying in general. Then they could use the technology together. This would not only decrease parents' knowledge deficits concerning new technology, but it would give them the opportunity to model appropriate use (Accordino & Accordino, 2011; Levine, 2013). Thus many parents need to learn more about technology, while children need to learn how to be safe and appropriate when using technology (Levine, 2013).

Parent implications related to collaboration and effective cyberbullying strategies.
Parents can use the study findings to understand the benefits of collaborating with educators and their children. Mentioned throughout the study and in the literature, collaboration between educators and parents is beneficial, because this enables education and consequences to be coordinated and enacted in both the home and schools environments. Also, parents should be involved in school cyberbullying policy formation (Levine, 2013; Wiseman, 2011). They should also ensure they understand what school policies are, and discuss these with their children. Collaboration between parents and children is beneficial because this enables positive communication (Levine, 2013), and children being involved in the creation and enforcement of home technology rules (Gartrell, 2011; Li, 2008; Mark, 2009). Collaboration between parents and educators also helps to decrease tension when students are involved in incidents.

Recommendations for Further Research

The current study explored the cyberbullying perspectives of students, parents, and educators. Current cyberbullying research has suggested that a comparison of these perspectives is necessary in order to more fully understand this issue and to be in a position to create effective cyberbullying programs (Cassidy et al., 2012; Spaulding, 2012). Patchin (2010) recommends that more research needs to be conducted about cyberbullying in general, and that researchers

need to coordinate their efforts. Due to cyberbullying research being conducted from several different fields (e.g., education, psychology, criminology, and computer science, etc.) collaboration should be increased through interdisciplinary research (Cassidy et al., 2013). Also, results need to be easily understood so that they can be used by parents, educators, and those involved in policy creation (Patchin, 2010; Wiseman, 2011). One factor this entails is deciding on a uniform definition of cyberbullying. Additionally, in general cyberbullying research methodology needs to be improved to include "the use of validated measures, representative samples, and, where possible, longitudinal data" (Patchin, 2013, p. 1). Olweus (2012) further recommends that sample sizes are large, randomly selected, and representative so that quantitative data can be interpreted with confidence.

Other recommendations for future studies are for more qualitative and longitudinal studies to be conducted, due to the lack of these in these in the literature and the importance contribution studies such as these could make to the field (Cassidy et al., 2013; Patchin, 2013; Spaulding, 2012). Researchers have concluded that more research that gives students a voice needs to be conducted (Jackson, Cassidy, & Brown, 2009). For example, more focus groups, and methods such as open-ended survey questions need to be conducted (Perren et al., 2012). Also, to best create evidence-based suggestions for a school's cyberbullying problem or program it is necessary to first conduct a baseline assessment. This is also important when evaluating a program. Then researchers should use randomized control groups, while also controlling for variations caused by traditional bullying that may influence the effectiveness of cyberbullying programs (Cassidy et al., 2013; Perren et al., 2012). Therefore, Olweus (2012) recommends that it is "essential to study the phenomenon in a context of bullying" (p. 15).

Also needed is more comparative research on students of different age groups to determine how age contributes to cyberbullying, and thus how to best design programs for each age group (Dilmac & Aydogan, 2010). Studying and comparing results of cyberbullying research among students of various age groups is another area of future research needed in order to more fully investigate the extent of this phenomenon (Mark, 2009). Mark and Ratliffe (2011) suggested that cyberbullying incidents increase throughout middle school. Therefore, they recommend studying this phenomenon during high school, because they predict that cyberbullying might increase in high school due to increased technology use and autonomy. However, other research has concluded that there are two peaks, ages 10 to 11 and 14 to 15. Therefore, cyberbullying should be studied in elementary and middle school as well (Katz, 2012). Another area of recent research focuses on if cyberbullying incidents increasing, decreasing, or remaining stable in general (Accordino & Accordino, 2011; Cassidy et al., 2013).

More research is need that focuses specifically on evaluating the effectiveness of current cyberbullying programs (Cassidy et al., 2013; Patchin, 2012; Wiseman, 2011). Reviews and evaluation of current cyberbullying programs could provide insight into the most effective programs for other practitioners to use as models (Wiseman, 2011). Also, because collaboration was another significant recommendation of this study, collaborative efforts among students, parents, and educators should be further studied and evaluated in regards to program formation.

