CYBERBULLYING AND BEHAVIORAL OUTCOMES IN A MIDDLE SCHOOL SETTING

A thesis submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
School Counseling
By
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May 2013
The thesis of Ryan Webster is approved by:

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Stanley Charnofsky, Ed.D. Date

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Charlene Liebau, M.S. Date

________________________________________
Michael Laurent, Ph.D., Chair Date

California State University, Northridge
DEDICATION

To all middle school faculty, staff, and administration that work with middle school children who have been bullied or cyberbullied – please know that we are making concerted efforts to meet the academic and social needs of our children.
ACKNOWLEDGEMENTS

It is with the utmost thanks, respect, and gratitude that I acknowledge the underlying support and guidance by my three thesis committee members: Dr. Michael Laurent, Dr. Stanley Charnofsky, and Professor Charlene Liebau. If it had not been for the support of these extraordinary, knowledgeable, and patient individuals, this thesis would not be possible. In particular, Dr. Laurent has been an inspiring mentor and confidant, continuously challenging me to consider different perspectives, their impact, and overall importance as related to this contemporary topic. And finally, to my family and friends, who have supported me in my desire to return to school to pursue a graduate education with the hope of making a true difference in the lives of our students.
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ABSTRACT

CYBERBULLYING AND BEHAVIORAL OUTCOMES IN A MIDDLE SCHOOL SETTING

By

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With the recent surge of technological advancements, social networks, and electronic media, the phenomena of cyberbullying continues to plague contemporary society in various forms that include flaming, online harassment, cyberstalking, denigration, masquerading, outing, and exclusion. This study features data from 126 respondents consisting of middle school administrators, counselors, teachers, and others who work with middle school students in the sixth, seventh, and eighth grades. Using appropriate statistical validation, it will be shown that the collected data support the assertions that respondents have experienced some form of cyberbullying, and based on these experiences, are acutely able to recognize that their middle school students also experience these same types of cyberbullying on a weekly basis; middle school children, who have experienced some form of cyberbullying, are also exhibiting an increase in negative behavior in the classroom; and there is no perceived gender difference in susceptibility to cyberbullying when comparing middle school girls or boys.
CHAPTER ONE

INTRODUCTION

Technology today coupled with the use of the Internet has created a platform for male and female students to step outside the realm of what was once regular bullying or face-to-face combat. Cyberbullying is a newer phenomenon that has dramatically increased in occurrence within the last decade. “(It) is reported as 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). Students now leave school and return home to an array of hateful innuendos that reach hundreds, if not thousands or even millions, of individuals through social networking media such as the Internet, chat rooms, and smartphones. It is expected that while boys are potentially more prone to engage in traditional conflicts and/or fights as part of their bullying regime, girls are less likely to engage in such physical activities and thus more likely to partake in alternative Internet-based communications.

Purpose

The underlying goal of this research study is to determine how middle school teachers, librarians, counselors, and administrators perceive cyberbullying themselves and whether it is viewed as a challenge for middle school children to overcome in today’s classroom, and if so, which form(s) of cyberbullying is/are most prevalent. This study will also attempt to show whether or not a correlation exists between students who have experienced (or currently experience) cyberbullying and negative behavioral increases. Finally, the study will investigate whether girls or boys are more adversely affected by cyberbullying.
Definitions

Seven different types of cyberbullying will be investigated: flaming, online harassment, cyberstalking, denigration, masquerade, outing, and exclusion. Flaming involves sending angry, rude, vulgar messages about a person to an online group, via social network postings, or texting, whereas online harassment entails the offender repeatedly sending offensive messages via email, social network postings, or text messages. Cyberstalking includes threat of harm or is excessively intimidating to the recipient, while denigration entails sending harmful, untrue, or cruel statements about a person to other recipients. To masquerade in an online medium involves pretending to be someone else, and outing a victim involves posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images. Finally, exclusion involves cruelly isolating an individual or individuals from an online group.

Limitations and Delimitations

Several limitations to the study should be noted despite the anticipated authenticity of the forthcoming results. Due to the nature of any survey, the reliability of the results is questioned with regard to participants answering the prompts honestly. Another limitation is possible overrepresentation. Although an entire adult population within selected middle schools was surveyed, the received results favor one gender over the other (i.e., sample is not equally representative of male and female faculty). Another further limitation is the amount of surveys returned. A limited sample population was selected for this study; perhaps results might have varied more if a larger sample size had been selected.
Delimitations have also been imposed. The district was chosen due to the convenience of the geographic location to the researcher. The population for all three schools consists of only adults in middle school, which rules out faculty and staff in both elementary and high school. Finally, in an effort to protect our youth, surveys were only administered to teachers, librarians, counselors, and administrators within the three selected middle schools.

The potential correlation between cyberbullying on middle school student behavior and academic success is important to track, because the former is becoming increasingly more popular amongst our youth, and little correlation between genders, their inherent social responses, and resulting short-term and long-term effects has yet to be fully actualized. While this paper does not necessarily correlate the impact of cyberbullying with possible short- and long-term effects, it does examine how the different types of cyberbullying may impact the daily lives of middle school children as perceived by their teachers, librarians, counselors, and administrators.
CHAPTER TWO
LITERATURE REVIEW

Around the world, research is culminating on the topic of cyberbullying, paying attention to the frequency of this issue, how traditional and electronic bullying relate to each other, and on risky behavior possibly correlated with cyberbullying (Menesini & Nocentini, 2009; Ybarra, Diener-West, & Leaf, 2007; Katzer, Fetchenhauer, & Belschak, 2009). However, there has been little measurable data acquired to date on quantifying the effects of cyberbullying on student behavior.

Origins of Bullying and Cyberbullying

Olweus (1992) defined traditional bullying as aggressive behavior that involves repeated exposure to a physical, social, or psychological inequality between a more powerful bully and a victim with difficulty defending him or herself. Bullying can take on many forms and is different than developmentally appropriate forms of conflict between youth with its intensity and purpose (Mason, 2008). In general, bullying involves behaviors intended to verbally or physically intimidate another individual, often leading to physical fighting, harassing, threatening, or harming of the victim.

