



**Thank you for joining us.
The webinar will begin soon.**

BEFORE WE BEGIN

- All attendees are in listen-only mode. If you run into any audio issues during the webinar, please try another method of listening in, such as computer audio or calling in by phone.
- All registrants and attendees will receive a link to the recorded version of this webinar in a follow up email.
- If you have questions during the presentation, please let us know by typing your question into the panel or chat section. We will address these at the end of the presentation.



University at Buffalo

Alberti Center for
Bullying Abuse Prevention

Graduate School of Education



Stephanie S. Fredrick, Ph.D., NCSP

Dr. Stephanie Fredrick is an Assistant Professor of School Psychology and Associate Director of the Alberti Center for Bullying Abuse Prevention at the University at Buffalo, State University of New York. Her research investigates the role of families, peers, and schools in preventing bullying and cyberbullying and promoting mental health among youth.

Dr. Fredrick's research focuses on school-based preventative and protective factors, including social support, school climate, social-emotional learning, and digital citizenship. Fredrick is a licensed psychologist, a nationally certified school psychologist, and serves as associate editor of the Journal of School Psychology. She previously worked as a school psychologist in the Chicago suburbs before transitioning to academia.

In addition to research and teaching, Dr. Fredrick frequently partners with schools to consult and provide trainings on school climate, social emotional learning, and bullying and cyberbullying prevention and intervention.

The background of the slide features a complex pattern of blue lines and arrows. Some lines are solid, while others are dashed. The arrows point in various directions, creating a sense of movement and connectivity. The pattern is most dense in the upper right and lower right corners, with more open space on the left where the text is located.

CYBERBULLYING AND SOCIAL MEDIA USE: OVERVIEW AND IMPLICATIONS FOR SCHOOLS

Stephanie S. Fredrick, Ph.D., NCSP
Associate Director, Alberti Center for Bullying Abuse Prevention
Assistant Professor, School Psychology
Graduate School of Education, University at Buffalo, SUNY



University at Buffalo

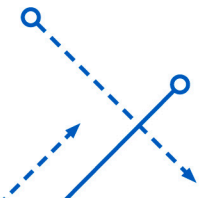
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Learning Objectives

- 1) Describe cyberbullying and understand how it is related to technology/social media use, peer relationships, and youth mental health
- 2) Identify school-based strategies to prevent cyberbullying and promote safe and respectful online behavior
- 3) Identify ways schools can intervene when cyberbullying occurs
- 4) Share resources with colleagues, students, and students' families on cyberbullying and healthy online behavior



**Which characteristic
is not associated
with bullying?**

- ❖ Power
- ❖ Repeated over time
- ❖ Peer conflict
- ❖ Causes distress



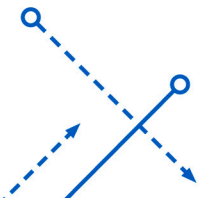
What is Bullying and Cyberbullying?

1. Power Dynamic
2. High likelihood of being repeated
3. Victim/target feels distressed as a result of the behavior



❖ How meaningful is this definition?

- ❖ What is the perspective of the victim?





Bullying: Quick Facts

Estimates vary WIDELY, but about 1 in 3 children and adolescents are involved as bully, target, or both

Bullying occurs from preschool to adulthood; peaks grades 4-7

Bullying is more likely to occur in less closely supervised areas (bathrooms, hallways, playground, lunch, bus, online)

