

Cyberbullying Interventions Through a Developmental Lens



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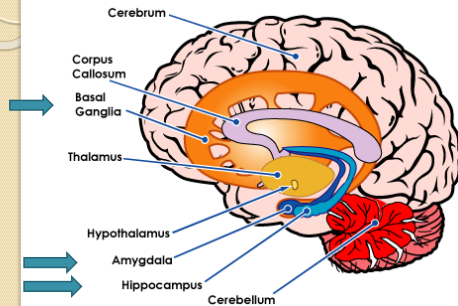
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Overview

- Major developmental milestones in adolescence
- Popular social media and usage patterns
- Overview of cyberbullying
- Cyberbullying interventions

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Brain Areas



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Brain Areas to Know

- Hippocampus (Hippos on Campus)
 - Behavior inhibition
 - Attention
 - Long-term memory formation



Adult



Adolescent

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Brain Areas to Know

- Amygdala (Emotional Amy)
 - Well developed
 - Process emotional content
 - Remember danger levels
 - Activate and prod basal ganglia into action



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Brain Areas to Know

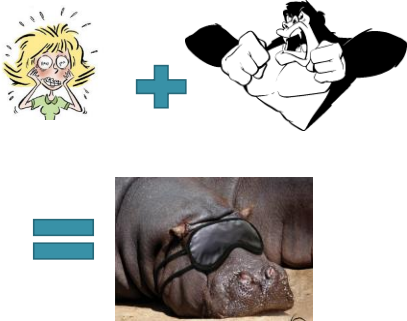
- Basal Ganglia (Basic Gorillas)
 - Control motor movement
 - Leads person to act before thinking

Typical state of gorillas



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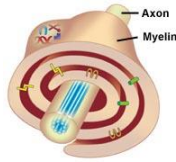
Brain Interactions



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Second Great Brain Growth

- Puberty results in:
 - Motor and sensory areas fully develop
 - White matter increases
 - Myelination increases



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Adding Capacity, Reduce Clutter



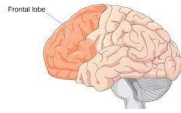
Early Adolescent

Adult

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Brain Development

- Frontal lobe development
 - Capable of abstract reasoning
 - Difficulty reading and understanding emotions
 - Difficulty controlling impulsiveness



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The Brain



- Immature brain = trouble
- More susceptible to engaging in high-risk behaviors
- Abstract thinking
 - Imaginary audience
 - Personal fable
 - Optimistic bias

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Who Am I?

- Identity development
 - Main goal of adolescence is to figure out;
 - Who you are
 - How you fit into society
 - Where you are going
 - Autonomy
 - Empathy
 - Attachment /Relationships



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Autonomy

- **Societal goal** - adolescents to begin distancing themselves from parents and be able to do things on their own.
- Manifested by immersion in teen culture and wanting space to be with their friends and not around other parents or adults.



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Attachment & Relationships

- Influence of first relationships
- Attachment
 - Secure
 - Roughly 60-70% of children
 - Insecure



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Attachment & Relationships

- Family
- Friends
- Dating



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Empathy



- Ability to relate to others and anticipate what others are thinking.
 - Perspective-taking
 - Many social cues missing in internet communication.
 - Disconnect of internet having real world impact
- Requirement to go to the next level of moral thinking.

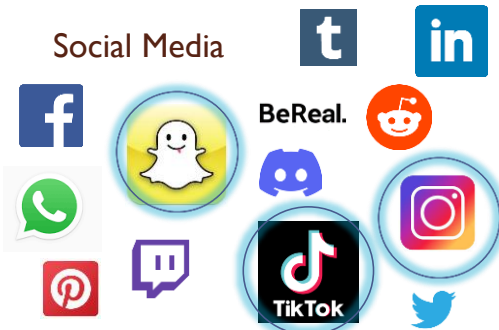
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Media Impact on Development

- Social media can assist with many developmental issues including:
 - Identity
 - Autonomy
 - Relationships – Friends & Dating
- Social media can inhibit other developmental issues including:
 - Empathy
 - Relationships - Family

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Social Media



- Teens are on a variety of social networking sites and apps daily.
- Movement to more video use in all outlets.