Three types of bullying have been defined by researchers: (1) physical bullying, (2) harassment, and (3) relational bullying. The act of physical bullying entails hitting, kicking, pushing, and wrestling. Harassment entails verbal threats, taunting and name calling. Relational bullying negatively impacts the intended victim, in that he or she experiences exclusion from other peers or suffers due to the spreading of rumors or emotional abuse stemming from ostracism. When bullying, males are more likely to use physical attacks, while females are more likely to spread rumors (Mason, 2008).
Administrators may have a difficult time distinguishing between standard behavioral interactions among peers versus bullying, because certain interactions with peers may appear to resemble bullying behavior when in fact, they are developmentally appropriate forms of play (Pelligrini, 2006). School administrators are also placed into a difficult position of having to distinguish harmful interactions with peers and playful peer behavior. Another issue is that bullying may only occur one time. Typical definitions of bullying maintain that an interaction can be classified as bullying when victimization of a peer occurs continuously.

Cyberbullying was first coined by Canadian educator and anti-bullying activist, Bill Belsey. What precipitated this term was the April 20, 1999 school shooting at Columbine High School in Middleton, Colorado. After a copycat shooting occurred eight days later in rural Alberta, Mr. Belsey realized that the individuals committing these horrendous acts were relentlessly bullied through their younger years. As a result, he created the website www.bullying.org, a website that allows for a safe, moderated place for individuals to share their stories, poetry, and videos (Belsey, 2012). Soon after www.bullying.org was launched and modern electronic media began to emerge, Mr. Belsey realized something new was being experienced through reports of technically competent young people around the world. With these reported incidents involving modern technological means, www.cyberbullying.ca was created, which made this website the first of its kind to specifically deal with cyberbullying (Belsey, 2012).

Global and Legal Impacts

Recently, the abundance of technical devices employing electronic communication has given youth a new means of bullying. This type of bullying includes
the use of emails, instant messaging, or images sent through a cell phone. Few researchers have studied the degree to which students are affected by electronic bullying. Instead, research has focused on the number of times the Internet is used by children as well as their experiences with Internet harassment (Finkelhor, Mitchell, & Wolak, 2000). High levels of Internet use that interfere with psychological functioning is currently a debated topic and therefore needed.

It is estimated that 90% of adolescents use the Internet, with 50% of them using cyberspace on a daily basis (Lenhart, Madden, & Hitlin, 2005). Out of all adolescents, nearly half also have personal cell phones, which allow them to have immediate access to text messages and Internet capability (Lenhart, Madden, & Hitlin, 2005). Another study aims to not only assess the extent of cyberbullying in schools, but to explore which variables can predict online victimization and perpetration via a survey conducted among 1318 students between the ages of 12-18 years in Belgium secondary schools. Walrave and Heirman (2011) show that 34.2% of the students surveyed were targets of online bullying, while 21.2% admitted to cyberbullying others. It is also reported that there is an age difference between bullies and non-bullies, where bullies are found to be slightly older. In addition, students in French-language education are three times more likely to be victims or perpetrators of cyberbullying than those students who are in Flemish schools (Walrave and Heirman, 2011). Finally, the data also reveals that girls are more likely to be victimized via the Internet than boys. Further research is needed with regards to the emotional consequences impacting the development of an adolescent and identifying the specific types of aggression found in cyberspace.
Incidents are reported in many countries showing that cyberbullying is a global issue. Many adults do not grasp the nature of teen interaction and socialization online. The use of computers and online technology have had a significant increase in giving youth the tools to send harmful and embarrassing images via the Internet (Willard, 2007). Moreover, the consequences of cyberbullying are shown to range from benign distress to adolescent suicide. This particular study highlights the effects of adolescents’ cyberbullying experiences as well as provides suggestions for teachers, administrators, and parents on how to address this spreading international issue via the use of a Quasi-experimental form of Action Research. In this anonymous survey of 6th – 12th grade students, 511 respondents returned the survey from the pool of 528 students. Willard reports key areas need to be addressed with respect to awareness, school policies, supervision, and prevention/intervention programs in order to combat cyberbullying.

Cyberbullying among our youth is not just a problem for a number of students each year, but it inevitably affects the educators and administrators in the school environment (Hinduja & Patchin, 2009). Research has found that cyberbullying leads to negative emotions such as sadness, frustration, anger, or fear (Berson, Berson, & Ferron, 2002; Cowie & Berdondini, 2002; Ybarra & Mitchell, 2007). The Civil Rights Act of 1964 first dealt with harassment in the context of public education followed by Title IX of the Educational Amendments of 1972. “Collectively, these pieces of legislation compel school administrators to take action when they observe or are made aware of behavior that is discriminatory in nature or that violates the civil rights of students or staff members” (Hinduja & Patchin, 2009, p. 72). The arising challenge becomes questioning to what extent do school officials have the right to restrict students’ expressions or to
discipline the behavior or speech that is viewed as inappropriate? This question is observed in the landmark Supreme Court case *Tinker v. Des Moines Independent Community School District* (1969), where it was determined that restricting all forms of student expression, without demonstrating that such behavior substantially interferes with the ongoing operation of the school, is a violation of students’ First and Fourteenth Amendment rights. Admittedly, school campus personnel can limit and control free speech during on-campus time, but restricting off-campus student speech is progressively more difficult, often resulting in greater online harassment.

Cyberbullying is now an international problem for parents, school administrators, and law enforcement (McKenna, 2007). With the ability for adolescents to have access to instant messaging, Internet access, digital assistance and cell phones, this gives them less ability to contemplate the words for which they communicate (Kite, Gable, & Filippelli, 2010). Online teen hangouts have a huge influence on the way adolescents act and behave. Another related survey was conducted, where 588 students in grades seven and eight responded regarding Internet risk and behavior during the hours of school operation. This study showed that 71% of students do not think what they post online will encourage an Internet predator to contact them, and 63% of students lack an understanding regarding the risks of Internet predators (Kite, Gable, & Filippelli, 2010). The key is for administrators to keep pace with how students use this forum in positive ways and find a way to incorporate this into the school setting (Bryant, 2007).