Adults are often unaware of or do not see the problem



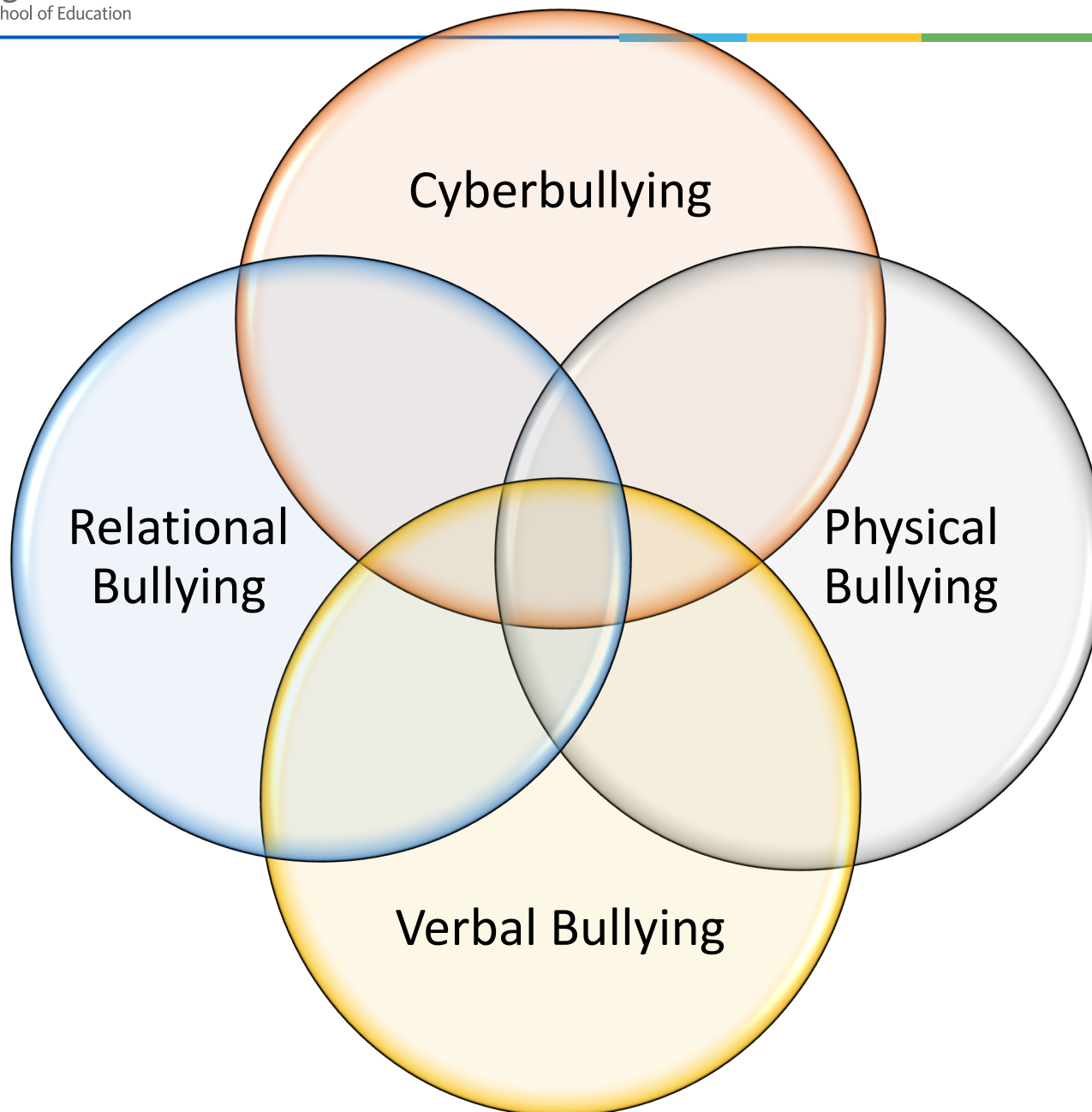
Cyberbullying: Quick Facts

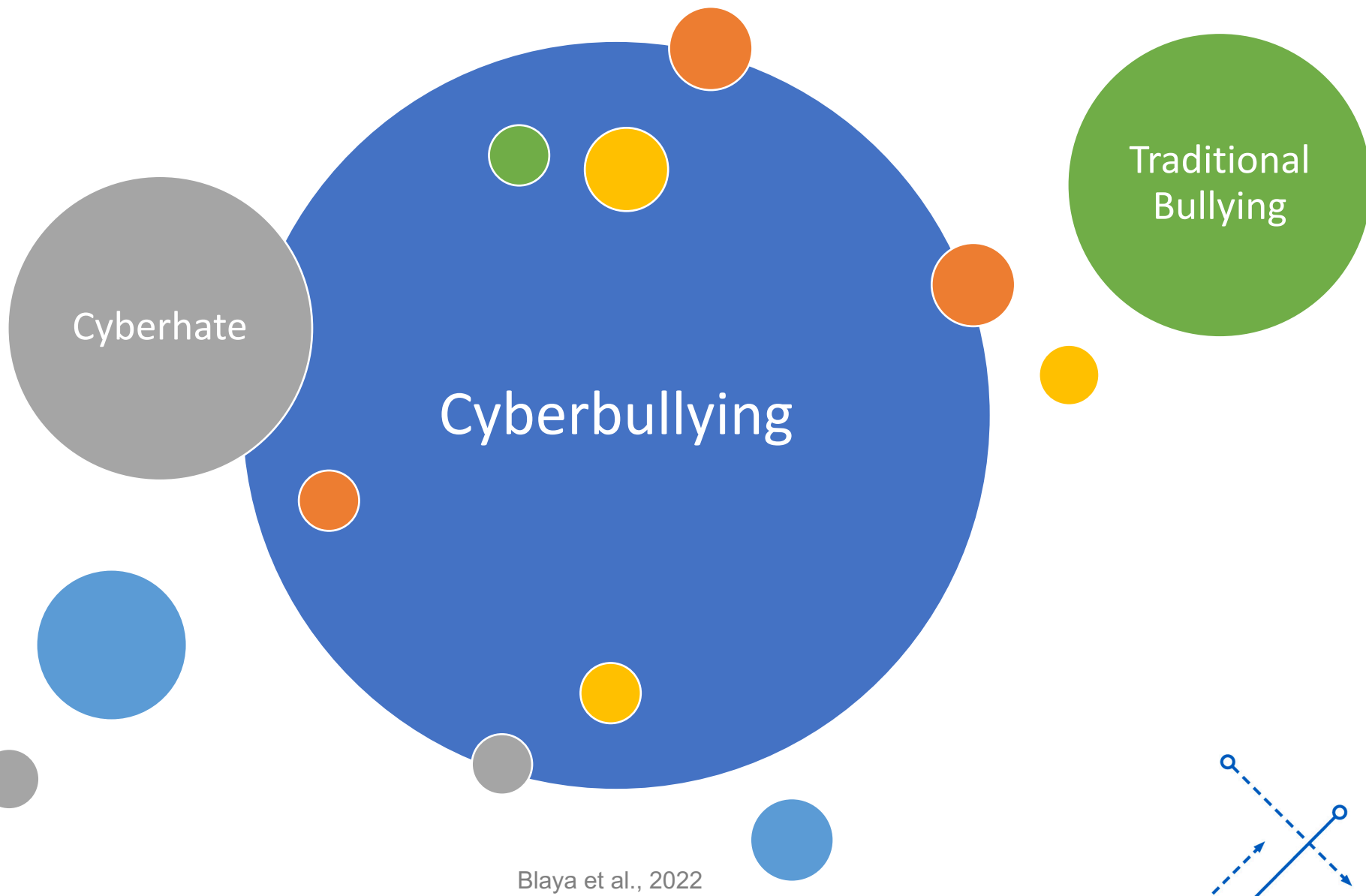
15% to 35% of adolescents (ages 12-17) report experiencing cyberbullying

About 15% of “tweens” (9 to 12 years) report experiencing cyberbullying (3% report cyberbullying others)

Increase in rates of cyberbullying over past five years

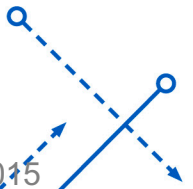
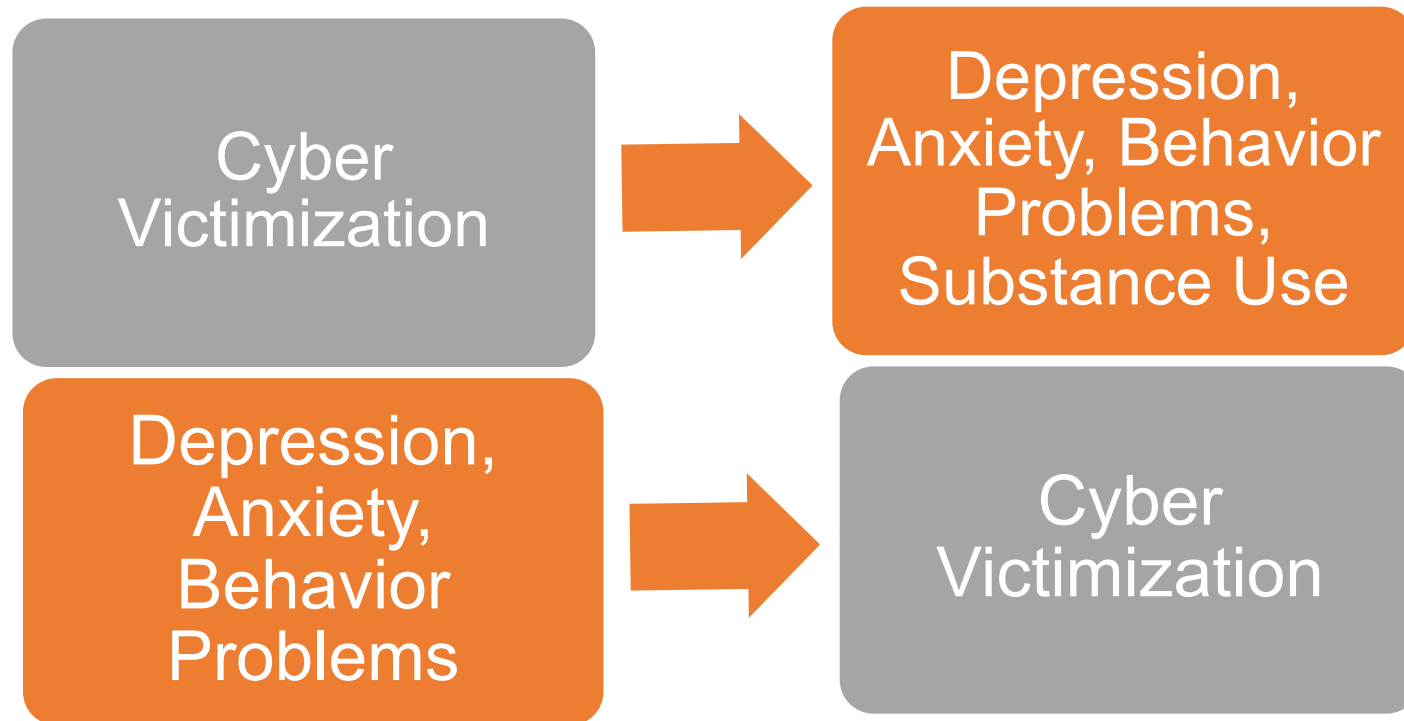
46% and 31% of high school teachers report that cyberbullying and online hate speech, respectively, occurs in their classroom