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Student Use of Technology



- Streaming services
 - Most watch videos and shows on streaming sites

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Use of Social Media Trends

- Use of social media is growing among 8-12 yr. olds in last two years.
 - 38% used social media
 - 18% use social media "every day"
- Teens spend almost 1 1/2 hrs. per day using social media but have conflicted feelings about medium.
 - 34% of teens say enjoy using social media a lot.

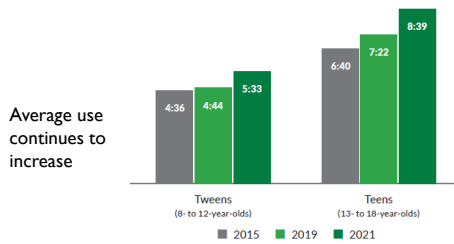


(Common Sense Media, 2021)

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How Much is Too Much?

FIGURE A. Total entertainment screen use among tweens and teens, per day, 2015 to 2021



Average use continues to increase

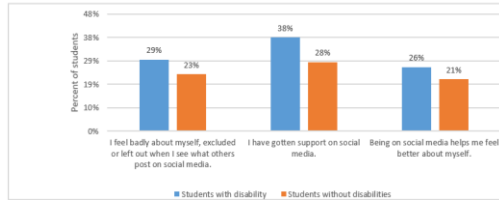
(Common Sense Media, 2021)

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Social Media - Double Edged Sword

- Disabilities
 - Source of Ridicule
 - Source of Support

Figure 3. Percent of students who agreed or strongly agreed that they feel excluded when they see what others post on social media by disability status and gender



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Positives of Social Media

- Connect with friends and family
- Participating in group school projects
- Receiving and offering emotional support
- Learn about current events and cultural issues
- Find opportunities for community involvement



JAMA Peds (2022)

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Positives of Social Media Adolescent Perspective



- Helps build relationship and extend peer support.
- Assist in protecting their mental health.
- Source of mental health information.
- Peer support is valued.

O'Reilly, Levine, et al. (2022)

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Social Media Impact

- Offline Friends high quality
- Benefits
 - Increased self-esteem
 - Perceived social support
 - Increased social capital
 - Safe identity experimentation
 - Increased opportunity for self-disclosure



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Social Media Impact

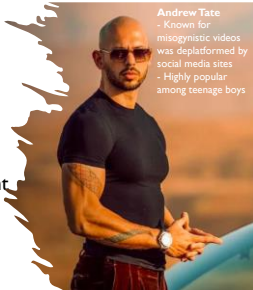
- Offline Friends lower quality
- Harmful effects
 - Exposure to violence
 - Social isolation
 - Loneliness
 - Cyberbullying



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Dangers of Social Media – Extreme Attitudes

- Influence on Attitudes
- Adolescents
 - Vulnerable to extremist content
 - Often come across extremist content
 - Trouble identifying content as extremist
- Toxic Masculinity views
 - Andrew Tate example



Andrew Tate
- Known for misogynistic videos
was deplatformed by social media sites
- Highly popular among teenage boys

(Nienherz et al., 2021)

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Development Implications



- **Friendship** - focus on quantity over quality.
 - Focus on finding like-minded friends and not merely close proximity
 - Some movement away from this (Snapchat) for more privacy with friends.
 - Split identities – two social network accounts
 - Wider audience – image management
 - Close friend – aliases allow for unfiltered view
 - Use of closed groups and hidden apps to protect privacy

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Development Implications



- **Social Networking & Phones**
 - Permit constant contact with peers and significant others.
 - Permit more frequent contact with family.
 - Allow more autonomy while providing a safety net.
 - Permits constant feedback for identity formation.