Since cyberbullying education was another significant recommendation of the current study, it might be beneficial to explore current cyberbullying education programs and evaluate their relative effectiveness, strengths, and weaknesses. This could lead to suggestions for the creation of more effective education. Additional areas of future research needed are examining possible technology curriculum for schools in order to create the most effective curriculum to not

only prepare children for today's digital world, but also to decrease maladaptive technology uses such as cyberbullying (Cassidy et al., 2013; Wiseman, 2011).

Continual research into cyberbullying will be necessary because it involves fast-paced and ever changing technologies (Mark, 2009; Wiseman, 2011). Since the environments of cyberbullying change frequently, the underlying behaviors that lead to cyberbullying involvement should be the research focus and not the specific environments incidents occurred in (Topcu & Erdur-Baker, 2010). Furthermore, these issues will result in the need for continually evolving cyberbullying prevention and intervention strategies, devising appropriate whole school policies, and ongoing education and awareness efforts related to cyberbullying (Cassidy et al., 2013; Mark, 2009).

Summary

This study examined the cyberbullying perspectives of students, educators, and parents. Data were gathered through student and educator surveys that consisted of both close-ended and open-ended questions, and educator and educator/parent focus groups. Data were gathered by these methods to collect information pertaining to student self-reported experiences with cyberbullying, and educator and educator/parent reports from their students and or children pertaining to their experiences with cyberbullying.

These differing perspectives are evident in the data collected. The student results are specific to cyberbullying as it is manifesting within one middle school. As recommended in the literature, these results can be used to help those in this school create strategies to best meet the needs of their students, and or to continue with the positive initiatives they are currently doing, such as the Character Counts Program. The results of the current study conclude the following:

1. Some adults in the education field are dealing with cyberbullying issues among their students more frequently and are thus becoming more aware of this problem.

2. Educator awareness of cyberbullying was high in this study; however, many still stated confusion as to what should be done to prevent and intervene and by whom.

3. Students reported low perpetration, which could be related to character education and cyberbullying education being conducted at their school, and the efforts by school staff to create a positive school culture.

4. Major concerns related to cyberbullying mentioned by all participants were negative victim consequences, no or ineffective consequences for bullies, and inability to stop or control cyberbullying once it starts.

5. Triggers for cyberbullying mentioned by all participants consisted of revenge, school incidents, relationship problems between students, differences in appearance, and technology creating space differences.

6. Characteristics of cyberbullies mentioned by all participants were getting revenge, seeking attention and power, and attempting to gain peers acceptance.

7. Most students felt adults can do little to prevent or intervene in cyberbullying and when they attempt to do so they are ineffective; however, adults stated their roles were education and parental monitoring.

8. Professional roles stated by educators and educator/parents were collaborating with parents and education for all three groups (students, parents, and educators).

9. Students felt that one of their roles in intervention was to be good bystander by sticking up for one another and reporting incidents.

10. The negative consequences cited were that: (1) cyberbullies do not feel remorse and do not receive any/effective punishments but victims suffer the negative consequences, (2) cyberbullying outside school coming into the educational setting, and (3) violence or suicide sometimes resulting from incidents.

11. Suggestions from all participants to prevent and intervene in incidents were educators providing education to students and adults, parents monitoring and limiting young people's technology use, collaboration between adults and young people, and creating effective cyberbullying prevention programs.

All forms of bullying, including cyberbullying, continue to be ongoing social and educational problems. With cyberbullying, the ramifications are felt in both the home and school environments; however, often there are nonexistent or ineffective prevention and intervention. A reoccurring theme in this study and in the literature is that the three groups most affected by this problem (i.e.: the students, parents, and educators) need to have consensus and collaboration if effective cyberbullying programs are to be created (Cassidy, Jackson, Brown, 2009; Cassidy, Brown, & Jackson, 2012a; Mark, 2009; Spaulding, 2012; Wiseman, 2011). It is encouraging to note that the educators and educator/parent participants in this study appear to be more aware of cyberbullying; as many stated that they are being forced to deal with this issue repeatedly, it is affecting their students and children, and disrupting their school environments. Participants felt strongly about the need to be proactive instead of reactive. However, many also stated that educators, parents, and students need to collaborate and create effective strategies. In many cases, these strategies and policies do not yet exist, or the ones that do exist are not being evaluated for effectiveness, or are not being used in most schools and homes.

