

# CYBERBULLYING



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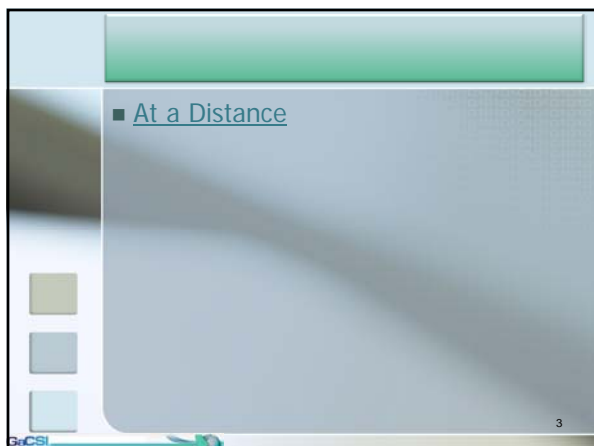
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### What is Cyberbullying

- When youth use technology as a tool or instrument to bully their peers –
  - via email
  - in chat rooms
  - social networking Web sites
  - with text messaging through their computer or cell phone

<http://cyberbullying.us/publications.php>

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### Some forms of cyberbullying

- Sending someone mean or threatening emails, instant messages, or text messages
- Excluding someone from an instant messenger buddy list or blocking their email for no reason
- Tricking someone into revealing personal or embarrassing information and sending it to others

<http://www.nccpc.org/programs/circle-of-respect/understanding-bullying-and-cyberbullying>

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### Some forms of cyberbullying

- Breaking into someone's email or instant message account to send cruel or untrue messages while posing as that person
- Creating websites to make fun of another person such as a classmate or teacher
- Using websites to rate peers as prettiest, ugliest, etc.

<http://www.nccpc.org/programs/circle-of-respect/understanding-bullying-and-cyberbullying>

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## When it's not cyberbullying

- Adult involvement makes it
  - Cyber harassment
  - Cyberstalking
  - Sexual exploitation/luring
- Not cyberbullying

[www.stopcyberbullying.org](http://www.stopcyberbullying.org)

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## Laws

- Threats and harassment are just as illegal online as offline
  - Physical threat
  - Advocating the violation of laws
- If postings about others are a false statement of fact and damaging, they may be defamation
  - The author may be held liable

EFF Bloggers' FAQ Student Blogging<sup>8</sup>

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## Three Players

- Bully
- Target
- Bystander

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## Bully

- Cyberbullies can be
  - classmates,
  - online acquaintances, or
  - anonymous users
- Most often they know their targets

<http://www.ncpc.org/programs/circle-of-respect/understanding-bullying-and-cyberbullying>

10

## Target

- The target of the cyberbullying
  - May be a bully at school
  - May be a social wannabe
  - May be different in some way

Nancy Willard, *Cyberbullying and Cyberthreats, Effectively Managing Internet Use Risks in Schools*, Center for Safe and Responsible Use of the Internet, January 2007

11

## Two types of Bystander

Martin Luther King Jr. once said:  
 "In the end, we will remember not the  
 words of our enemies, but the silence of  
 our friends."

Nancy Willard, *Cyberbullying and Cyberthreats, Effectively Managing Internet Use Risks in Schools*, Center for Safe and Responsible Use of the Internet, January 2007

12

## Research - Reporting

- Reporting
  - 42% did not tell anyone
  - 38% told an online friend
  - 11% told parent
  - 3% told teacher
- In less than 1/5 of the cases did the situation get better after telling
- As students got older, they lost confidence in their schools' ability to help ([www.abcnews.go.com](http://www.abcnews.go.com), Gregory T. Croft, Back to School: Books and Bullies, Sept. 18, 2006)

13

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## Research – Reporting cont.