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Developmental Implications

- **Phones and internet use**
 - Inhibit face to face social feedback
 - Decreases empathy
 - Increases depersonalization of communication



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Developmental Implications



- **Streaming Services**
 - Exploration of endless media options for identity formation
 - Autonomy increased as can choose any content you desire
 - Way to cope with anxiety and loneliness
 - Friendships enhanced by viewing common content and collaborating making new content
 - Allows distancing from parents

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Bullying

- Form of aggression in which a more powerful individual or group repeatedly inflicts negative act upon individuals who are less powerful
(Olweus, 2001)



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Types of Bullying

- Physical bullying
 - Hitting, kicking, pushing, taking personal belongings
- Verbal bullying
 - Taunting, teasing, threatening
- Emotional and Psychological bullying
 - Spreading rumors, manipulating social relationships
- Cyberbullying
 - Sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies

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Bullying Characters

- Bully
- Victim
- Bully-victim
- Bystander



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Development and Rise of Bullying

- Identity issues
 - Bullying peaks in middle school
- Autonomy issues
 - Not report as admit weakness
- Relationship – Friends
 - Establish hierarchy in friendship groups
 - Establish social dominance hierarchy
- Relationship – Dating
 - Establish boundaries for who can date who

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Bullying & Cyberbullying

Criteria for Behaviour recorded as Traditional or Cyberbullying

Criteria	Traditional Bullying	Cyber Bullying
Intention	To harm, upset or embarrass	As perceived by the victim. Impact on victim with or without conscious intention of aggressor
Repetition	Occurs frequently over time.	Need occur only once but can be viewed by numerous others repeatedly or forwarded to others indefinitely
Power Imbalance	Victim has less power due to physical or psychological factors or isolation	Less clear. May be due to higher social status or higher level of proficiency in technology.
Anonymity	Not usually an issue	Nature of social media that aggressors can often remain anonymous creating a power imbalance for the victim
Publicity	Public acts of bullying seen as most severe form of traditional bullying	Acts can involve a large audience – e.g. on public forums, video or pictures distributed through social networking

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Bullying and Cyberbullying

- Correlation overlap in meta-analysis (2014)
- Traditional bullying and cyberbullying
 - .469 perpetration
 - .402 victimization
- Relational aggression and cyberbullying
 - .69 perpetration
 - .57 victimization

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Defining Cyberbullying

- Defining attributes
 - electronic form of contact
 - aggressive act
 - intent
 - repetition (publicity)
 - harm of the victim
- Definition - Willful and repeated harm inflicted through aggressive actions through the use of computers, cell phones, and other electronic devices

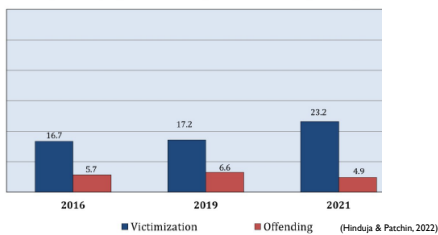


• (Hutson 2016)

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Frequency of Cyberbullying

Recent Cyberbullying Over Time
(Nationally representative samples of U.S. 13- to 17-year-olds)



Meta-analysis (80 studies) rate of bullying is 35% and cyberbullying is 15%
(Modeki et al., 2014)

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Making Fun of the Sasquatch



- As Julie was labeling her friends in the photo she ran across the boy's photo.
- She thought it would be fun to label him Sasquatch.
- Her friends loved it on her private story! Everyone started calling the boy Sasquatch.
- Julie thought nothing of it until she saw the boy crying on his way to school a week later.

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Lesson of the Invisible Man

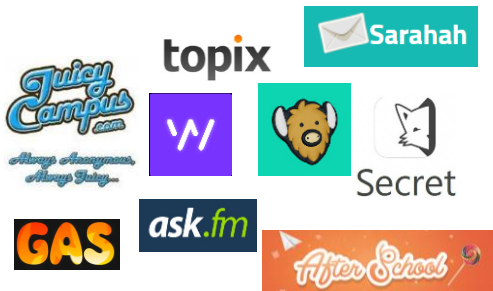


- Invisible Man Effect
 - No accountability
 - No punishment
 - Free to engage in any behavior
- Behavior and Comments run out of control!

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Anonymous Social Networks

- History of anonymous social networks



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Why It Happens: I Can't See You

- **I can't see you:** When people go online they don't receive tangible feedback about consequences of their actions. Lack of feedback interferes with empathy and leads to the misperception that no harm has resulted.