Therefore, it is important that effective strategies are created and used in homes and schools to prevent the occurrence of cyberbullying and to intervene in ways that protect children and people of all ages from this problem. These issues can be accomplished through cyberbullying program creators using current research findings on best practices, and adapting these to their particular schools' cyberbullying issues.

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Appendices

Appendix A – Institutional Review Board for the Protection of Human Subjects Approval

Indiana University of Pennsylvania
www.iup.edu

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15705-1048

P 724-357-7730
F 724-357-2715
irb-research@iup.edu
www.iup.edu/irb

October 18, 2013

Shannon Phillips-Shyrock
362 Elm Street
Indiana, PA 15701

Dear Ms. Phillips-Shyrock:

Your proposed research project, "A Mixed Methods Study of Cyberbullying: Student, Educator, and Parent/Guardian Perspectives and Implications for Prevention and Intervention," (Log No. 13-247) has been reviewed by the IRB and is approved as an expedited review for the period of October 17, 2013 to October 17, 2014.

It is also important for you to note that IUP adheres strictly to Federal Policy that requires you to notify the IRB promptly regarding:

1. any additions or changes in procedures you might wish for your study (additions or changes must be approved by the IRB before they are implemented),
2. any events that affect the safety or well-being of subjects, and
3. any modifications of your study or other responses that are necessitated by any events reported in (2).

Should you need to continue your research beyond October 17, 2014 you will need to file additional information for continuing review. Please contact the IRB office at (724) 357-7730 or come to Room 113, Stright Hall for further information.

The IRB may review or audit your project at random *or* for cause. In accordance with IUP Policy and Federal Regulation (45CFR46.113), the Board may suspend or terminate your project if your project has not been conducted as approved or if other difficulties are detected

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not yet submitted your RTAF, the form can be found at http://www.iup.edu/page.aspx?id=91683 .

I wish you success as you pursue this important endeavor.

Sincerely,

John A. Mills, Ph.D., ABPP
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Psychology

JAM:jeb

Cc: Dr. Mary R. Jalongo, Dissertation Advisor
        Ms. Brenda Boal, Secretary

Appendix B - Focus Group Script

Thank you for agreeing to be part of this focus group on the topic of cyberbullying. Participation should take about 45 minutes of your time, and please feel free to help yourself to refreshments at any time. As you can see by the questions I have on my PowerPoint, our focus today is your perceptions on various cyberbullying issues. Just a reminder, your instructor will not know who decided to participate in this focus group and who did not, and you participation is not connected to your class in any way. So, your participation in today's focus group will not affect your grade in your classes in any way; it is completely voluntary. If you decide not to participate after we start the focus group, feel free to exit the classroom. I will be conducting the group today. I will be audio taping the group to make sure that I have accurately captured the groups' discussion; however, your instructor will not listen to this tape. The tape will be used exclusively by me for the purpose of typing a transcript of the session. The letter on your name tent will serve as your pseudonym, so that none of your comments will be connected to you by your name.

Now, let's talk about the ground rules. What we discuss here today should remain confidential and not be discussed with anyone. Also, please do not refer to anyone by name during your comments. This is important not only to keep the focus group members anonymous, but also to protect any person(s) discussed. Again, our focus is on discussing your perspectives on your awareness of cyberbullying, your perceptions of what causes it to occur and why students choose to participate in it, your perceptions on adult roles as they are now and how you think they should be in order to decrease cyberbullying. Therefore, we should focus on the general overarching causes and issues, and not on specific people involved in incidents. Does anyone have any questions before we begin?

We will begin by going around the group, one by one. Please use the introduction instructions that are in your packet to guide you in briefly introducing yourself.
- *First, state the letter on your name tent.*
- *Next, indicate your area of specialization within the education field.*
- *State your age.*
- *Then indicate if you are a parent, and if so state the ages of your child/children.*

The interview questions that will guide this qualitative focus group interview are posted in the PowerPoint:

10. Are you aware of any cyberbullying incidents reported in the media?
11. What are your major concerns about cyberbullying?
12. What appears to trigger cyberbullying?
13. What is it about a student that makes him or her decide to cyberbully?
14. Do parents or educators know when their students/children have been involved in cyberbullying?
15. What role do you think parents or educators have in cyberbullying prevention and intervention efforts?
16. What role do you think professionals in your field have in cyberbullying prevention and intervention efforts?