- Reuters research confirms that they won't tell because
  - Fear parents will shut down Internet
  - Pointless to tell when the bully can't be identified ([www.netfamilynews.org/nl070330.html](http://www.netfamilynews.org/nl070330.html))

14

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## Boys vs Girls

- Boys
  - send messages of a sexual nature or
  - threaten to fight or hurt someone
- Girls
  - spread rumors
  - send messages that make fun of someone
  - exclude others or
  - tell secrets

<http://www.nccp.org/programs/circle-of-respect/understanding-bullying-and-cyberbullying> 15

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### Sexting Definition

- High-tech version of flirting, teens texting explicit messages or photos to each other

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### Common Kinds of Situations

- Developmentally Normative Activities
- Malicious Activities
- At-Risk Behavior
- Significantly Harmful Behavior

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Sexting Investigation and Intervention Protocol, Nancy Willard

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### Developmentally Normative Activities

Not intended to cause harm, but may lead to distribution – Exchange within:

- a romantic partnership with no pressure for the image and not distributed.
- a romantic partnership where neither partner with no pressure for the image, followed by a small private distribution of image by one partner to some friends to “show off.”

18

Sexting Investigation and Intervention Protocol, Nancy Willard

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## Normative Continued

- The digital version of “show me yours and I’ll show you mine,”. There is no initial intent to distribute further or to cause harm, but sometimes things get out of hand and the images are disseminated.
- Creation and dissemination of image or materials for entertainment, attention-getting purposes, or to “gross others out” - e.g, a video created at a party.

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DrCSI Sexting Investigation and Intervention Protocol, Nancy Willard

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## Malicious Activities

Intended to cause harm to person depicted.

- Peer pressure or peer trickery - with malicious intent to distribute. Bullying kinds of activities by a group, often an “in-crowd group,” or an individual bully.
- An image taken under circumstances where privacy is expected, like in a locker room.

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DrCSI Sexting Investigation and Intervention Protocol, Nancy Willard

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## Malicious Continued

- An image that was being retained privately, such as an image created and never disseminated or image that was shared only with a partner, that is maliciously released by someone else who gained access to device on which the images were stored.
- Fake image created by merging a photo of a teen on a nude body image found elsewhere

21

DrCSI Sexting Investigation and Intervention Protocol, Nancy Willard

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## At-Risk Behavior

Teen depicted is engaging in at risk behavior.

- Intentional dissemination of an image by the teen depicted as attention-getting behavior or to advertise sexual availability with like-age peers.
- The teen depicted is engaging in solicitation of sexual "hook-ups" with older teens or adults or is engaged in teen prostitution.

22

Sexting Investigation and Intervention Protocol, Nancy Willard

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## Significantly Harmful Behavior

Intended to cause harm to person depicted that is egregious.

- Demand for an image by partner in an abusive, controlling relationship.
- Revengeful distribution by a partner after a break-up.

23

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## Significant Continued

- Blackmail threat by recipient of image to disclose the image to others unless the person depicted engages in some other action. Frequently, this is an abusive partner and with a demand to engage in sexual activity.
- Sexual solicitation of a younger teen by an older teen.
- Abusive or coercive acquisition of image, with intent to widely distribute.

24

Sexting Investigation and Intervention Protocol, Nancy Willard

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## What is obscene?

<b>Obscene</b> <ul style="list-style-type: none"> <li>Average person would find it wrong</li> <li>It depicts sexual conduct</li> <li>It has no literary, artistic, political or scientific value</li> </ul>	<b>Child Pornography</b> <ul style="list-style-type: none"> <li>Images of sexual conduct                             <ul style="list-style-type: none"> <li>Under 18 years</li> </ul> </li> </ul>
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413 US 15, OCGA § 16-12-80

OCGA § 16-12-100 25

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## Laws and possible outcomes

<b>Images/Videos</b> <ul style="list-style-type: none"> <li>Unlawful to knowingly <b>create, reproduce, publish, promote, sell, distribute, give, exhibit, or possess</b></li> <li>Includes electronically furnished images</li> <li>Must report</li> </ul>	<b>Outcomes</b> <ul style="list-style-type: none"> <li>Felony</li> <li>5-20 years and fine of not more than \$100,000</li> </ul>
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OCGA § 16-12-100 26

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## Laws and possible outcomes

<b>Texting/Chatting</b> <ul style="list-style-type: none"> <li>Obscene Internet contact – involving any matter containing explicit verbal descriptions or narrative account of sexually explicit content</li> </ul>	<b>Outcomes</b> <ul style="list-style-type: none"> <li>Felony – 1 to 10 years, up to \$10,000 or</li> <li>Misdemeanor of high and aggravated nature if victim was 14-15 years and defendant &lt;3 years older than victim</li> </ul>
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OCGA § 16-12-100.2 27