Cyberbullying and Mental/Behavioral Health

- ❖ Are mental health difficulties a predictor or outcome of cyberbullying? Or both?





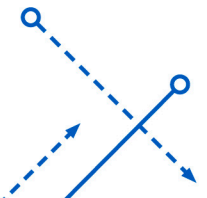
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CYBERBULLYING AND SOCIAL MEDIA USE

Digital Technology/Social Media Use

- ❖ Digital technology use excluding school & work
 - ❖ 8-12 year olds > 5 hours/day
 - ❖ 13-17 year olds > 8 hours/day
- ❖ 38% of 8-12 year olds use social media
- ❖ Complexity of social media use and mental health
 - ❖ Quality > Quantity



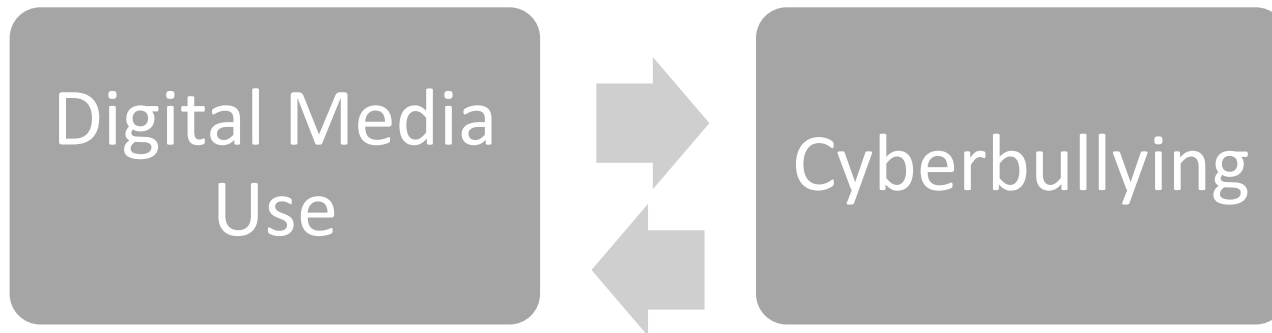


The Good and the Bad of Social Media (Pew Research Center Survey of Adolescents)

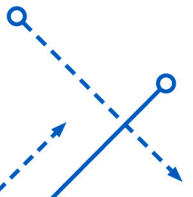
Good	Bad
81% - more connected with friends' lives	45% - overwhelmed by drama on social media
69% - interact with more diverse groups of people	43% - pressure to post content to look good
68% - feel supported through tough times	37% - pressure to post content for likes/comments

Cyberbullying and Digital Media Use

- ❖ Increase in cyberbullying coincides with increased media use and autonomy with devices
 - ❖ 50% of 8 to 12-year-olds → 26% of 12+



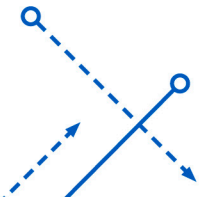
- ❖ Where does cyberbullying occur?





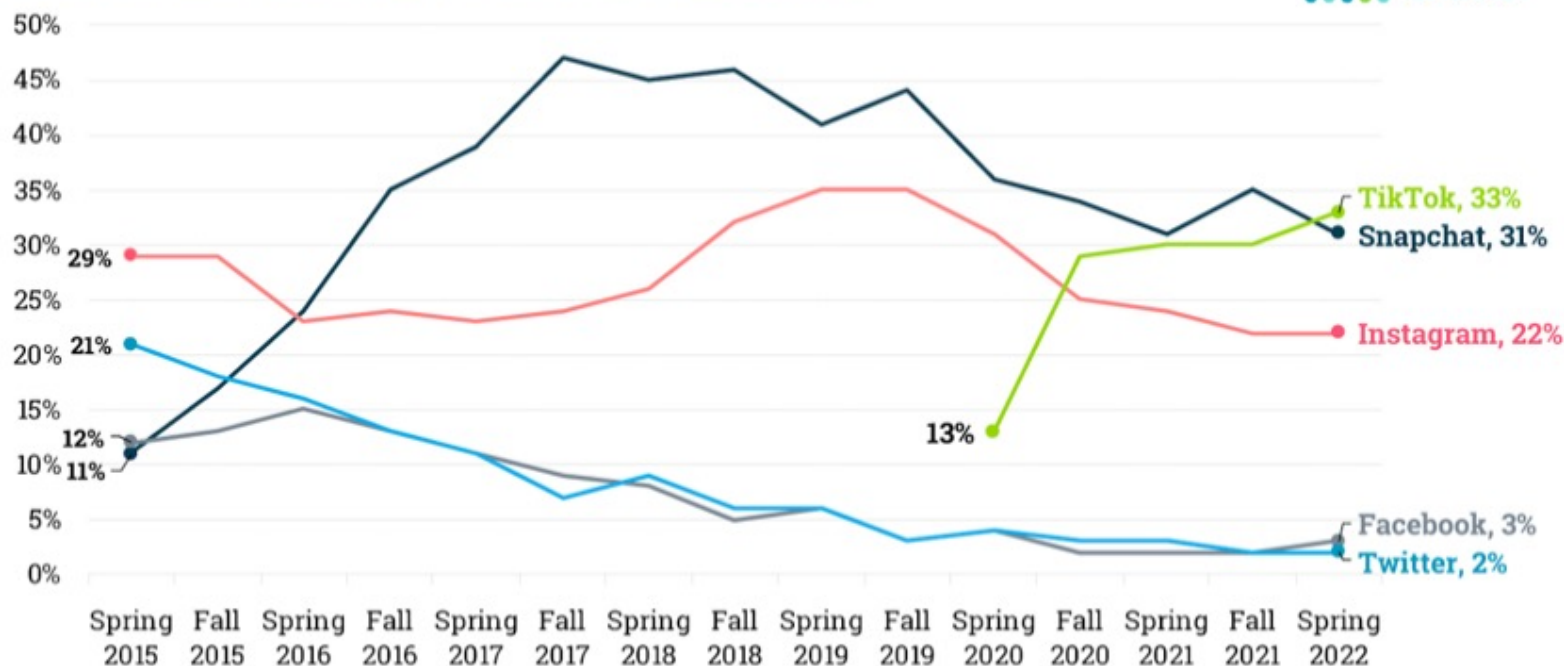
**What is a teens' FAVORITE
social media platform?**