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Why It Happens: You Can't See Me- I Can't See You

- **Everybody does it:** The perception of invisibility and lack of tangible feedback support irresponsible online social norms, including:
 - "It's not me, it's only my persona."
 - "What happens online, stays online."



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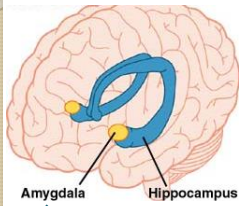
Anatomy of a Cyberbullying Incident

- Profanity
- Self-image
- Context



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Profanity and Cyberbullying



Processes taboo and high arousal words

- Profanity is processed differently than other content
- Taboo – words not supposed to be said
- Arousal – elicit strong emotions

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Areas of Self-Image

- Scholastic competence
- Social acceptance*
- Athletic competence
- Physical appearance*
- Job competence
- Romantic appeal
- Behavioral conduct
- Close friendships*



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Frequent Topics of Cyberbullies



- Romantic relationships
- Friendships
- Sexual activity
- Skills/talent
- Personal appearance
- Weight
- Sexual orientation

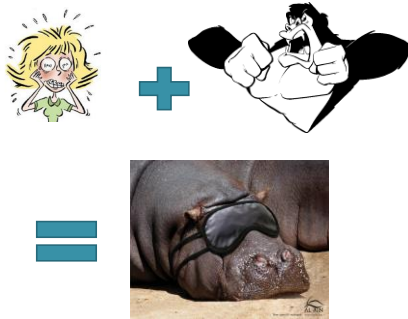
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Inside a Cyberbullying Episode

- George is at home on his iPhone and gets a DM message on Instagram from a classmate.
- It says – ura fukim idiot DIE!!!
- Later – die worthless pos go choke
- George’s brain goes into overdrive.

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Brain Process Profanity & Threat



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George’s Possible Responses

- A. Launch counter-offensive with friends
- B. Threaten offending classmate
- C. Ignore it
- D. Report it to parents / school officials
- E. Block classmate from DM



Answer
C
D
E



Answer
A
B

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Anonymity of DM

- What if George did not know who sent the repeated DMs?

Unpredictability
+
Lack of Control
=
Depression

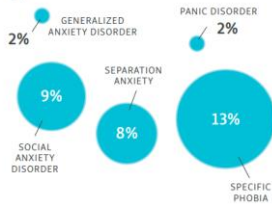
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Anxiety and Depression

- Anxiety in Teens

Prevalence

Young people who meet criteria for a variety of anxiety disorders



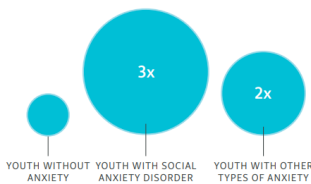
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Anxiety and Depression

- Anxiety in Teens

Risk of depression

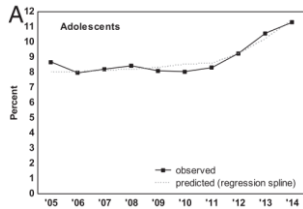
Youth with social anxiety disorder are more likely to become depressed later



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Anxiety and Depression

- Major Depressive Episodes
 - 8.7% teens in 2005
 - 11.3% teens in 2014



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Anxiety and Depression



- Major Depressive Episode Trends
 - Females
 - Larger increase in MDE
 - Greater increase in suicides
 - More exposure to depressive risk factors
 - Cyberbullying
 - More mobile phone use and texting

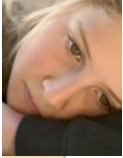
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Cybervictims Characteristics



- More intense Internet users that create content
- Have a myriad of concurrent psychosocial problems offline*
- Have poor parental and peer relations
 - Poor peer relations start early on
 - Lack of social support makes impact more pronounced
- Prior offline bullying victimization*
- Often reluctant to report for fear of losing tech privileges

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At-Risk Students

- Kids who are at higher risk:
 - Poor social skills
 - Learning disabilities
 - Obesity
 - ADHD
 - LGBTQ+
 - Anxiety
 - Depression
 - Autism



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Students in Special Education