**Behavioral Impact and Prevention**

As previously noted, the use of instant messaging, texting, electronic mail, and chat rooms are enabling our society to become technically savvy. Due to this fact, there
has been an increase of adolescents committing high tech crimes. According to the U.S. Department of Justice, old fashioned bullying, stalking, and spreading rumors have now gone high tech with teens (Daniel, 2005). This study included students in middle and high schools who were enrolled in the East Baton Rouge Parish School System (EBRPSS) who had computers with access to the Internet. A convenience sample of 575 middle school students and 575 high school students was selected. This study explored what middle and high school students perceive as deviant behavior while using the Internet. Based on these findings, a possible conclusion can be made that students do not perceive that the majority of their behavior on the Internet is deviant (Daniel, 2005).

It has been estimated that up to one-half of our youth have been the target of cyberbullying, and those who experience it have troubling consequences that range from a decline in academic performance to teen suicide (Holladay, 2011). This study shows that students in middle school who were victims of cyberbullying were nearly twice as likely to attempt suicide compared to students who were not targets (Holladay, 2011). Courts and law enforcement agencies are sending a clear message that cyberbullying will not be tolerated. However, this can be very tricky. There is a fine line between freedom of speech and hate mail, and the judiciary has had a long struggle with this type of communication (Holladay, 2011).

“According to a recent survey conducted by the Pew Research Center, an estimated 90% of youth aged 12 to 17 years are active on the Internet on a daily basis, and more than 50% of youth aged 12 to 17 years have personal cell phones” (Rainie, 2005). Chibbaro (2007) states that with these numbers, it is not surprising that some are out there to take advantage of a person’s virtual space to bully, harass, and threaten a
person. Cyberbullying is a recent problem that takes one of two forms: direct bullying and indirect bullying by proxy (Wong-Lo, Bullock, & Gable, 2009). Direct cyberbullying occurs when messages are transmitted from bully to victim. Indirect cyberbullying occurs when the bully enlists others to bully the victim. It is interesting to note that at this present time, there is very little research regarding effective prevention and intervention efforts to combat cyberbullying (Snakenborg, Van Acker, & Gable, 2009). As previously noted throughout this literature review, on one hand we must consider what legally constitutes appropriate prevention without compromising students’ constitutional rights; on the other hand, we are obligated to respond to any potential threat to students’ livelihood and success whenever possible.
CHAPTER THREE

METHODS

Participants

A survey was distributed to the school mailboxes of 210 currently employed middle school teachers, librarians, counselors, and administrators from three middle schools. Of the total distributed surveys, 126 participants (or 60%) responded, consisting of 30 males and 94 females, with two declining to state their gender. Moreover, 58.73% were teachers, 3.17% were counselors, 4.77% were administrators, 33.33% selected “other”, none were librarians, and most were associated with students in the seventh and eighth grades. Respondents varied in age from 22 to 51 years (or older), with a mean range of 30 - 39 years old. The demographic distribution of the participants included 6.35% African American/Black, 4.76% Asian/Pacific Islander, 9.52% Hispanic/Latino, 69.84% White/Caucasian, with 9.53% declining to state their ethnicity. On average, respondents are employed for 35 hours per week at respective school sites, and each respondent typically uses the Internet daily. No other demographic data was collected, and participation was voluntary.

Instruments

The survey instrument was nine pages in length with 50 prompts and contained questions pertaining to: different types of cyberbullying vocabulary definitions (i.e., flaming, online harassment, cyberstalking, denigration, masquerade, outing, exclusion) relating to the respondent’s personal experiences, frequency of Internet usage, perceptions regarding frequency of middle school students experiencing cyberbullying, whether or not a correlation exists between students that have experienced (or currently
experience) cyberbullying and negative behavioral increases, and whether girls or boys are more adversely affected by cyberbullying. Survey questions were developed using the Likert Scale, where responses to questions were captured on a five-point ordinal scale for survey questions 41 – 50: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree. In addition, depending on the nature of the remaining questions, responses were also based on the following scales for survey questions 10 – 30: 1 = every day, 2 = once a week, 3 = once a month, 4 = every few months, 5 = rarely, and 6 = never, or 1 = no big deal, 2 = learn to live with it, 3 = upsetting, 4 = very upsetting, and 5 = no opinion. Once the data was collected, both descriptive and inferential statistics were used to examine the data.

The purpose of the study is to determine: (1) if middle school teachers, librarians, counselors, and administrators experience flaming, online harassment, cyberstalking, denigration, masquerading, outing, and/or exclusion, as well as to what extent, (2) if middle school children experience flaming, online harassment, cyberstalking, denigration, masquerading, outing, and/or exclusion (as perceived by their teachers, librarians, counselors, and administrators), as well as to what extent, (3) if middle school children, who have experienced some form of cyberbullying, according to their teachers, librarians, counselors, and administrators, are also exhibiting an increase in negative behavior, and (4) if girls are more adversely affected by cyberbullying than boys. It is hypothesized that middle school children, who have experienced some form of cyberbullying, are also experiencing an increase in negative behavior in the classroom, and middle school girls are more susceptible to cyberbullying than middle school boys.
Materials and Procedures

The university’s Institutional Review Board reviewed and approved the entire survey process and ensured that respondents were treated properly. Participants were then sent a letter of solicitation (Appendix A) requesting their assistance with conducting a 20-minute survey (Appendix B). Approval from the middle school district was then obtained. Final consent from each school principal was then required. Formal instructions were given to the participants prior to answering the questionnaire, describing the reasons and significance of the study and also allowing participants equitable opportunity to respond or decline to answer the questionnaire. Surveys were distributed to either the Assistant Principal or the School Psychologist. All surveys were then placed into staff mailboxes at each respective school. Each school was provided a secured locked box, which was placed in the office of either the Assistant Principal or the School Psychologist, in which completed surveys could be returned. Participants were allotted one month to complete the optional survey. All data were then compiled using a computer with a secured alpha numeric code.