- ❖ Facebook
- ❖ Instagram
- ❖ Snapchat
- ❖ Twitter
- ❖ TikTok





US Teens' Favorite Social Platform



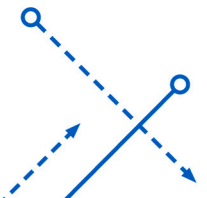
Published on MarketingCharts.com in April 2022 | Data Source: Piper Sandler

Spring 2022 data based on a survey of 7,100 US teens with an average age of 16.2 and an average household income of \$69,298

Figures show % share of respondents selecting each as their favorite social platform; select platforms only

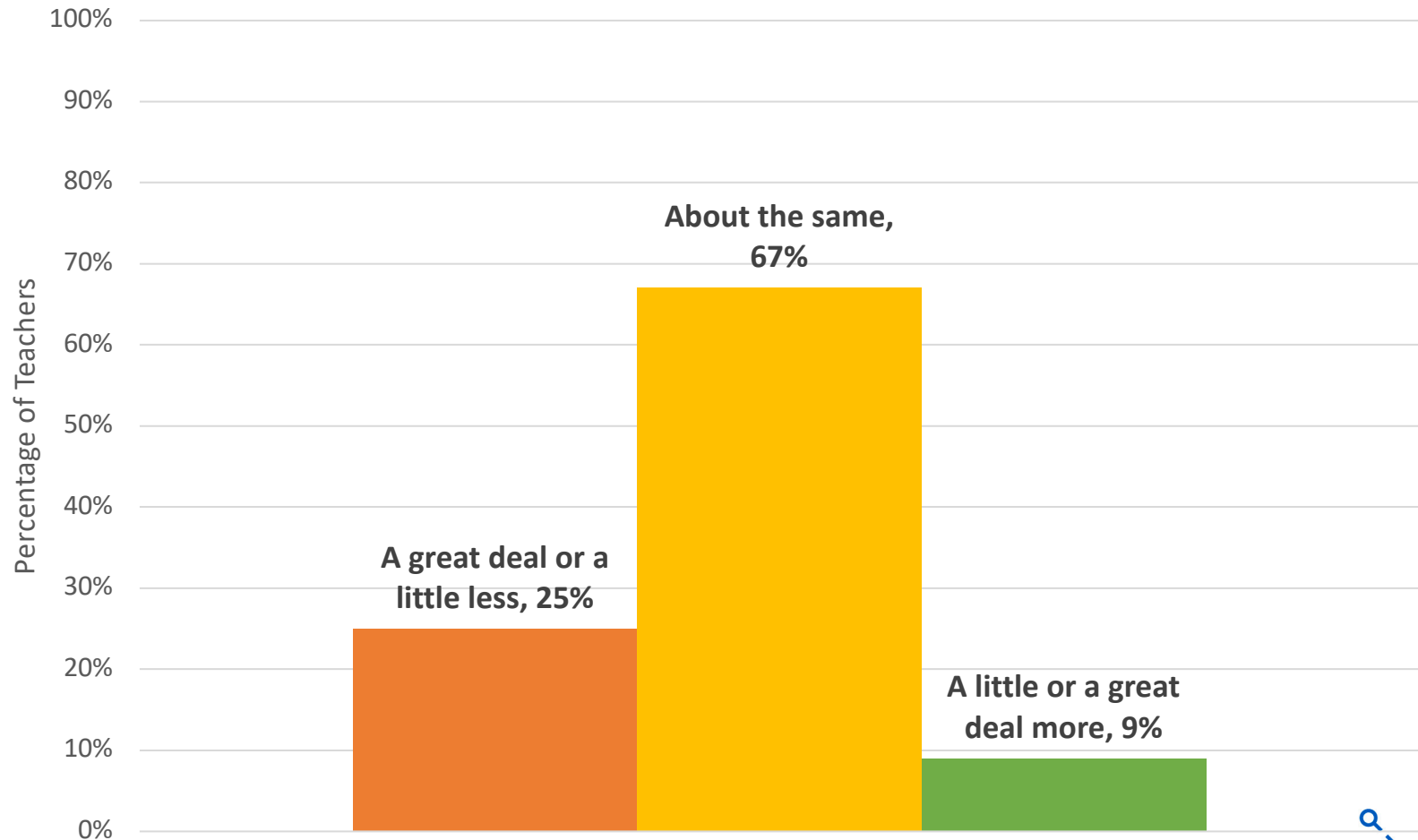
Bullying and Cyberbullying during COVID-19

Type of Victimization	Pre-COVID Involved (percentage)	During COVID Involved (percentage)
Physical	34%	17%
Verbal	40%	25%
Social (relational)	45%	26%
Cyber	14%	12%
(6,578 Canadian students in Grades 4 to 12)		





Compared to before the COVID-19 pandemic, how much more have you witnessed cyberbullying or has cyberbullying been reported to you?