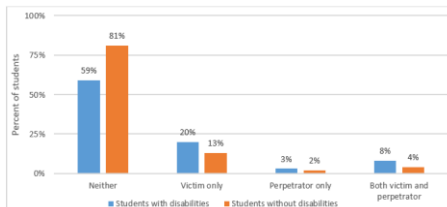
- Higher rates of victimization and cyberbullying.
- Risk factors
 - Low social status
 - Poor social relationships
 - Lack social support
 - Adjustment problems
 - Feelings of rejection
 - Symptoms of anxiety and depression
 - Low self-esteem

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Students with Disabilities

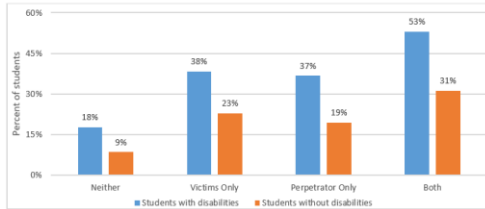
Figure 2. Percent of students reporting cyberbullying involvement in the past 12 months as victims, perpetrators, or both by disability status



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Students with Disabilities

Figure 4: Percent of students reporting depressive symptoms in the past 12 months by disabilities status and cyberbullying involvement



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Impact on Cybervictims

- Range of negative effects:
 - Depression
 - Anxiety
 - Psychosomatic problems
 - Academic problems
 - Self-harm
 - Suicidal Ideation
- Depression & anxiety reciprocate with victimization
- Impact often influenced by frequency, length, and severity of attacks



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Impact on Cybervictims

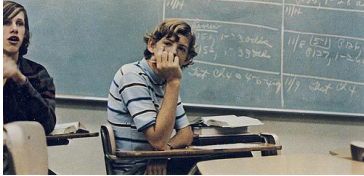
- Self-Harm and Suicidal Ideation
 - Meta-analysis indicated:
 - Cybervictims
 - 2.35x to self-harm
 - 2.10x to exhibit suicidal behaviors
 - 2.57x to attempt suicide
 - 2.15x to have suicidal thoughts
 - Cyberbully
 - 1.21x exhibit suicidal behaviors
 - 1.23x to have suicidal thoughts



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Impact of Cyberbullying at School

- Impact on classes
 - Fear of unknown perpetrators
 - Rapidly spreading gossip
 - Hostile class environment



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Cyberbullies

- Around 12% admit to cyberbullying others over lifetime.
- Intense internet users
- Often perpetrators in traditional bullying
- Poor empathy
- High social intelligence
- High levels of moral disengagement



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Cyberbully Characteristics

- Often seen as popular but display conduct or behavioral problems
- At-risk for being target of cyberbullying and becoming cyberbully-victim



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Cyberbully Characteristics



- High levels of impulsivity
- Support aggressive norms
- Prior offline bullying*
- Committing problem behaviors*

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Why Do It?

- Internal
 - Revenge
 - Boredom
 - Jealousy
 - Redirected feeling
- External
 - Non-confrontational
 - No perceived consequences



Varjas, Talley, Meyers, Perris, & Curtis, 2010

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Impact on Cyberbullies

- Range of negative effects:
 - Depression
 - Conduct problems
 - Substance Use
 - Lower self-esteem
 - Lower academic achievement



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Cyberbully-Victims



- Can be traditional bullies or cyberbullies now being bullied online.
- Tend to be rejected by peers more than any other group and poorest peer relations
- Have conduct and behavioral difficulties including impulsivity and hyperactivity
- At-risk for most severe emotional, psychological, and social problems compared to bullies or victims.

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Bystander



- Witness cyberbullying
- Largest group
- Influence how widespread cyberbullying information is spread
- Types
 - Upstander
 - Passive
 - Encourage

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Upstander

- Assist cyber-victim
- Friends with cyber-victim
- Prior personal victimization
- Elevated levels of affective empathy
- More often girls and older
- Have more social support
- Low level of loneliness



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Passive Bystander



- Most bystanders empathize with victim but do nothing about it. Due to:
 - Bystander effect – diffusion of responsibility
 - Blame victim for not standing up for themselves or deserving it
 - Bullying done by popular students and not feel confident to challenge
 - Not perceived as being of a serious enough nature
 - Fearful of making themselves targets of a bully

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Passive Bystander

- Other reasons
 - Higher levels of impulsivity
 - Lack of social skills (social, empathic, coping)
 - Older adolescents
 - Witness prior cyberbullying – less empathy



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Bystanders - Encourage Cyberbully

- Have high norms of aggression
- High moral disengagement



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Trying to prevent and stop cyberbullying...

