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A Pilot Survey of Cyberbullying: The Impact of Parental Involvement on Adolescent Experiences with this Phenomenon

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A PILOT SURVEY OF CYBERBULLYING: THE IMPACT OF PARENTAL

INVOLVEMENT ON ADOLESCENT EXPERIENCES

WITH THIS PHENOMENON

by

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This thesis submitted by Nicole M. Stottlemyre in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

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A PILOT SURVEY OF CYBERBULLYING: THE IMPACT OF PARENTAL INVOLVEMENT ON ADOLESCENT EXPERIENCES WITH THIS PHENOMENON

Nicole M. Stottlemyre

In a society where 77% of youth aged 12-17 own a cell phone and 95% have access the internet (Lenhart, Ling, Campbell, & Purcell, 2010), American families are quickly discovering the consequences of adolescent abuse of their electronic and virtual environments. A research study completed by Hinduja and Patchin (2010) revealed that "cyberbullying victims were 1.9 times more likely and cyberbullying offenders were 1.5 times more likely to have attempted suicide than those who were not cyberbullying victims or offenders" (p. 208). These researchers further discovered that these risks of suicide increased when certain external factors existed. Those factors included academic difficulties, low self-esteem, and a lack of a support structure. When considered in combination with research revealing that adolescents who feel they lack parental support when experiencing emotional and/or school concerns will exhibit poorer school adjustment, lower self-esteem, and lower identity integration (Ryan, Stiller, & Lynch, 1994), one could conclude that parental involvement in various aspects of their child's life would greatly impact their child's experiences with cyberbullying. This study focuses on parental involvement in their child's use of electronic devices, academics, extra-curricular activities, and the child's perceived level of emotional support from his or her parent.

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Frances B. Schreiber   Chairperson

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INTRODUCTION

<u>Definitions</u>

One of the recurring methodological problems of cyberbullying research is the

varying definitions of the term "cyberbullying." In some instances, researchers have

provided their subjects with a narrow definition of the term while in others they have

provided a broad definition. The problem with these competing definitions is that they

produce very different findings. In a survey where the respondents are given a narrow

definition of the term, the subjects are more likely to understand exactly the kinds of

situations the researcher wants them to address. On the other hand, a broad definition of

cyberbullying might cause the respondents to consider situations as part of their survey

responses that may not necessarily be the kinds of situations the researchers intended

their subjects to consider. Patchin (2012) of the Cyberbullying Research Center stated

that the effects of this methodological problem is apparent in his review of 35 peer-

reviewed research papers on cyberbullying. Patchin did not identify the methods used in

these research papers to obtain their data, nor did he mention the demographics of any of

the youth respondents. What he did report was that with varying definitions of the term

"cyberbullying" used in these papers, the rates of cyberbullying victimization ranged

from 5.5% to 72%. Patchin proffered that the higher rates are associated with the broad

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definitions and the lower rates are associated with the narrow definitions. He makes no reference to the validity of any research paper, only that the reader should note the definition used when considering the research findings.

Three popular definitions of cyberbullying cited in research within the past year includes Smith et al.'s (2008) which states that cyberbullying is "bullying through e-mail, by instant messaging (IM), in a chat room, on a Web site, on an online gaming site, or through digital messages or images sent to a cellular phone" (p. 1) (as cited in Fanti, Demetriou, & Hawa, 2012; Kowalski, Limber, & Agatston, 2012; Völlink, Bolman, Dehue, & Jacobs, 2013). A second widely used definition is Hinduja and Patchin's (2007, p. 90) which reads that cyberbullying is "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (p. 90) (as cited in Eden, Heiman, & Olenik-Shemesh, 2012; Hendricks, Lumadue, & Waller, 2012; Renati, Berrone, & Zanetti, 2012). A third, more specific, definition recited by other researchers breaks down cyberbullying into seven categories. It was first introduced in 2005 by Willard in her article, "An Educator's Guide to Cyberbullying and Cyberthreats." Willard's seven categories are:

1. Flaming—online "fights" using electronic messages with angry and vulgar language.
2. Harassment—repeatedly sending offensive, rude, and insulting messages.
3. Cyberstalking—repeatedly sending messages that include threats of harm or are highly intimidating. Engaging in other online activities that make a person afraid for his or her safety.
4. Denigration—sending or posting cruel gossip or rumors about another to damage his or her reputation or friendships.
5. Impersonation—breaking into someone's account, posing as that person and sending messages to make the person look bad, to get that person into trouble or danger, or damage that person's reputation or friendships.

6. Outing and trickery—sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information which is then shared online.
7. Exclusion—intentionally excluding someone from an online group such as a "buddy list" or a game. (p. 2)

Cyberbullying researchers working towards an integrated definition of cyberbullying would likely find that, although these three definitions are popular, they lack some key terms that are relevant to cyberbullying behavior today. Vandebosch and Van Cleemput (2008) suggested that complete cyberbullying definitions should explain that behavior involving the use of electronic devices is cyberbullying *only* if the sender of the electronic messages **intended** to hurt the receiver in the process, **repeatedly** sent these hurtful messages, and performed the acts in a relationship characterized by a **power imbalance**. It may be that a combination of the three definitions would satisfy these requirements and would be the best way to elicit a true picture of current cyberbullying activities among adolescents.