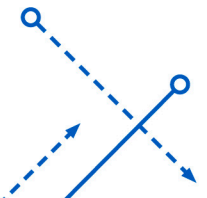


N = 174 U.S. middle and high school teachers



Cyberbullying and Social Media Use in the Classroom

- ❖ 71% have school-wide social media policies
- ❖ 1 in 10 teachers use social media in the classroom
- ❖ 61% of teachers have observed cyberbullying in their classroom
- ❖ 46% have observed online hate speech in their classroom







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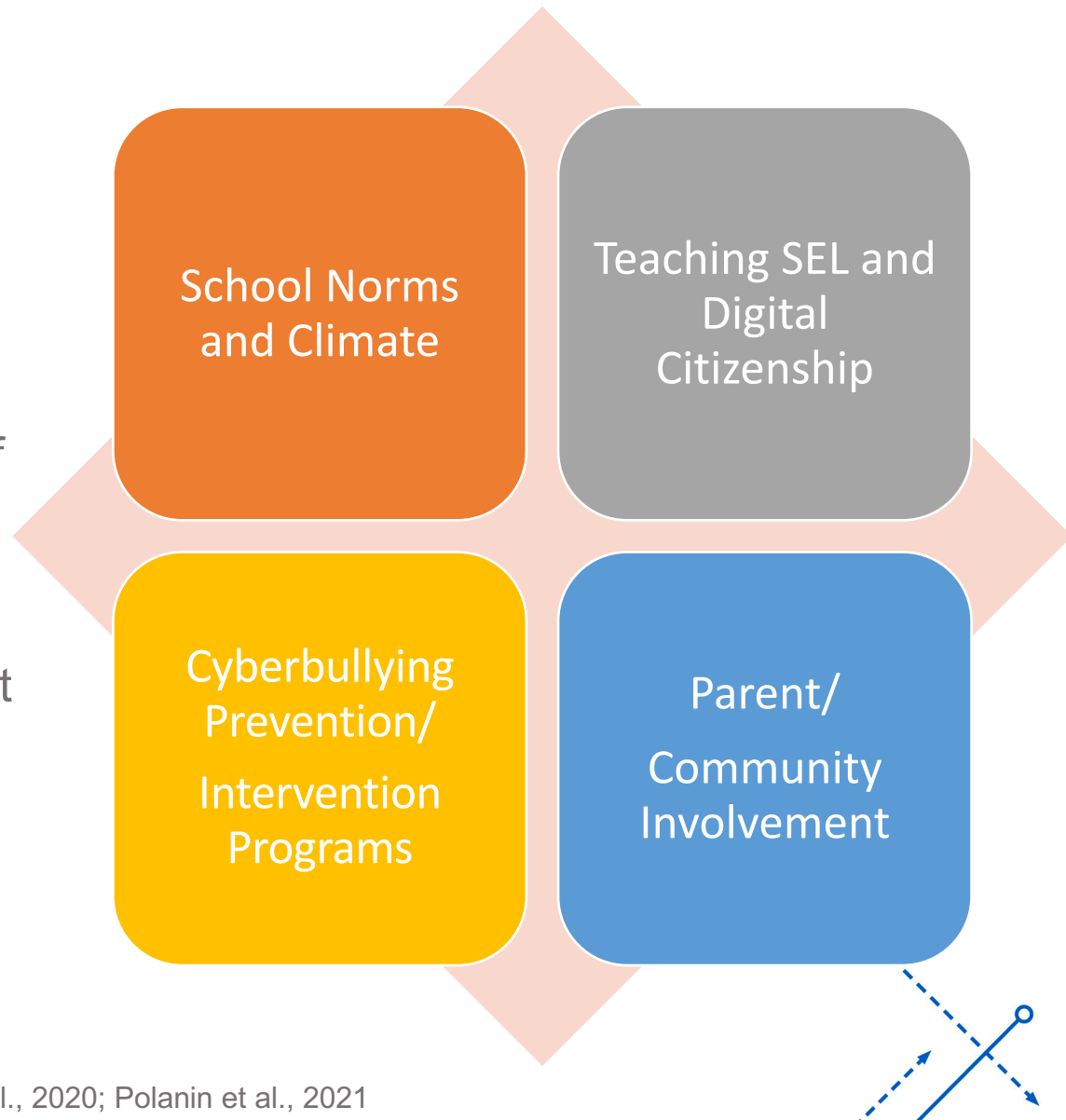
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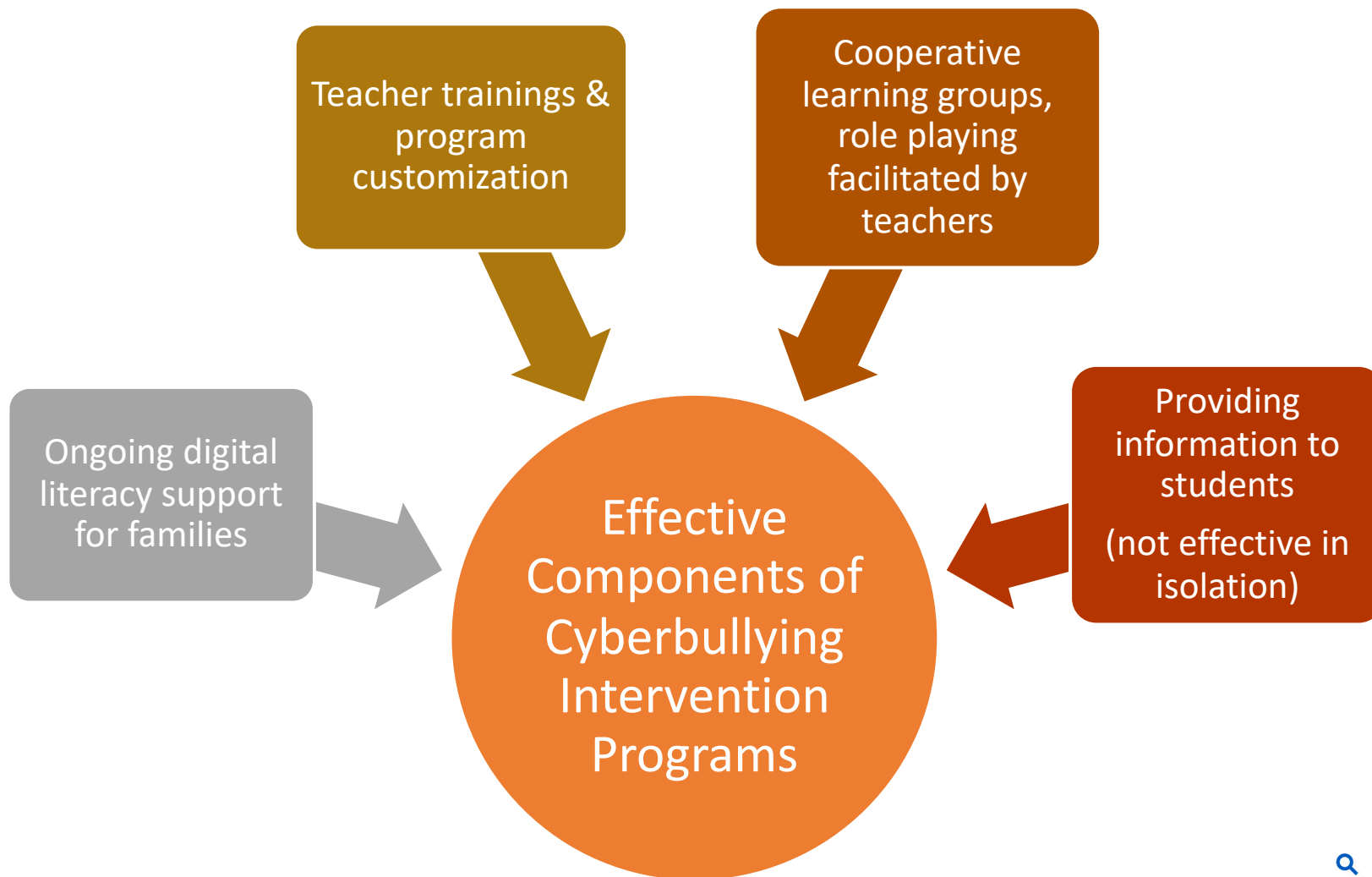
CYBERBULLYING PREVENTION