The intent of this research was not to arouse any threat or anxiety in the participant; therefore, minimal risk was involved. The anonymous survey does not solicit any personal information that would allow for identification of any one particular survey respondent, specific district, middle school, or department. Participants were informed that they may stop the survey at any time since participation was voluntary.
CHAPTER FOUR

RESULTS

Based on previous research findings, this study hypothesizes that: (1) middle school teachers, librarians, counselors, and administrators have all experienced some form of cyberbullying, (2) middle school children, who have experienced some form of cyberbullying, are also experiencing an increase in negative behavior in the classroom, and (3) middle school girls are more susceptible to cyberbullying than middle school boys. This chapter will illustrate results, discuss major findings, and detail whether or not the results support the hypotheses.

Demographics

As previously mentioned, the 126 participants consisted of 30 males, 94 females, with 2 declining to state their gender. Figure 1 and Figure 2 depict the overall percentages of respondents’ jobs and ethnicities, respectively.

**Figure 1: Percentages of Respondent Job Duties**

<table>
<thead>
<tr>
<th>Job Duty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>59%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
</tr>
<tr>
<td>Administrators</td>
<td>5%</td>
</tr>
<tr>
<td>Counselors</td>
<td>3%</td>
</tr>
</tbody>
</table>

Figure 1 illustrates that more than half, or 58.73% of respondents are teachers, followed by 33.33% identifying as “other”, 4.77% administrators, and 3.17% counselors. None of
the survey participants are librarians. Figure 2 highlights the demographic distribution of the participants, which consists of 69.84% White/Caucasian, 9.53% declining to state their ethnicity, 9.52% Hispanic/Latino, 6.35% African American/Black, and 4.76% Asian/Pacific Islander.

**Figure 2: Percentages of Respondent Ethnicities**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>70%</td>
</tr>
<tr>
<td>Decline to state</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>6%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Statistical Analyses**

The acquired survey data collected in the study are listed in the tables below and includes a calculated mean, standard deviation, one-tailed Student t-distribution, and a corresponding p-value. The t-distribution is calculated for each data set using the formula: $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}}$, where $\bar{x}$ is the sample mean, $s$ is the sample standard deviation, $n$ is the sample size, and $\mu_0$ represents a specified value when testing the null hypothesis. Once the t-distribution is determined, the p-value is calculated using appropriate graphical software; if the calculated p-value is below the threshold chosen for statistical significance (i.e., generally $p < 0.05$), then the null hypothesis ($H_0$) is rejected in favor of the alternative hypothesis ($H_1$).
Research Findings

After initial demographic information was collected, participants responded on their personal cyberbullying experiences. The null hypothesis was tested, claiming that participants never experienced any form of cyberbullying (i.e., $\mu_0 = 6$, which corresponds to the “Never” option on the survey). The following table summarizes results from the surveyed respondents with respect to the different types of cyberbullying personally experienced (note that this particular sample population does not contain any librarians as referenced in Chapter 3).

Table 1: Frequency of types of cyberbullying experienced by respondents (n = 126)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-test value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flaming</td>
<td>5.89</td>
<td>0.36</td>
<td>-3.42</td>
<td>0.00043</td>
</tr>
<tr>
<td>Online Harassment</td>
<td>5.73</td>
<td>0.55</td>
<td>-5.49</td>
<td>0.00000</td>
</tr>
<tr>
<td>Cyberstalking</td>
<td>5.91</td>
<td>0.27</td>
<td>-3.73</td>
<td>0.00015</td>
</tr>
<tr>
<td>Denigration</td>
<td>5.83</td>
<td>0.38</td>
<td>-5.00</td>
<td>0.00000</td>
</tr>
<tr>
<td>Masquerade</td>
<td>5.92</td>
<td>0.27</td>
<td>-3.31</td>
<td>0.00060</td>
</tr>
<tr>
<td>Outing</td>
<td>5.85</td>
<td>0.40</td>
<td>-4.19</td>
<td>0.00003</td>
</tr>
<tr>
<td>Exclusion</td>
<td>5.94</td>
<td>0.31</td>
<td>-2.16</td>
<td>0.01619</td>
</tr>
</tbody>
</table>

As denoted by the extremely small p-values in Table 1, the null hypothesis, $H_0$, is rejected, which postulated that respondents never experienced any forms of cyberbullying. In fact, all respondents have experienced some form of cyberbullying,
which is consistent with the author’s stated hypothesis, although the rather high sample mean and low standard deviation denote that these experiences have been somewhat rare for most respondents. Because the range of respondents average between 30 – 39 years of age, it is expected that their cyberbullying experiences would be somewhat limited as confirmed by the data in Table 1.

Participants then responded on the perceived types of cyberbullying experienced by their middle school students. The null hypothesis, $H_0$, was tested, claiming that sixth, seventh, and eighth grade students rarely experienced forms of cyberbullying (i.e., $\mu_0 = 5$, which corresponds to the “Rarely” option on the survey). The following table summarizes results from the surveyed respondents with respect to perceived student cyberbullying experiences.

**Table 2: Frequency of types of cyberbullying perceived to be experienced by students according to respondents (n = 126)**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-test value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flaming frequency experienced by Students</td>
<td>4.73</td>
<td>1.42</td>
<td>-2.13</td>
<td>0.01774</td>
</tr>
<tr>
<td>Online Harassment frequency experienced by Students</td>
<td>4.51</td>
<td>1.48</td>
<td>-3.70</td>
<td>0.00016</td>
</tr>
<tr>
<td>Cyberstalking frequency experienced by Students</td>
<td>5.11</td>
<td>1.27</td>
<td>0.97</td>
<td>0.83264</td>
</tr>
<tr>
<td>Denigration frequency experienced by Students</td>
<td>4.60</td>
<td>1.50</td>
<td>-2.98</td>
<td>0.00172</td>
</tr>
<tr>
<td>Masquerade frequency experienced by Students</td>
<td>4.32</td>
<td>1.60</td>
<td>-4.75</td>
<td>0.00000</td>
</tr>
<tr>
<td>Outing frequency experienced by Students</td>
<td>4.16</td>
<td>1.52</td>
<td>-6.18</td>
<td>0.00000</td>
</tr>
<tr>
<td>Exclusion frequency experienced by Students</td>
<td>4.27</td>
<td>1.42</td>
<td>-5.75</td>
<td>0.00000</td>
</tr>
</tbody>
</table>