INTERVENTION



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General Prevention & Intervention Program

- Programs vary due to:
 - Specific focus on cyberbullying
 - Broader school violence or bullying focus
- Components of successful program
 - Systematic approach with focus on:
 - Individuals
 - Significant relationships
 - Broader social contexts

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General Prevention & Intervention Program Themes

- Most programs use universal approach
- Raising awareness
- Education of students and parents
- Skill development
- Empowerment to be upstanders
- Adult involvement
 - Parents key to successful program
- Collaboration
- Policy Changes

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General Prevention & Intervention Program Themes

- Education of students, parents, & teachers
 - Raising awareness of cyberbullying and knowledge of cyber-safety
- Program examples
 - Viennese Social Competence (ViSC) (Grading et al., 2015)
 - Cyber Friendly Schools (Cross et al., 2016)
 - Tabby Improved Prevention and Intervention Program (TIPIP) (Sorrentino et al., 2018)

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General Prevention & Intervention Program Themes

- Skills development – build competency to apply in real time.
 - Cyber-safety skills
 - Coping with cyberbullying
 - Communication
 - Social engagement
 - Empathy
 - Digital citizenship



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General Prevention & Intervention Program Themes

- Skills development
 - Program examples
 - Skills for Life (Fokkes et al., 2016)
 - Relationships to Grow (Guarini et al., 2019)
 - NoTrap! (Paladino et al., 2016)



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General Prevention & Intervention Program Themes



• School Climate or Policy

- Individuals' perception of educational structures, values, practices and relationships with others.
- Program examples
 - Olweus Bullying Prevention Program (OBPP) (Olweus & Limber, 2010)
 - Restorative Practices Intervention (Acosta et al., 2019)

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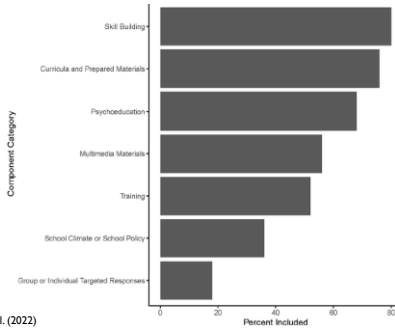
General Prevention & Intervention Program Themes

• Group or Individual Targeted

- Targets specific groups of at-risk students
- Program examples
 - Sensibility Development Program Against Cyberbullying (Tanrikulu et al., 2015)
 - Cyberprogram 2.0 (Garaigordobil & Martinez-Valderrey, 2015)

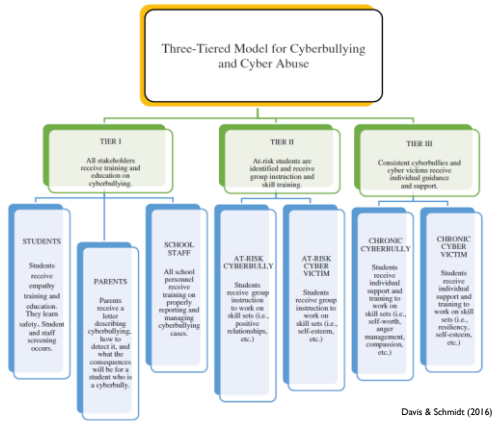
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Prevention and Intervention Components



Polanin, et al. (2022)

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Role of School Psychologist

- Take lead in effort to address school violence
- Lead efforts in promoting awareness of cyberbullying and psychological impact
- Assess prevalence and severity of cyberbullying in school
- Develop prevention programs and intervention strategies regarding cyberbullying

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Prevention is key...