School Strategies

- ❖ Schools can make a big impact in preventing or reducing cyberbullying
- ❖ 76% to 73% probability of reducing cyberbullying perpetration and victimization
- ❖ Technology-savvy content experts may be more effective at administering prevention/intervention programs

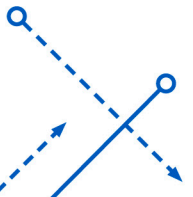
What doesn't work?





Digital Citizenship

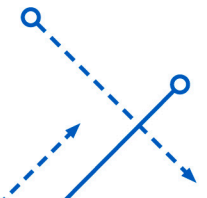
- ❖ 48% to 72% of K-12 teachers teach or provide resources related to at least one digital technology competency
- ❖ 91% indicate that teaching these skills helps students make smart, safe, and ethical decisions online
- ❖ Higher levels of digital citizenship relate to lower levels of involvement in online harassment (including cyberbullying) and more helpful online bystander behavior





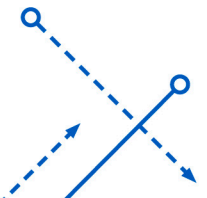
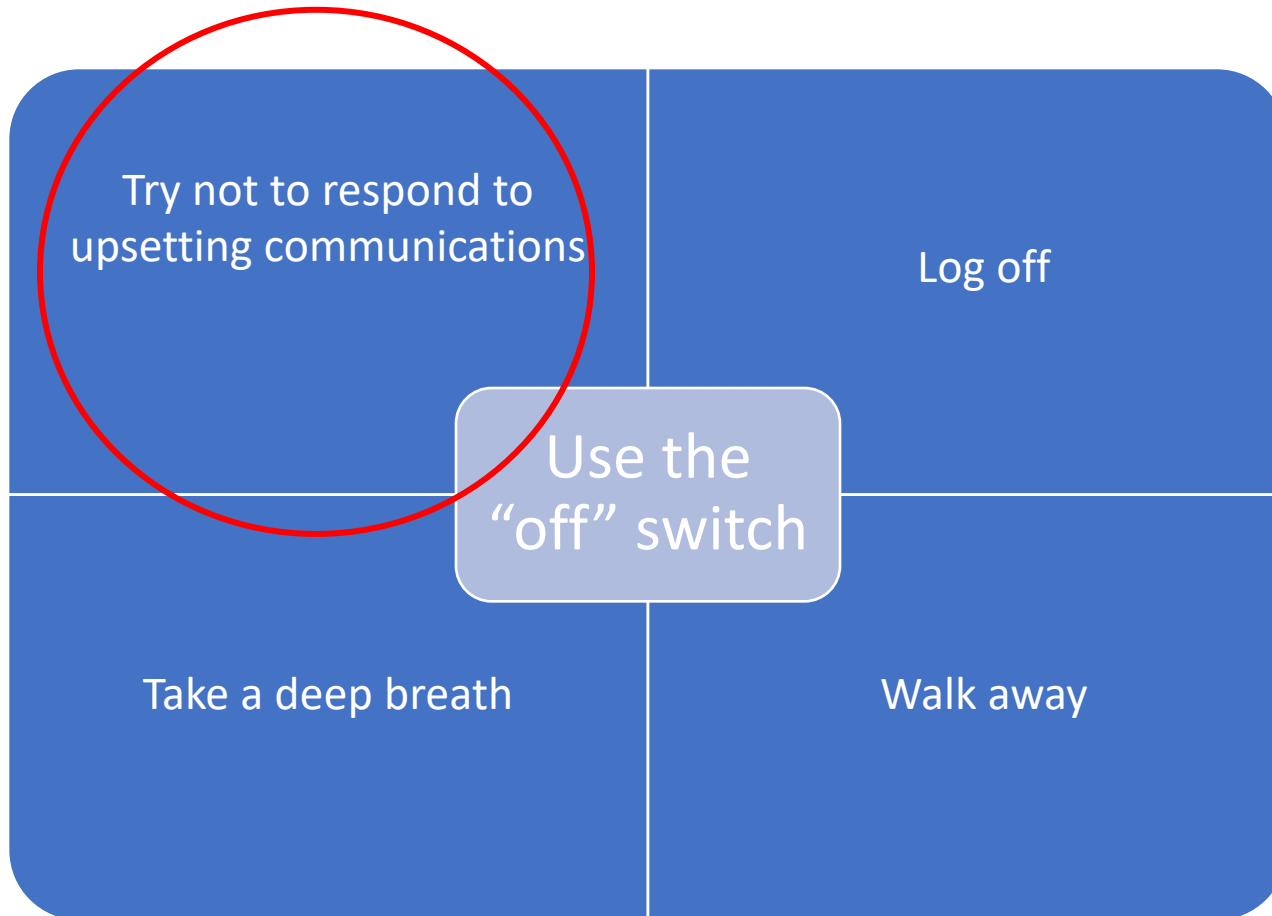
Cyberbullying Prevention Tips for Educators

- ❖ Establish rules regarding use of laptops, phones, and other electronic devices in your classroom. Post rules in school computer labs, hallways, and classrooms
- ❖ Teach and reinforce responsible use of technology
 - ❖ [Common Sense Education Digital Citizenship Curriculum](#)
 - ❖ [Cyberbullying Research Center Digital Citizenship Activities](#)