17. What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?
18. What are your suggestions to prevent or intervene in cyberbullying?

Member check: Now we will go around the group and ask for any other comments that each participant would like to add.

As a small token of my appreciation for your participation in this focus group, a summary of the findings from this study will be shared by request. Thank you for contributing your perspectives about cyberbullying. Please feel free to take some refreshments on your way out.

Appendix C - Focus Group Guiding Questions

Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1. Are you aware of any cyberbullying incidents reported in the media?
2. What are your major concerns about cyberbullying?
3. What appears to trigger cyberbullying?
4. What is it about a student that makes him or her decide to cyberbully?
5. Do parents or educators know when their students/children have been involved in cyberbullying?
6. What role do you think parents or educators have as it relates to cyberbullying?
7. What role do you think professionals in your field have in cyberbullying prevention and intervention efforts?
8. What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?
9. What are your suggestions to prevent or intervene in cyberbullying?

Appendix D - Cyberbullying Student Survey, Cyberbullying and Online Aggression Survey Instrument 2010 Version Modified by Spaulding (2012)

Cyberbullying Victimization
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

I have seen other people being cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

In my lifetime, I have been cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, I have been cyberbullied.
o Never
o Once
o A few times
o Many times
o Everyday

In the last 30 days, I have been cyberbullied in these ways...
o Never
o Once
o A few times
o Many times
o Everyday
o Someone posted mean or hurtful comments about me online
o Someone posted a mean or hurtful picture online of me
o Someone posted a mean or hurtful video online of me
o Someone created a mean or hurtful web page about me
o Someone spread rumors about me online
o Someone threatened to hurt me through a cell phone text message
o Someone threatened to hurt me online
o Someone pretended to be me online and acted in a way that was mean or hurtful to me

In the last 30 days, I have been cyberbullied in these online environments...
o Never
o Once

o A few times
o Many times
o Everyday
o In a chat room
o Through email
o Through computer instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On MySpace
o On Facebook
o On a different social networking web site (other than MySpace or Facebook)
o On Twitter
o On YouTube
o In virtual worlds such as Second Life, Gaia, or Habbo Hotel
o While playing a massive multiplayer online game such as World of Warcraft, Everquest, Guild Wars, or Runescape
o While playing online with Xbox, Playstation, Wii, PSP or similar device

Cyberbullying Offending

Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

In my lifetime, I have cyberbullied others.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, I have cyberbullied others.
o Never
o Once
o A few times
o Several times
o Every day

In the last 30 days, I have cyberbullied others in these ways...
o Never
o Once
o A few times
o Many times
o Every day
o I posted mean or hurtful comments about someone online
o I posted a mean or hurtful picture online of someone
o I posted a mean or hurtful video online of someone

o I spread rumors about someone online
o I threatened to hurt someone online
o I threatened to hurt someone through a cell phone text message
o I created a mean or hurtful web page about someone
o I pretended to be someone else online and acted in a way that was mean or hurtful to them

In the last 30 days, I have cyberbullied others in these online environments...
o Never
o Once
o A few times
o Many times
o Every day
o In a chat room
o Through email
o Through computer
instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On MySpace
o On Facebook
o On a different social networking web site (other than MySpace or Facebook)
o On Twitter
o On YouTube
o In virtual worlds such as Second Life, Gaia, or Habbo Hotel
o While playing a massive multiplayer online game such as World of Warcraft, Everquest, Guild Wars, or Runescape
o While playing online with Xbox, Playstation, Wii, PSP or similar device)

Appendix E - Cyberbullying Teacher Survey, Cyberbullying and Online Aggression Survey Instrument 2010 Version Modified by Spaulding (2012)

Cyberbullying Victimization
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

Students have reported seeing other students being cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

Students have reported that they themselves were cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, students have reported that they themselves were cyberbullied.
o Never
o Once
o A few times
o Many times
o Everyday

In the last 30 days, students have reported being cyberbullied in these ways...
o Never
o Once
o A few times
o Many times
o Everyday
o Someone posted mean or hurtful comments about me online
o Someone posted a mean or hurtful picture online of me
o Someone posted a mean or hurtful video online of me
o Someone created a mean or hurtful web page about me
o Someone spread rumors about me online
o Someone threatened to hurt me through a cell phone text message
o Someone threatened to hurt me online
o Someone pretended to be me online and acted in a way that was mean or hurtful to me