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## Technology - Devices

- Cell Phones
- Nintendo DS & DSI
- Playstation portable
- Digital Cameras
- Online Gaming

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## Technology - Internet

- Facebook
- Bebo
- Facebook groups
- Formspring
- YouTube

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## Technology – Peer-2-Peer

- Limewire
- Frostwire
- Morpheus
- Gnutella
- Bearshare
- Kaazaa
- Emule
- bittorrent



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## School Issues-Cyberbullying & Sexting

See "Cyberbullying Issues for School Insurers", "School Response to Cyberbullying and Sexting: The Legal Challenges" and "Sexting Issues"

- Where did it occur?
- Can you take the cell phone?
- Is it wiretapping on your part?
- Consent to search in all devices AUP
- Do you delete illegal images?
- Do you give it back to parents?
- Gender neutrality

31

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## School Issues - Suggestions

- Check with local DA regarding law enforcement intervention.
- Make determination if coercion was a factor.
- Try to minimize the incident to prevent further hostility
- Educate staff on do's and don'ts
- Cases
  - Principle forwarding image to teachers
  - No probable cause to search
- Refer to "Cyberbullying Investigation and Intervention", "Cyberbullying or Cyberthreat Situation Review Process" and "Sexting Investigation and Intervention Protocol"

32

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## What Can We Do?



Refer to "Excerpts from: Cyberbullying, Cyberthreats & Sexting: Responding to the Challenge" for additional guidance

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## Bullying

- × Approaches that simply crack down on individual bullies are seldom effective.
- × However, when there is a school-wide or district-wide commitment to end bullying, **bullying can be reduced significantly.**



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## Change School and Classroom Attitudes

- × **Raise** awareness about bullying with all staff members.
- × **Increase** staff involvement and supervision (**including reporting**).
- × **Form** clear rules and strong social norms against bullying that **applies to everyone.**
- × **Provide** support and protection for all students.

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## Prevention and Intervention

- × The Student Code of Conduct should **address retaliation.**
- × Staff should look for students who are being **socially isolated** and involve the school counselor.
- × Bullied students should be referred to the **school counselor.**

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## Develop Clear Rules and Norms

- ✗ The Student Code of Conduct must have clear rules and consequences for bullying (and harassment of any type).
- ✗ All staff members should know the Code.
- ✗ The school climate must discourage bullying by:
  - ✗ Addressing bullying incidents quickly
  - ✗ Anti-bullying posters, assemblies, class meetings
  - ✗ Empower the bystander (reporting, support ideas)



37

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## Messages-Cyberbullying

- Culture needs to shift the power away from the bully
- Bystander helps empower the target
  - 'Talk about it' toolkit ([www.ancomm.com](http://www.ancomm.com))
- Resources and Approaches
  - Olweus program
  - Cyberbullying toolkit ([www.gadoe.org](http://www.gadoe.org) – on scrolling message)
  - Restorative justice
  - [Cybersmartcurriculum.org/cyberbullying/](http://Cybersmartcurriculum.org/cyberbullying/) NSBA

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## Too Serious to Ignore

- Too many students have suffered because of bullying, whether through natural means or virtual/cyber technologies
- Addressing the bully, standing with the target, and encouraging the bystanders are necessary steps
- Parents and schools can make a difference

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## Messages-Sexting

- Students to be aware of possible legal implications
- Students need to understand that they should not keep or forward texts
- Loss of personal power when image is distributed
- [RCA Distribution](#)

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## Questions????

Websites:  
[www.familyinternet.info](http://www.familyinternet.info)  
[www.gacsi.org](http://www.gacsi.org)

Resource:  
[www.netfamilynews.org](http://www.netfamilynews.org)

Cyberbullying Sites:  
[www.stopcyberbullying.org](http://www.stopcyberbullying.org)  
[www.cyberbully.org](http://www.cyberbully.org)  
[www.cyberbullying.us](http://www.cyberbullying.us)



41

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