Digital Literacy Support for Educators and Families





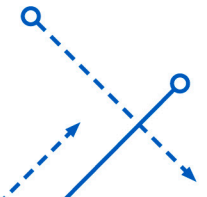
Cyberbullying Prevention Tips for Educators and Families

- ❖ Be prepared and have a plan: what should your child or student do if they experience or witness cyberbullying?
 - ❖ Document
 - ❖ Support
 - ❖ Report

How to report cyberbullying:

<https://cyberbullying.org/report>

Make sure they know their devices won't be taken away if they tell an adult





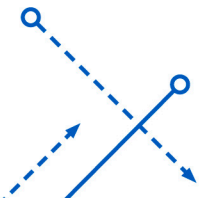
Digital Literacy Support for Educators and Families

- ❖ Stay up to date on latest apps and social media platforms

Common Sense Media Parent Guides  **common sense** media®
<https://www.commonsensemedia.org/parents-ultimate-guides>

Internet Matters Apps Guide
<https://www.internetmatters.org/resources/apps-guide/>

Cyberbullying Research Center: Most Popular Social Media Apps
<https://cyberbullying.org/most-popular-social-media-apps>





Digital Literacy Support for Families

- ❖ Try to have open conversations early and often
 - ❖ Provide thoughtful, guiding principles about appropriate media use

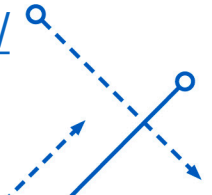
Cyberbullying Research Center Guides

<https://cyberbullying.org/questions-parents-should-ask-their-children-about-technology>

<https://cyberbullying.org/cyberbullying-scripts-for-parents-to-promote-dialog-and-discussion>

Children and Screens

<https://www.childrenandscreens.com/media/press-releases/its-not-funny-how-to-talk-with-kids-about-online-meanness-and-cyberbullying/>





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CYBERBULLYING INTERVENTION

How should we respond?

Protective Factors

Individual

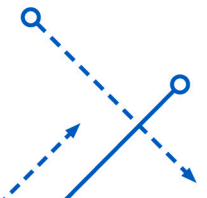
- Self-esteem
- Social competence
- Emotion/stress management
- Low levels of technology use

Family/Peers

- Parental support and warmth
- Peer support/positive peer interactions

School/ Community

- Perceptions of a safe and positive school climate
- Perceptions of a safe neighborhood or safe adult in neighborhood





Youth Voice Project (Nixon & Davis, 2013)

- ❖ What is the most helpful response by an adult (from youth perspective)?

Adults made it better by:

Listening

Checking in

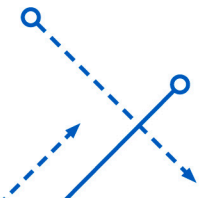
Giving advice

Adults made it worse by saying:

Stop tattling

Solve it yourself

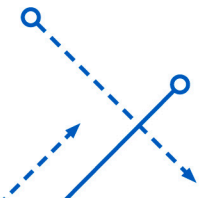
If you act different, it won't happen to you





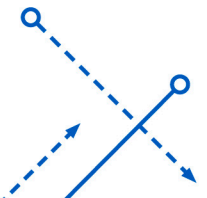
Effective Strategies Reported By 9- to 12-year-olds

- ❖ Blocking the person (60%)
- ❖ Telling a parent (51%)
- ❖ Ignoring the person (43%)
- ❖ Reporting it to the website/app (30%)
- ❖ Walking away/taking a break from device (30%)
- ❖ Telling school (12%)
- ❖ Talking to the person doing the cyberbullying (11%)
- ❖ Nothing worked (2%)



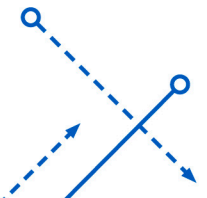
School Policy & Responding to Students

- ❖ Have a clear policy for responding to bullying and cyberbullying
 - ❖ Example policy:
<https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention>
- ❖ Have an easy and anonymous way for students to report bullying and cyberbullying
- ❖ Respond to each report; take it seriously



Supporting Students Who Report

- ❖ LISTEN and find out more
 - ❖ “Tell me what happened”
- ❖ SUPPORT
 - ❖ Empathize with their feelings
 - ❖ “That must have been very scary for you”
 - ❖ Try not to minimize
- ❖ PROBLEM-SOLVE
 - ❖ Let them take the lead
 - ❖ Know there is no single quick fix





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RESOURCES



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Access resources to learn about bullying, harassment, and strategies for intervening at: <http://ed.buffalo.edu/alberti/resources>



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Alberti Center for Bullying Abuse Prevention > Resources > Educators

Resources

Alberti Center Materials

> **Educators**

- About Bullying
- Impact of Bullying
- Prevention and Intervention
- Teaching Tools

Parents

Students

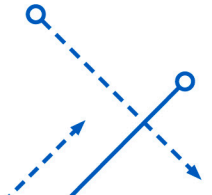
Resources for Educators

Learn about bullying, the impact it has, prevention and intervention approaches, and find teaching tools (books, videos, and activities) to use with students.



[About Bullying](#) [Prevention and Intervention](#)

[Impact of Bullying](#) [Teaching Tools](#)



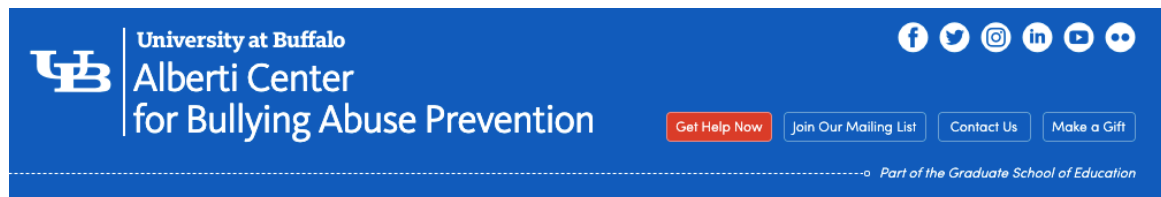


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Access our fact sheets: <http://ed.buffalo.edu/alberti/resources/center>



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Resources

▶ Alberti Center Materials

Educators

Parents

Students

Alberti Center Resource Materials

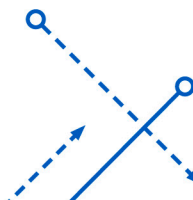
Download our free, user-friendly fact sheets on bullying and related topics (e.g., dating violence, hazing), toolkits for educators to find books, videos, and websites about these topics for use with students, and guide to evidence-based school-wide bullying prevention programs.