STUDENT EDUCATION & SKILL BUILDING

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Digital Citizenship

- Good behavior – external to internal motivation
- Students develop internal moral compass
- Efforts need to be across multiple grades with integration into existing curriculum



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Digital Citizenship

- Flexible model schools adopt to needs
- Narrow to two areas
 - Respectful behavior online
 - Online civic engagement
- High levels in both areas associated with less online harassment and positively related to helpful bystander behavior.
 - (Jones & Mitchell, 2016)



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Prevention / Intervention Efforts

- Less effective strategies when used in isolation:
 - Punitive sanctions – imposing punishments such as detention or suspensions
 - Can serve to encourage students to hide their behaviors
 - Longer term more effective to focus on concern for victim more so than applying blame to bully.

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Prevention / Intervention Efforts



- Less effective strategies for more severe cases of cyberbullying:
- Teach basic internet protection strategies
 - Good for infrequent cyberbullying events
 - Keep passwords and login details secret
 - Not disclose personal details

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Teach Basic Internet Protection

- Bars on the windows philosophy
- Block or mute sender of DM or accounts
- Log off the account and spend time letting situation cool down
- Not responding to hurtful messages



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Teach Basic Internet Protection

- Instagram – Cyberbullying Prevention Tools
 - Navigate to Settings and go to Comments.
 - Turn on Enable Keyword Filters to add words that you'd like to restrict.
- If account public, can choose who can comment on posts, from every user to certain groups of people,
- Whether account is public or private, able to block other accounts from commenting on posts altogether.
- Learn more go to [Instagram-Together.com](https://www.instagram.com/Instagram-Together.com).

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Prevention / Intervention Efforts

- Less effective strategies:
 - Restorative Conferences – bring bully and victim together to discuss what has happened
 - Limited effectiveness as systems requires appropriate training of staff which does not typically happen
 - Can result in more harm and discomfort to victims



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Establish Mentoring Program



- Pair older students with younger students
- Encourages students to be proactive in addressing cyberbullying
- Encourages leadership skills in older students
- Mixed findings – key is to have high level of training and ongoing support offered to young people selected as peer mentors.

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Prevention / Intervention Efforts

- More effective strategies:
- Combine less effective strategies into comprehensive program
 - Use basic internet safety strategies as starting point
 - Role of coping strategies
 - Encourage reaching out to friends, parents, and teachers
 - Teach problem-focused coping
 - Encourage empathy development

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Parent Interventions - Monitoring

- Start early with children
- Talk with adolescents about media content.
 - Offer opinions of media content
 - Educate children on purpose of various media providing guidance and explanations

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Family Media Plan - AAP



- Helps parents create a plan on media use.
 - Sets media priorities
 - Media Balance
 - Kindness & Empathy
 - Communicating about Media
 - Digital Privacy & Safety
 - Screen Free Times and Zones
 - Choosing Good Content
 - <http://www.healthychildren.org/MediaUsePlan>

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Involving Parents

- Parents become informed about types of activities students engage in online and ways to ensure students are safe from cyberbullying.
- Monitor children's access to internet
 - Possibly install cyberbullying tracking apps with student's knowledge.



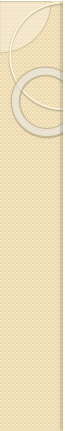
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Involving Parents

- Parents serve as role models and teach children how to interact appropriately online without aggression and with respect and tolerance of others.
- Have parents familiarize themselves with school policies on cyberbullying
- Increase parent awareness of signs of cyberbullying and possible impact

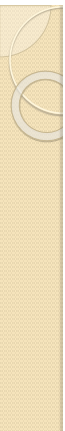
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Whole School Approach

- Most effective where positive or prosocial behaviors from students are acknowledged and promoted
- School Policy
 - Have clear roles for school personnel to play
 - Establish committee that determine the specific needs of the school
 - Purpose of policy is to protect students, staff, and educational environment of school and that cyberbullying is clearly prohibited.