$1 = $Every day; $2 = $Once a week; $3 = $Once a month; $4 = $Every few months; $5 = $Rarely; and $6 = $Never.
Analysis of the calculated p-values in Table 2 confirms that administrators, counselors, teachers, and others perceive that sixth, seventh, and eighth grade students are believed to experience flaming, online harassment, denigration, masquerading, outing, and exclusion at least every few months, and the null hypothesis is therefore rejected, thereby supporting the alternative hypothesis, $H_1$, that $\mu_0 < 5$. Moreover, with respect to cyberstalking, due to the relatively high p-value (i.e., $p > 0.05$), the null hypothesis cannot be rejected, and it is believed that middle school students rarely experience this extreme form of cyberbullying. Finally, the three most common forms of cyberbullying perceived by survey respondents to be experienced by middle school students are masquerading, outing, and exclusion.

**Table 3: Respondent reactions to different types of cyberbullying (n = 126)**

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-test value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your reaction to flaming?</td>
<td>3.82</td>
<td>0.78</td>
<td>-2.58</td>
<td>0.00552</td>
</tr>
<tr>
<td>What is your reaction to online harassment?</td>
<td>3.58</td>
<td>0.64</td>
<td>-7.34</td>
<td>0.00000</td>
</tr>
<tr>
<td>What is your reaction to cyberstalking?</td>
<td>3.89</td>
<td>0.58</td>
<td>-2.12</td>
<td>0.01797</td>
</tr>
<tr>
<td>What is your reaction to denigration?</td>
<td>3.69</td>
<td>0.62</td>
<td>-5.59</td>
<td>0.00000</td>
</tr>
<tr>
<td>What is your reaction to masquerading?</td>
<td>3.71</td>
<td>0.64</td>
<td>-5.07</td>
<td>0.00000</td>
</tr>
<tr>
<td>What is your reaction to outing?</td>
<td>3.77</td>
<td>0.53</td>
<td>-4.85</td>
<td>0.00000</td>
</tr>
<tr>
<td>What is your reaction to exclusion?</td>
<td>3.35</td>
<td>0.89</td>
<td>-8.17</td>
<td>0.00000</td>
</tr>
</tbody>
</table>

1 = No big deal; 2 = Learn to live with it; 3 = Upsetting; 4 = Very upsetting; and 5 = No opinion.

Respondents were then surveyed on their specific reactions to the various types of cyberbullying as shown in Table 3 above. This data was collected in an effort to determine whether or not the type of cyberbullying might illicit a different response from
each respondent. The data suggest that regardless of the type of invoked cyberbullying, administrators, counselors, teachers, and others equally shared concerned responses and anger towards flaming, online harassment, cyberstalking, denigration, masquerading, outing, and exclusion as denoted by the relatively high sample mean, small sample standard deviation, and p-values < 0.05.

The next set of questions involves respondents commenting on the frequency that observed cyberbullying occurs both inside and outside the regular middle school setting.

**Table 4: Frequency of cyberbullying occurrences as perceived by respondents (n = 126)**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-test value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often does cyberbullying occur through the school network?</td>
<td>4.23</td>
<td>3.42</td>
<td>-2.52</td>
<td>0.00655</td>
</tr>
<tr>
<td>How often does cyberbullying occur through cell phones or other devices used by students at school?</td>
<td>2.89</td>
<td>1.88</td>
<td>-12.55</td>
<td>0.00000</td>
</tr>
<tr>
<td>How often does cyberbullying involving your students occur outside of school?</td>
<td>2.98</td>
<td>1.90</td>
<td>-11.89</td>
<td>0.00000</td>
</tr>
<tr>
<td>How frequently have you witnessed cyberbullying?</td>
<td>5.36</td>
<td>0.97</td>
<td>4.15</td>
<td>0.99997</td>
</tr>
</tbody>
</table>

1 = Every day; 2 = Once a week; 3 = Once a month; 4 = Every few months; 5 = Rarely; and 6 = Never.

Data in Table 4 appears to vary depending on the posed prompt. First, due to the sample mean and low p-value, while administrators, counselors, teachers, and others do not believe that cyberbullying across the school network is widespread, it is still believed to occur every few months, and the large spread in standard deviation attributes to a wide range of perspectives, perhaps varying within different school sites (which was not to be determined with this particular survey). Cyberbullying is believed to occur by students at school via electronic media as well as outside of school at least once a week; due to the low p-values in both instances, the null hypothesis is therefore rejected. Once more, a relatively high standard deviation (and therefore relatively low t-distribution) is noted,
denoting the wide range of solicited responses from survey respondents. The extremities in the numbers might suggest that respondent perceptions potentially vary from site to site or perhaps even grade to grade, although it was not the purpose of this survey to discern such a correlation. Finally, with respect to respondents personally experiencing various forms of cyberbullying, due to the relatively high p-value (i.e., p > 0.05), the null hypothesis cannot be rejected, and it is believed that administrators, counselors, teachers, and others rarely personally experience any form of cyberbullying.

The final questions of the administered survey, shown in Table 5, involved respondent opinions on various perspectives of cyberbullying using a five-point Likert Scale.