Fact Sheets



[View All Fact Sheets](#)





Other Resources

Cyberbullying Research Center

<https://cyberbullying.org/>

Common Sense Media

<https://www.commonsensemedia.org/>

Common Sense Education (Digital citizenship curriculum)

<https://www.commonsense.org/education/>

Stop Bullying.gov

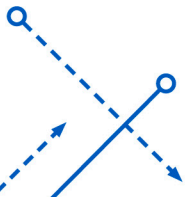
www.stopbullying.gov

Pacer's National Bullying Prevention Center

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

Children and Screens

<https://www.childrenandscreens.com/>



How We Help K-12 School Districts

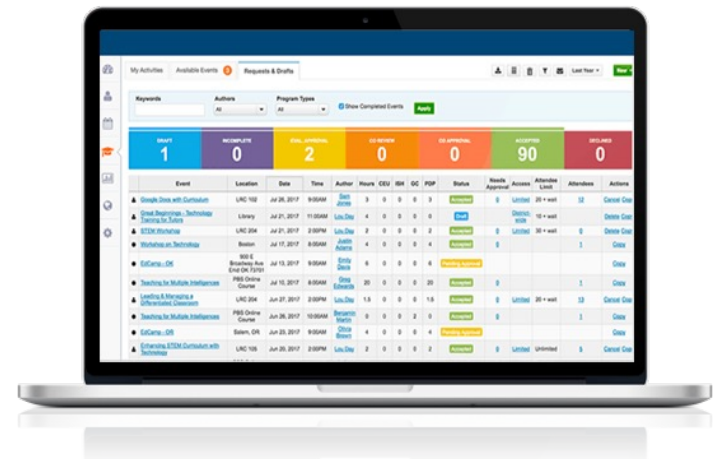
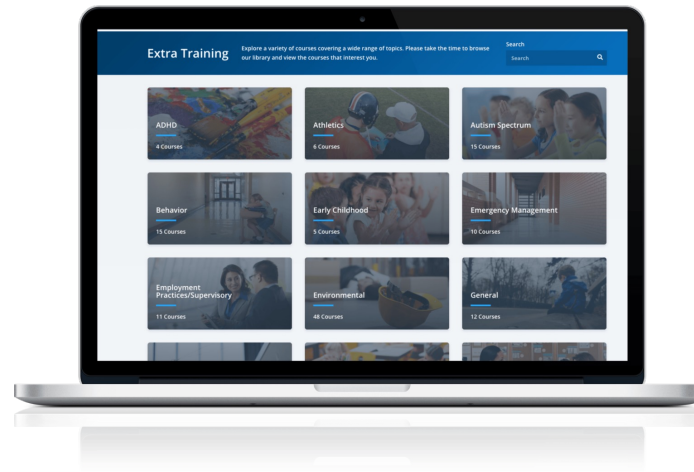
Helping to create safer, more effective schools for students and staff is at the heart of what we do.

Safety Suite:

- Staff & Student Training
- Anonymous Tip Reporting
- SDS & Chemical
- Incident Management

Professional Growth:

- Educator & Staff Evaluation
- Professional Development Tracking



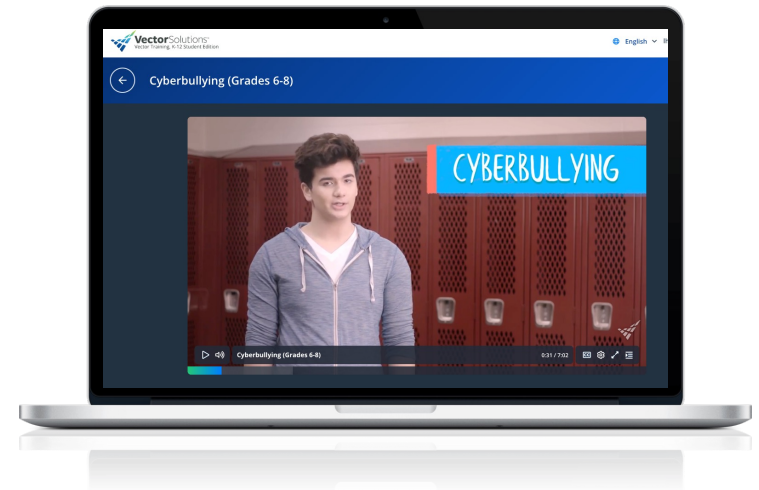
Bullying and Cyberbullying Prevention: Student Courses

Student Bullying and Cyberbullying Courses:

- Cyberbullying
- How to Be an Upstander Against Bullying
- The Importance of Doing Something About Bullying
- Understanding Bullying
- What Does Bullying Look Like?
- Why Should You Care About Bullying?

Digital Citizenship Courses:

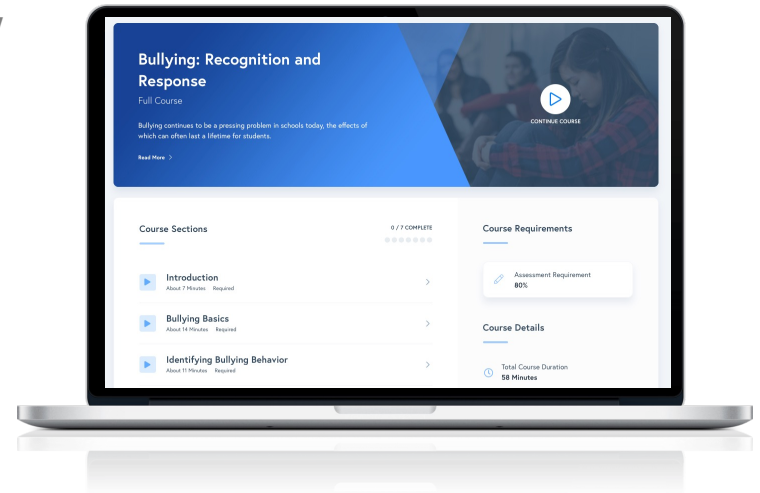
- What is Digital Citizenship
- Why Should You Care About Digital Citizenship?
- How to Be an Aware and Positive Contributor Online
- Protecting Yourself and Others Online
- Respecting Yourself and Others Online



Bullying and Cyberbullying Prevention: Staff Training



- Bullying: Recognition & Response
- Cyberbullying
- Digital Citizenship
- Online Safety: What Every Educator needs to Know
- Workplace Bullying
- Discrimination & Diversity Awareness
- Workplace Ethics
- Conflict Management
- Communication Styles & Skills
- Sexual Harassment



Q&A

*Note: If your question doesn't get answered during the allotted time,
we will follow up by email.*



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Thank you!

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