Who are Cyberbullies and What is the
    Appeal of Cyberbullying?

Research has revealed that cyberbullying and cyberbullying victimization have occurred over a wide age range, between and within both genders, and among persons of varying races and levels of academic standing (Kite, 2008; Tokunaga, 2010). See Table 1 for specific research findings. Many of these adolescent cyberbullies would not otherwise have participated in traditional, face-to-face bullying behaviors, but find electronic bullying appealing (Tokunaga, 2010).

Table 1

Research Findings on Relationships between Demographics and Cyberbullying Experiences

Researcher/ Research Title/ Research Subjects	Findings on Gender And Cyberbullying Experiences	Findings on Age and Cyberbullying Experiences	Findings on Race and Cyberbullying Experiences	Findings on Academics and Cyberbullying Experiences
Qing Li New Bottle but Old Wine: A Research of Cyberbullying in Schools 2007 N= 177 45.1% male 54.9% female	15% of males and 10.3% of females were cyberbullies; 21.2% of males and 26.8% of females were cyberbully victims	n/a	69.6% of cyberbullies were white, 30.4% were non-white; 61.4% of cyberbully victims were white, 38.6% were non-white	34.8% of cyberbullies had above average academics, 56% had average academics, and 4.3% had below average; 50% of cyberbully victims had above average academics, 47.6% had average academics, and 2.4% had below average academics
Schneider, O'Donnell, Stueve & Coulter Cyberbullying, School Bullying, and Psychological Distress: A Regional Census of High School Students, 2011 N=20,406 50.4% female 49.6% male 26.8% 9th grade 26.2% 10th grade 25% 11th grade 22% 12th grade 75.2% White 24.8% non-White 31% "A" students 50.8% "B" students 12.6% "C" students 5.6% "D" or "F" students	7.2% of females and 5.6% of males were cyberbully victims	6.1% of 9th graders, 6.3% of 10th graders, 6.7% of 11th graders, and 6.3% of 12th graders were cyberbully victims	5.7% of White and 8.4% of non-White were cyberbully victims	5.2% of "A" students, 6.1% of "B" students, 8% of "C" students, and 11.3% of "D" and "F" students were cyberbully victims

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Table 1 Continued.

Researcher/ Research Title/ Research Subjects	Findings on Gender and Cyberbullying Experiences	Findings on Age and Cyberbullying Experiences	Findings on Race and Cyberbullying Experiences	Findings on Academics and Cyberbullying Experiences
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TABLE 1 Continued

Researcher/ Research Title/ Research Subjects	Findings on Gender and Cyberbullying Experiences	Findings on Age and Cyberbullying Experiences	Findings on Race and Cyberbullying Experiences	Findings on Academics and Cyberbullying Experiences
Kupczynski, Mundy, & Green The Prevalence of Cyberbullying Among Ethnic Groups of High School Students 2013 N= 361 39% male 61% female 37.7% White 5.3% African American 57% Hispanic	n/a	n/a	25% of cyberbullies were White, 18% were African American, and 13% were Hispanic; 38% of cyberbully victims were White, 33% were African American, 23% were Hispanic	n/a

One appeal is that cyberbullying requires very little effort or planning and the messages come with a level of permanence. With 95% of youth ages 12-17 accessing the internet and 77% using a cell phone to communicate with friends and family members (Lenhart, Ling, Campbell, & Purcell, 2010), the few minutes it takes to send a hurtful email or message to someone would not be very distracting. Additionally, the message will remain visible in cyberspace until the bully chooses to delete it or the victim is able to have it removed.

Another appeal of electronic bullying is the tremendous impact that can be made on the life of the victim in just those few minutes. The cyberbully has access to virtually a boundary-less audience to share her victim's secrets, photographs, or embarrassing moments (Spears, Slee, Owens & Johnson, 2009). It would be nearly impossible for the victim to stop the spread of her personal information by the time she knew it had occurred.

In about 50-60% of cases of cyberbullying, the cyberbully is attracted to electronic bullying because of the anonymity the virtual world offers (Kowalski & Limber, 2007). The cyberbully can not only hurt her victim in just a few minutes by spreading information to hundreds of their classmates, but she can do it without revealing her identity. Moreover, she could impersonate another juvenile she desires to hurt so that she essentially bullies two juveniles at once. Anonymity also allows the cyberbullies to act without fear of retaliation (Lane, 2011) or punishment. Most cyberbullies rest assured that their victims do not have the knowledge or capabilities to identify the sender of an anonymous message.