**Table 5: Perspectives on various aspects of cyberbullying (n = 126)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-test value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberbullying is part of the online world. There is nothing anyone can do to stop it.</td>
<td>3.90</td>
<td>1.03</td>
<td>-11.94</td>
<td>0.00000</td>
</tr>
<tr>
<td>I know someone really hurt by cyberbullying.</td>
<td>2.64</td>
<td>1.38</td>
<td>-19.12</td>
<td>0.00000</td>
</tr>
<tr>
<td>Things that happen online should stay online.</td>
<td>4.06</td>
<td>1.11</td>
<td>-9.47</td>
<td>0.00000</td>
</tr>
<tr>
<td>If a student is hurt by cyberbullying, the school should become involved and notify the parents.</td>
<td>1.65</td>
<td>1.00</td>
<td>-37.45</td>
<td>0.00000</td>
</tr>
<tr>
<td>I would report cyberbullying incidents, if I could do so without anyone knowing it was me.</td>
<td>2.40</td>
<td>1.57</td>
<td>-18.52</td>
<td>0.00000</td>
</tr>
<tr>
<td>I have the right to say anything online, even if what I say hurts someone or violates someone’s privacy.</td>
<td>4.35</td>
<td>0.97</td>
<td>-7.49</td>
<td>0.00000</td>
</tr>
<tr>
<td>School personnel should stay out of this.</td>
<td>4.37</td>
<td>0.85</td>
<td>-8.29</td>
<td>0.00000</td>
</tr>
<tr>
<td>I would like to create a more respectful online world.</td>
<td>1.79</td>
<td>1.02</td>
<td>-35.19</td>
<td>0.00000</td>
</tr>
<tr>
<td>Students that are cyberbullied are currently exhibiting increases in overall negative behavior.</td>
<td>2.39</td>
<td>0.94</td>
<td>-31.04</td>
<td>0.00000</td>
</tr>
<tr>
<td>Girls are more adversely affected by cyberbullying than boys.</td>
<td>3.02</td>
<td>1.22</td>
<td>-18.15</td>
<td>0.00000</td>
</tr>
</tbody>
</table>

1 = Strongly Agree; 2 = Agree; 3 = Neutral; 4 = Disagree; and 5 = Strongly Disagree.
The null hypothesis $H_0$ for all the prompts above is $\mu_0 = 5$ (or “Strongly Disagree”), and as denoted by the small p-values, the null hypothesis is rejected, thereby supporting the following:

1. Middle school administrators, counselors, teachers, and others generally believe that they would voluntarily contribute to creating a more respectful online world, and schools should become involved as well as notify parents if a student is found to be hurt by cyberbullying;

2. Survey participants agree they would report cited instances of cyberbullying, and that students plagued by experiences of cyberbullying can exhibit increases in overall negative behavior, consistent with the author’s stated hypothesis;

3. Respondents are neutral on the notion that girls are more adversely affected by cyberbullying than boys, which is contrary to the author’s initial hypothesis (with the caveat that this hypothesis may still be true, depending on the outcome of surveyed middle school girls, which was not the focus of this particular study); and

4. Middle school administrators, counselors, teachers, and others believe that they should intercede when cyberbullying is observed and thus remain immersed in monitoring online interactions when involving their (middle school) students.

For participants that believe cyberbullying is present in the school at least every few months, they are asked to identify the specific types of cyberbullying that occur. Of the 126 respondents, the following types were identified as shown in Figure 3.
The most common type of cyberbullying identified by respondents as occurring in the middle school setting is online harassment, followed closely by flaming, denigration, and cyberstalking. The least prevalent type of cyberbullying present is masquerading.

Finally, respondents were asked to identify common Internet sites visited at least once a week. Figure 4 lists the commonly encountered websites by the 126 survey participants.
Facebook and YouTube are the sites visited most along with others. Few participants access Twitter and LinkedIn. This group of survey responders did not select Bebo or MySpace.

**Synthesis of the Research**

Various null hypotheses were statistically posed above which generally resulted in small p-values, allowing us to reject the null hypotheses, in an effort to support corresponding alternative hypotheses, consistent with the overall initial hypotheses postulated by the author in this study. Research data obtained in this study and verified by statistical means demonstrates that surveyed middle school participants:

1. are predominantly teachers (Figure 1) and White/Caucasian (Figure 2) representing mainly seventh and eighth grade students, averaging in age between 30 – 39 years old;

2. experience some form of cyberbullying (Table 1) through flaming, online harassment, cyberstalking, denigration, masquerading, outing, and/or exclusion, although most note that this is rare (Table 4);

3. perceive that their sixth, seventh, and eighth grade students experience flaming, online harassment, denigration, masquerading, outing, and exclusion at least every few months (Table 2);

4. exhibit an upset attitude in response to flaming, online harassment, cyberstalking, denigration, masquerading, outing, and exclusion (Table 3), and the most commonly experienced forms of cyberbullying by respondents consisting of
online harassment followed closely by flaming, denigration, and cyberstalking (Figure 3);

5. believe cyberbullying across the school network is widespread and occurs by students both at school via electronic media as well as outside of school at least once a week (Table 4);

6. maintain a correlation exists between students that frequently experience cyberbullying and negative classroom behavior;

7. are neutral on the notion that girls are more adversely affected by cyberbullying than boys, which is contrary to the author’s initial hypothesis (Table 5); and

8. tend to commonly use Facebook followed by YouTube and other online resources when browsing the Internet (Figure 4) each week.
CHAPTER FIVE
CONCLUSION

As society continues to evolve and the use of electronic communications becomes more prolific, the risk of our children potentially encountering electronic forms of cyberbullying through email, instant messaging, in a chat room, on a website, or through digital messages sent to a cell phone becomes increasingly large. The contemporary child no longer merely faces traditional bullying in the forms of physical acts or verbal abuse, initiated by a known perpetrator, and witnessed by a limited audience with a potential end in sight; instead, the momentum created by cyberbullying may feature an unknown (and therefore masked) perpetrator, with the potential for a limitless audience of bystanders and observers, for an ongoing period of time. The focus of this cyberbullying study is centralized on middle school students, because this is when traditional bullying is quite prevalent and because research has suggested there is an increase in the use of electronic technologies during these ages (Kowalski & Limber, 2007).

Research on peer victimization in cyberspace is still in its infancy, and to date, the majority of studies have been exploratory in nature (Dempsey, Sulkowski, Nichols, & Storch, 2009). In this particular study, survey results support the initial hypotheses that: (1) middle school teachers, counselors, and administrators have all experienced some form of cyberbullying, and (2) middle school children, who have experienced some form of cyberbullying, are also experiencing an increase in negative behavior in the classroom. However, and perhaps most surprising given that the majority of respondents are female, is the realization that (3) middle school girls are not necessarily more susceptible to
cyberbullying than middle school boys; in fact, the respondents were fairly neutral with respect to this survey prompt.