In the last 30 days, students have reported being cyberbullied in these online environments...
o Never

o Once
o A few times
o Many times
o Everyday
o In a chat room
o Through email
o Through computer instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On MySpace
o On Facebook
o On a different social networking web site (other than MySpace or Facebook)
o On Twitter
o On YouTube
o In virtual worlds such as Second Life, Gaia, or Habbo Hotel
o While playing a massive multiplayer online game such as World of Warcraft, Everquest, Guild Wars, or Runescape
o While playing online with Xbox, Playstation, Wii, PSP or similar device

Cyberbullying Offending
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

Students have reported that they have cyberbullied others.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, students have reported that they have cyberbullied others.
o Never
o Once
o A few times
o Several times
o Every day

In the last 30 days, students reported that they have cyberbullied others in these ways...
o Never
o Once
o A few times
o Many times
o Every day
o I posted mean or hurtful comments about someone online
o I posted a mean or hurtful picture online of someone

o I posted a mean or hurtful video online of someone
o I spread rumors about someone online
o I threatened to hurt someone online
o I threatened to hurt someone through a cell phone text message
o I created a mean or hurtful web page about someone
o I pretended to be someone else online and acted in a way that was mean or hurtful to them

In the last 30 days, students reported that they have cyberbullied others in these online environments...
o Never
o Once
o A few times
o Many times
o Every day
o In a chat room
o Through email
o Through computer
instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On MySpace
o On Facebook
o On a different social networking web site (other than MySpace or Facebook)
o On Twitter
o On YouTube
o In virtual worlds such as Second Life, Gaia, or Habbo Hotel
o While playing a massive multiplayer online game such as World of Warcraft, Everquest, Guild Wars, or Runescape
o While playing online with Xbox, Playstation, Wii, PSP or similar device)

Appendix F – Permission from Justin Patchin

On Fri, 17 May 2013 15:18:32 +0000
 "Patchin, Justin W." <PATCHINJ@UWEC.EDU> wrote:
Hi Shannon - I attached our instrument. You are welcome to use or adapt with proper attribution. If you have any questions, let me know.

JP

--
Justin W. Patchin, Ph.D.
Co-director, Cyberbullying Research Center
Associate Professor of Criminal Justice
Department of Political Science
University of Wisconsin-Eau Claire
105 Garfield Avenue
Eau Claire, WI 54702-4004
Ph: 715-836-4058
http://www.cyberbullying.us/

Appendix G – Permission from Sonya Spaulding

Subject: **Re: Request to use your cyberbullying instruments**
From: "Spaulding, Sonya <sspaulding@lindop92.net>
Date: 07/03/13 09:46 AM
To: Shannon M Phillips-Shyrock <s.m.phillips-shyrock@iup.edu>

Hello Shannon,
My apologies for the delayed response. You most definitely have permission to use my dissertation. The tool for surveying students was not my own. I received permission from Sameer Hinduja and Justin Patchin of Cyberbullying Research Center: http://cyberbullying.us/
May I suggest that you do the same for using the student instrument.

However, I did modify the original instrument and created tools for surveying parents, teachers and administrators. Feel free to use any of those in part of modify as needed. I would love to see your results and assist in any way I can.
Best,
Sonya

Cyberbullying Victimization
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

Rank the following statements from 1 (most common) to 5 (least common) by clicking on your choices (never, once, a few times, several times, and many times) and moving the most common to the top and the least common to the bottom.

When you have finished moving your choices 1 = most commonly occurring and 5 = least commonly occurring:

I have seen other people being cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

In my lifetime, I have been cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, I have been cyberbullied.
o Never
o Once
o A few times
o Many times
o Everyday

Please choose how often each of the following statements occur:

In the last 30 days, I have been cyberbullied in these ways...
o Never
o Once
o A few times
o Many times
o Everyday
o Someone posted mean or hurtful comments about me online
o Someone posted a mean or hurtful picture online of me
o Someone posted a mean or hurtful video online of me
o Someone created a mean or hurtful web page about me
o Someone spread rumors about me online

o Someone threatened to hurt me through a cell phone text message
o Someone threatened to hurt me online
o Someone pretended to be me online and acted in a way that was mean or hurtful to me

In the last 30 days, I have been cyberbullied in these online environments...
o Never
o Once
o A few times
o Many times
o Everyday
o In a chat room
o Through email
o Through computer instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On Facebook
o On a different social networking web site (other than Facebook)
o On Twitter
o On YouTube
o In virtual worlds
o While playing multiplayer online games
o While playing online with Xbox, Playstation, Wii, or similar device

Cyberbullying Offending
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

Rank the following statements from 1 (most common) to 5 (least common) by clicking on your choices (never, once, a few times, several times, and many times) and moving the most common to the top and the least common to the bottom.