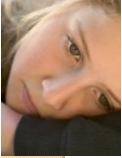
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School Policy

- Address use of school's internet system as well as use of personal cell phones and computers while on campus.
- Policy needs to address cyberbullying off-campus
- Need specific definition of cyberbullying and harassment
- Graduated consequences and remedial actions
- Procedures for investigating
- Clear statement that students will be disciplined if behavior results in considerable disruption of educational environment
- Procedures for educating students, teachers, staff, and parents about cyberbullying
- Let teachers, students, and parents have input into school policy

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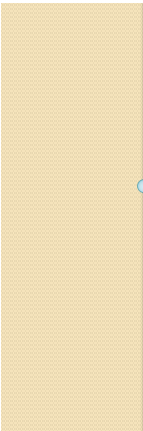


Monitor At-Risk Students

- Kids who are at higher risk:
 - Poor social skills
 - Learning disabilities
 - Obesity
 - ADHD
 - LGBTQ+
 - Anxiety
 - Depression
 - Autism



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Cyberbullying is happening...

- **DIRECT INTERVENTIONS**

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Impact of Interventions

- Most significant decrease in cyberbullying
 - Interventions last 10 weeks to 1.5 yrs. in length
 - Reduce cyberbullying by 10-15%
- Most significant decrease in cybervictimization
 - Intervention last for 6 weeks to 1.5 yrs. in length
 - Reduce victimization by 14%

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Impact of Interventions

- Empirically based programs
 - 76% probability of reducing cyberbullying
 - 73% probability of reducing victimization
- Specific focus on cyberbullying more effective reducing than general violence prevention.

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Peer Group Interventions

- Involve bystanders by teaching students how to support victims in safe and constructive way.
 - Provide clear guidelines so it is clear in best ways for students to intervene in addition to preventing and reporting cyberbullying.
 - Students must be active in establishing anti-bullying policy and rules.



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5-Step Bystander Intervention Model

- Notice that something is happening
 - Interpret event as emergency
 - Take responsibility for providing help
 - Decide how to help
 - Provide help
-
- Direct vs. indirect bystander intervention depends on factors such as:
 - Displacement of responsibility, moral justification, euphemistic labeling



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KiVa Antibullying Program (Finland)

- Discourage bystanders to encourage cyberbullying behavior
- Encourage upstander behavior
- Results
 - Some reduction in cyberbullying
 - Higher self-efficacy for bystanders to effectively intervene

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NoTrap! Program

- School-based intervention, which utilizes a **peer-led approach** to prevent and combat bullying and cyberbullying to:
 - Change individual cognitions, coping strategies, and values
- Experimental group showed a significant decrease over time in all target variables:
 - Victimization, bullying, cybervictimization, and cyberbullying.
 - At 6-month follow-up there was a lower dropout rate for students who participated in the NoTrap! program.

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Classroom Intervention



- Incorporate dedicated curriculum or one embedded within existing curriculum.
- Create a positive relationship between teachers and students
- Teachers need to be informed on school policies and clear guidelines on how to respond when they become aware of it.

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School Climate

- Create an ethic of caring – prosocial behavior is modeled and promoted by teachers and school authorities.
- Note the important role of trusted adults in helping to buffer negative impact of victimization by bullying.



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Cyber Friendly Schools Program

- Whole-school cyberbullying prevention and intervention program
- Aims to reduce cyberbullying by fostering positive behavior and using a harm minimization approach
- Mediating factors include empathetic responsiveness and moral disengagement

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Cyber Friendly Schools Program



- Distal determinants of cyberbullying
 - School organizational factors
 - School ethos and social climate
 - Parental monitoring
- Program associated with significantly greater declines in cyberbullying victimization and perpetration than control schools.

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Media Heroes (Germany)

- 1 day and 10 week versions
- Raise awareness about risks of tech use
- Increase empathy and social responsibility
- Teach strategies to defend oneself
- Reduced cyberbullying
- Reduced traditional bullying
- Increased affective empathy



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Other Effective Programs

- Second Steps Middle School Program (US)
 - SEL focus with indirect effect on cyberbullying
- ViSC (Austria) – anti-bullying program
 - 6 months continue effects for cyberbullying
- Cyberprogram 2.0 (Spain)
- Help-Assert Yourself-Humor-Avoid-Self-Talk-Own (US)
- ConRed (Spain)
- Noncadiamointrappola (Italy)
- Surf-fair (Germany)

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Ways to Improve

- Few intervention programs provide maintenance after implementation
- Student reluctance to get adults involved in situation due to:
 - Fear of losing internet access
 - Be judged by peers
 - Cyberbullying occurs off school grounds

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