The 126 surveyed middle school administrators, counselors, teachers, and others in this study are mainly White/Caucasian, average in age from 30 – 39 years old, function predominantly as teachers in the school setting, and mostly work with seventh and eighth grade students. Most participants acknowledge using Facebook, YouTube, and other online resources on a weekly basis and have experienced some form of cyberbullying, mainly via online harassment, flaming, denigration, and cyberstalking. Middle school students are believed to experience flaming, online harassment, cyberstalking, denigration, masquerading, outing, and/or exclusion at least once a week; moreover, victims of frequent cyberbullying tend to exhibit increases in negative behavior during class.

The author initially postulated that middle school girls are more susceptible to cyberbullying than boys. First, it was believed that boys are typically more physical than girls, and as such, would succumb to more traditional bullying tactics. Moreover, because girls tend to typically be more social, conscious of their physical characteristics, and thus rely on more indirect forms of aggression relative to boys, it was expected that they would more readily engage in the various forms of cyberbullying compared to boys. In addition, research conducted by Kowalski and Limber (2007) as well as others do cite gender differences as related to electronic bullying in favor of greater female perpetrators. However, as previously noted, results for this particular survey study do not support these findings as perceived by respondents, and as such, both girls and boys are found to exhibit equal sensitivities to cyberbullying.
This particular study was limited to a relatively small number of participants and should be expanded to a greater population of students and respondents in both rural and urban areas. Moreover, differences in female versus male students as well as age levels should be explored more when attempting to assess which specific forms of cyberbullying are impacting a child’s life in the middle school setting. In addition, at the request of the university sponsoring this study, responses could only be obtained from administrators, counselors, teachers, and librarians of middle school children without surveying the actual students. It would be interesting to compare and contrast how results vary when these students are surveyed. In addition, because this sampling was biased towards White/Caucasian teachers, it would also be interesting to note perceptions among different constituencies at multiple district sites. Finally, one crucial item not addressed during this study has to do with how administrators, counselors, teachers, and librarians respond to students that are victims of cyberbullying. In Table 5, survey participants overwhelmingly support the notion that if a student is hurt by cyberbullying, the school should become involved and notify the parents. However, what mechanisms are in place to address (and even prevent) this cyberbullying, and to what extent have these efforts been successful in mitigating overall middle school student negative behavior in the classroom, student academic success, and overall student well-being? Is student academic success compromised both short-term and long-term as a result of cyberbullying? These questions (and more) should be continually examined in subsequent studies in an effort to better equip schools to design appropriate cyberbullying interventions as well as anticipate and respond to developmental (academic and
behavioral) repercussions experienced by middle school children plagued with ongoing electronic bullying.
References


Belsey, Bill (2012, April 14). If you are the victim of a cyberbully, what can be done now [Web log post]? Retrieved from http://www.cyberbullying.ca


Lenhart, A., Madden, M., & Hitlin, P. (2005). Teens and technology: You are leading the transition to a fully wired and mobile nation [Electronic mailing list message]. Retrieved from


Appendix A

TO: Potential Cyberbullying Survey Participant
FROM: Ryan Webster
California State University, Northridge
College of Education
Department of Educational Psychology and Counseling
DATE: February 1, 2013
SUBJECT: Cyberbullying Survey

Dear Survey Respondent,

As part of my thesis research, I am interested in finding out how middle school teachers, counselors, librarians, and administrators perceive cyberbullying themselves and whether it is viewed as a challenge for middle school children to overcome in today’s classroom, and if so, which form(s) of cyberbullying is/are most prevalent. This study will also attempt to determine whether or not a correlation exists between students that have experienced (or currently experience) cyberbullying and negative behavioral increases. Finally, the study will investigate whether girls or boys are more adversely affected by cyberbullying.

Cyberbullying can be defined as sending or posting harmful or cruel text messages or images using the Internet or other communication technologies such as cell phones. The various forms of cyberbullying will be further defined and explored in this survey for your consideration.

Please note that this survey does not solicit any personal information that would allow for identification of any one particular survey respondent, specific school/district, or site. In addition, all received responses will be kept confidential and will be used solely for purposes of research reporting and statistical analysis. After reading the enclosed survey, certainly you may opt not to participate if desired.

I hope to collect all survey results from the Main Office in the Administration building by March 1, 2013. Please make sure to return all surveys to the main office via the folder labeled “Ryan Webster CSUN Survey Results”.

Thank you so much for potentially taking the time to complete this survey. I appreciate your comments and suggestions as well. If you need to contact me further for any reason, please feel free to reach me at ryan.webster.771@my.csun.edu.

Gratefully, Ryan Webster, M.S. candidate in School Counseling
Appendix B

Please circle or mark your responses to the following fifty questions.

For example:

0. My name is Ryan Webster.
   A. Yes
   B. No

1. Sex
   A. Female
   B. Male

2. Age
   A. 21 or younger
   B. 22 – 30
   C. 31 – 40
   D. 41 – 50
   E. 51 or older

3. Race/ethnicity
   A. African American/Black
   B. Filipino
   C. Native American/Alaskan Native
   D. Asian/Pacific Islander
   E. Hispanic/Latino
   F. White/Caucasian
   G. Other
   H. Decline to state

4. How many hours per week do you work?
   A. 1 – 9
   B. 10 – 19
   C. 20 – 29
   D. 30 – 39
   E. 40 +

5. Which of the following best describes your current role at the school/district or site?
   A. Administrator
   B. Counselor
   C. Librarian
   D. Teacher
   E. Other
6. Which grade level of students do you predominantly work with?
   A. Sixth grade only
   B. Seventh grade only
   C. Eighth grade only
   D. Sixth and seventh grades
   E. Seventh and eighth grades
   F. Sixth and eighth grades
   G. Sixth, seventh, and eighth grades

7. Do you use the Internet?
   A. Yes
   B. No, and skip to Question #10

8. How often do you use the Internet?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely

9. Place a check (✓) beside the listing(s) below that you use at least once a week:
   _____ Facebook
   _____ Twitter
   _____ Bebo
   _____ MySpace
   _____ YouTube
   _____ LinkedIn
   _____ Other (please specify) ________________________________________________

For Questions 10 – 30, the following are a list of common cyberbullying actions. Terms in quotation are derived from www.meridtranducation.com. For each type of action, please answer the questions that follow for each category.