When you have finished moving your choices 1 = most commonly occurring and 5 = least commonly occurring:

In my lifetime, I have cyberbullied others.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, I have cyberbullied others.
o Never
o Once
o A few times

o Several times
o Every day

Please choose how often each of the following statements occur:

In the last 30 days, I have cyberbullied others in these ways...
o Never
o Once
o A few times
o Many times
o Every day
o I posted mean or hurtful comments about someone online
o I posted a mean or hurtful picture online of someone
o I posted a mean or hurtful video online of someone
o I spread rumors about someone online
o I threatened to hurt someone online
o I threatened to hurt someone through a cell phone text message
o I created a mean or hurtful web page about someone
o I pretended to be someone else online and acted in a way that was mean or hurtful to them

In the last 30 days, I have cyberbullied others in these online environments...
o Never
o Once
o A few times
o Many times
o Every day
o In a chat room
o Through email
o Through computer instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On Facebook
o On a different social networking web site (other than Facebook)
o In virtual worlds
o While playing multiplayer online games
o While playing online with Xbox, Playstation, Wii, or similar device)

For the following questions, the more you can tell me the more useful it will be to me:

Are you aware of any cyberbullying incidents reported in the media? What are some examples?

What are your major concerns about cyberbullying?

What appears to trigger cyberbullying?

What is it about a student that makes him or her decide to cyberbully?

Do parents or educators know when their students/children have been involved in cyberbullying?

What role do you think parents or educators have in cyberbullying prevention and intervention efforts?

What role do you think students have in cyberbullying prevention and intervention efforts?

What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?

What are your suggestions to prevent or intervene in cyberbullying?

Appendix I - Cyberbullying Educator Survey

Cyberbullying Victimization
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

Rank the following statements from 1 (most common) to 5 (least common) by clicking on your choices (never, once, a few times, several times, and many times) and moving the most common to the top and the least common to the bottom.

When you have finished moving your choices 1 = most commonly occurring and 5 = least commonly occurring:

Students have reported seeing other students being cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

Students have reported that they themselves were cyberbullied.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, students have reported that they themselves were cyberbullied.
o Never
o Once
o A few times
o Many times
o Everyday

Please choose how often each of the following statements occur:

In the last 30 days, students have reported being cyberbullied in these ways...
o Never
o Once
o A few times
o Many times
o Everyday
o Someone posted mean or hurtful comments about me online
o Someone posted a mean or hurtful picture online of me
o Someone posted a mean or hurtful video online of me
o Someone created a mean or hurtful web page about me
o Someone spread rumors about me online

o Someone threatened to hurt me through a cell phone text message
o Someone threatened to hurt me online
o Someone pretended to be me online and acted in a way that was mean or hurtful to me

In the last 30 days, students have reported being cyberbullied in these online environments...
o Never
o Once
o A few times
o Many times
o Everyday
o In a chat room
o Through email
o Through computer instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On Facebook
o On a different social networking web site (other than Facebook)
o On Twitter
o On YouTube
o In virtual worlds
o While playing multiplayer online games
o While playing online with Xbox, Playstation, Wii, or similar device

Cyberbullying Offending
Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

Rank the following statements from 1 (most common) to 5 (least common) by clicking on your choices (never, once, a few times, several times, and many times) and moving the most common to the top and the least common to the bottom.

When you have finished moving your choices 1 = most commonly occurring and 5 = least commonly occurring:

Students have reported that they have cyberbullied others.
o Never
o Once
o A few times
o Several times
o Many times

In the last 30 days, students have reported that they have cyberbullied others.
o Never
o Once

o A few times
o Several times
o Every day

Please choose how often each of the following statements occur:

In the last 30 days, students reported that they have cyberbullied others in these ways...
o Never
o Once
o A few times
o Many times
o Every day
o I posted mean or hurtful comments about someone online
o I posted a mean or hurtful picture online of someone
o I posted a mean or hurtful video online of someone
o I spread rumors about someone online
o I threatened to hurt someone online
o I threatened to hurt someone through a cell phone text message
o I created a mean or hurtful web page about someone
o I pretended to be someone else online and acted in a way that was mean or hurtful to them

In the last 30 days, students reported that they have cyberbullied others in these online environments...
o Never
o Once
o A few times
o Many times
o Every day
o In a chat room
o Through email
o Through computer instant messages
o Through cell phone text messages
o Through cell phone
o Picture Mail or Video Mail
o On Facebook
o On a different social networking web site (other than Facebook)
o On YouTube
o In virtual worlds
o While playing multiplayer online games
o While playing online with Xbox, Playstation, Wii, or similar device)

For the following questions, the more you can tell me the more useful it will be to me:

Are you aware of any cyberbullying incidents reported in the media? What are some examples?

What are your major concerns about cyberbullying?

What appears to trigger cyberbullying?

What is it about a student that makes him or her decide to cyberbully?

Do parents or educators know when their students/children have been involved in cyberbullying?

What role do you think parents or educators have in cyberbullying prevention and intervention efforts?

What role do you think professionals in your field have in cyberbullying prevention and intervention efforts?

What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?

What are your suggestions to prevent or intervene in cyberbullying?

Appendix J - Focus Group Checklist

Well in Advance of the Interview
___1. Establish a time, data, and location for the focus group with the IUP instructor.
___2. Buy and practice using the two audio recording devices.
___3. Make enough copies of the cover letter and consent forms so that every participant has one cover letter and two consent forms.
___4.Prepare participant packets that contain for each participant:
      1) One cover letter
      2) Two consent forms, one for participants to keep
      3) A name tent with a letter of the alphabet in large bold print
      4) Participant introduction instructions
___5. Make a PowerPoint of the guiding focus group questions:
      i. Are you aware of any cyberbullying incidents reported in the media?
      ii. What are your major concerns about cyberbullying?
      iii. What appears to trigger cyberbullying?
      iv. What is it about a student that makes him or her decide to cyberbully?
      v. Do parents or educators know when their students/children have been involved in cyberbullying?
      vi. What role do you think parents or educators have as it relates to cyberbullying?
      vii. What role do you think professionals in your field have in cyberbullying prevention and intervention efforts?
      viii. What are some of the consequences of cyberbullying? What happened afterwards? How did the students involved, and their parents and educators react to the incidents?
      ix. What are your suggestions to prevent or intervene in cyberbullying?
    Member check: Now we will go around the group and ask for any other comments that each participant would like to add.

___6. Make a list of instructions to include in the participant packets detailing how they are to identify themselves, and make a copy for each packet.
      1) State the letter on your name tent.
      2) Indicate your area of expertise in the education field.
      3) State your age.
      4) State if you are a parent, state the age(s) of your child/children.
___7. The day of the focus group buy some light refreshments for the participants.
___8. The day of the focus group test the audio recording devices, and bring extra batteries.

On the Day of the Interview
___9. Bring to the focus group:
    1) Participant packets
    2) Focus group guiding question PowerPoint
    3) One copy of the focus group script
    4) The audio recording devices and extra batteries
    5) Refreshments
___10. Arrive early to the focus group and set up and test the audio recording devices.

___11. Set out refreshments.

___12. Greet participants at the door and give them each a participant packet. Introduce myself and explain that I will be conducting the focus group.

___13. Make sure there is one signed consent for each participant that was obtained during the introductory meeting approximately two weeks before or on the day of the focus group.

___14. Invite participants to help themselves to the refreshments.

___15. Direct participants to their packets and read the focus group introduction instructions out loud.

___16. Ask the interview script questions.

___17. End the focus groups with a member check activity wherein the principal investigator will go around the group asking each participant if there is anything he/she would like to add.

___18. Read concluding remarks from the focus group script.

___19. Thank participants for their participation.

___20. Gather up any materials used and put them in a safe location.

Appendix K - Focus Group Guiding Questions, Spaulding (2012)

Cyberbullying is when someone <u>repeatedly</u> harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

1. What are students' cyberbullying about?
2. What is it about a student that makes him or her decide to cyberbully?
3. Do your parents or educators know any of the incidents you've been involved in?
4. What role do you think parents or educators have as it relates to cyberbullying?
5. What are some of the effects of cyberbullying? What happened afterwards?