“Flaming” – Sending angry, rude, vulgar messages about a person to an online group, social network postings such as Facebook or Twitter, or to that person via email or text messaging.

10. How often have you been “flamed”?
    A. Every day
    B. Once a week
    C. Once a month
    D. Every few months
    E. Rarely
    F. Never
11. How often are you aware that your students are “flamed”?  
   A. Every day  
   B. Once a week  
   C. Once a month  
   D. Every few months  
   E. Rarely  
   F. Never  

12. On the following scale, what is your reaction to “flaming”?  
   A. No big deal  
   B. Learn to live with it  
   C. Upsetting  
   D. Very upsetting  
   E. No opinion  

**Online Harassment** – Repeatedly sending offensive messages via email, social network postings such as Facebook or Twitter, or text messaging to a person.  

13. How often have you been harassed online, via email, or through text messaging?  
   A. Every day  
   B. Once a week  
   C. Once a month  
   D. Every few months  
   E. Rarely  
   F. Never  

14. How often are you aware that your students are harassed online, via email, or through text messaging?  
   A. Every day  
   B. Once a week  
   C. Once a month  
   D. Every few months  
   E. Rarely  
   F. Never  

15. On the following scale, what is your reaction to harassment?  
   A. No big deal  
   B. Learn to live with it  
   C. Upsetting  
   D. Very upsetting  
   E. No opinion
“Cyberstalking” – Online harassment that includes threat of harm or is excessively intimidating.

16. How often have you been “cyberstalked”?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

17. How often are you aware that your students are “cyberstalked”?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

18. On the following scale, what is your reaction to “cyberstalking”?
   A. No big deal
   B. Learn to live with it
   C. Upsetting
   D. Very upsetting
   E. No opinion

“Denigration” (or put-downs) – Sending harmful, untrue, or cruel statements about a person to other people or posting such material online.

19. How often have you been “denigrated” online?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

20. How often are you aware that your students are “denigrated” online?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never
21. On the following scale, what is your reaction to “denigration”?
   
   A. No big deal  
   B. Learn to live with it  
   C. Upsetting  
   D. Very upsetting  
   E. No opinion  

“Masquerade” – Pretending to be someone else and sending or posting material that makes that person look bad.

22. How often has someone “masqueraded” as you online and made you look bad?

   A. Every day  
   B. Once a week  
   C. Once a month  
   D. Every few months  
   E. Rarely  
   F. Never  

23. How often do you think “masquerading” occurs to students?

   A. Every day  
   B. Once a week  
   C. Once a month  
   D. Every few months  
   E. Rarely  
   F. Never  

24. On the following scale, what is your reaction to “masquerading”?

   A. No big deal  
   B. Learn to live with it  
   C. Upsetting  
   D. Very upsetting  
   E. No opinion  

“Outing” – Sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images.

25. How often have you had someone send or post sensitive personal information about you online?

   A. Every day  
   B. Once a week  
   C. Once a month  
   D. Every few months  
   E. Rarely  
   F. Never
26. How often do you think your students have had someone send or post sensitive personal information about them online at home?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

27. On the following scale, what is your reaction to “outing”?
   A. No big deal
   B. Learn to live with it
   C. Upsetting
   D. Very upsetting
   E. No opinion

**Exclusion** – Cruelly excluding someone from an online group.

28. How often have you been cruelly excluded from an online group?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

29. How often do you think your students have been cruelly excluded from an online group?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

30. On the following scale, what is your reaction to exclusion?
   A. No big deal
   B. Learn to live with it
   C. Upsetting
   D. Very upsetting
   E. No opinion

31. Have you been cyberbullied by someone outside of your school?
   A. Yes
   B. No
32. Have you been cyberbullied by a student?
   A. Yes
   B. No, and skip to Question #35

33. If you answered “Yes” to Question #32, has he or she bullied or harassed you in person at school?
   A. Yes
   B. No

34. If you answered “Yes” to Question #32, have you ever bullied or harassed him or her at school?
   A. Yes
   B. No

35. How often does cyberbullying occur through the school network?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never

36. If you selected answer choice A, B, C, or D to Question #35 above, place a check (✓) beside the kinds of cyberbullying that occur through the school network:
   _____ “Flaming”
   _____ Online Harassment
   _____ “Cyberstalking”
   _____ “Denigration”
   _____ “Masquerade”
   _____ “Outing”
   _____ Exclusion

37. How often does cyberbullying occur through cell phones or other devices used by students at school?
   A. Every day
   B. Once a week
   C. Once a month
   D. Every few months
   E. Rarely
   F. Never
38. If you selected answer choice A, B, C, or D to Question #37 above, place a check (✓) beside the kinds of cyberbullying that occur through cell phones or other devices used by students at school:

____ “Flaming”
____ Online Harassment
____ “Cyberstalking”
____ “Denigration”
____ “Masquerade”
____ “Outing”
____ Exclusion

39. How often does cyberbullying involving your students occur outside of school?
A. Every day
B. Once a week
C. Once a month
D. Every few months
E. Rarely
F. Never

40. How frequently have you been a witness to cyberbullying incidents?
A. Every day
B. Once a week
C. Once a month
D. Every few months
E. Rarely
F. Never

For Questions #41 - #50, please select from the answer choices below. Answers may be used more than once, although only one response per statement is requested. Please mark your answer beside each provided line.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

___41. Cyberbullying is part of the online world. There is nothing anyone can do to stop it.
___42. I know of someone who has been really hurt by cyberbullying.
___43. Things that happen online should stay online.
___44. If a student is being hurt by cyberbullying, it is important for the school to become involved and notify the parents.
___45. I would report cyberbullying incidents, if I could do so without anyone knowing it was me.
46. I have the right to say anything online, even if what I say hurts someone or violates someone’s privacy.

47. School personnel should stay out of this.

48. I would like to create a more kind and respectful online world.

49. Students that are cyberbullied are currently exhibiting increases in overall negative behavior.

50. Girls are more adversely affected by cyberbullying than boys.

Thank you for completing this very important survey.