A fourth appeal to cyberbullying is that it extends traditional bullying behaviors started on school grounds into the homes of the victims (Tokunaga, 2010). Some research has shown that as much as 32-36% of cyberbullying is an extension of traditional bullying (Erdur-Baker, 2010; Kowalski, Limber, & Agatston, 2008). Traditional bullies can use electronic means to repeat and reinforce threats or comments made at school in order to maintain control over their victims at all times. Though some might suggest that eliminating these appealing features of electronic bullying could reduce its occurrence, these features have also been shown to enhance adolescent communication, social connection, and technical skills (O'Keeffe & Clarke-Pearson, 2011). However, when reviewing both the ease and attraction of cyberbullying and the effects of cyberbullying behavior on the victim, it is apparent that identifying proper interventions is essential.

What are the Effects of Cyberbullying
Behavior on the Victim?

In recent years, cyberbullying has received a lot of media attention due to its role in several teen suicides. One particular story is that of 13-year-old Megan Meier from O'Fallon, Missouri. Megan was beside herself when an attractive 16-year-old boy named Josh Evans "friended" her on MySpace. He was new to the neighborhood and was being homeschooled by his mother. Megan spoke with him online several times a week, exchanging personal information on MySpace and in emails. Megan never met Josh in person, but she really liked him and he really liked her. One day, about 2 weeks before her 14th birthday, Josh told Megan that he did not want to talk to her anymore. He told

her that he had heard she was not nice to her friends. He went on to say, "Everybody in O'Fallon knows how you are. You are a bad person and everybody hates you. Have a shitty rest of your life. The world would be a better place without you." Megan was devastated. She called her mom sobbing, saying that everyone was writing nasty things on MySpace about her and she wanted it to stop. Megan's parents tried to calm their daughter that evening when they saw her, but she was inconsolable. She ran up to her bedroom and closed her door. Megan's Mom went to check on her daughter a short time later and found her hanging from a belt in her closet. Megan had committed suicide.

Six weeks after Megan's death, a neighbor approached Megan's parents and stated that she had some important news for them. She proceeded to tell them that Josh Evans was not a real person and that he was created by another teen female neighbor of theirs for the purpose of getting personal information from Megan. Megan's family knew this other neighbor very well because Megan used to be good friends with her. When Megan's family confronted the teenage girl about the situation, she responded that it was "just a joke." Unfortunately these "jokes" have led to so many adolescent suicides that it has coined its own term: cyberbullicide (Hinduja & Patchin, 2010). A longitudinal study by Hay and Meldrum (2010) found that in a sample of 426 students aged 10 to 26, cyberbullying victimization was associated with increased reporting of self-harm and suicidal ideation (Appel, Holtz, Stiglbauer & Batinic, 2012). A research study completed by Hinduja and Patchin in 2010 revealed that "cyberbullying victims were 1.9 times more likely and cyberbullying offenders were 1.5 times more likely to have attempted suicide than those who were not cyberbullying victims or offenders" (p. 208). The

researchers further discovered that these risks increased when certain external factors

existed. These factors included academic difficulties, low self-esteem, and a lack of a

support structure.

The American Academy of Pediatrics reported in October of 2012 that 41

adolescent suicides from 2003 through 2012 were linked to bullying, with 95% of them

involving some form of cyberbullying. These 41 adolescents certainly experienced

several of the less severe, yet dangerous, effects of cyberbullying before they took their

own lives. Among these are feelings of emotional distress while using electronic

devices, the desire to avoid social gatherings, slipping grades, acting out in anger

towards uninvolved family members, changes in mood, depression, social anxiety,

loneliness, changes in sleep patterns, changes in appetite, and withdrawal from friends

and activities (Appel et al., 2012; Beran & Li, 2007; New, 2012; Patchin & Hinduja,

2006). Some cyberbully victims may experience only one or two of these issues to start

yet will experience more as the issues multiply. For example, an adolescent who is

feeling consistent emotional distress while using electronic devices is likely to have a

difficult time completing homework on the computer, resulting in a poor grade

(Tokunaga, 2010). The extents to which a cyberbully victim will experience these effects

coincide with the frequency, length, and severity of the cyberbullying (Tokunaga, 2010).

It is reasonable to conclude, however, that all cyberbully victims will experience some

stressful feelings as a result of this peer rejection (Patchin & Hinduja, 2006).

Adolescents consistently look to their peers for affirmation and approval in order to form

their identity. This formed identity often carries with the adolescent into his or her

adulthood (Marsh, 2012).

Purpose of this Research

The purpose of this study was to investigate the impact of parental involvement

in various aspects of their child's life on the child's experiences with cyberbullying.

Following is a list of research questions that were explored in this project:

1. Does the level of parental supervision of their child's use of electronic

   devices (checking child's emails, text messages, and/or personal webpages,

   knowing passwords for child's accounts, monitoring child while he/she uses

   their electronic devices) impact the child's experiences with cyberbullying?

2. Does the level of involvement of parents in their child's academics

   (participation in scheduled conferences, assisting child with homework,

   speaking to the child about his/her grades and homework assignments, setting

   expectations about grades the child should receive, punishing the child for

   poor/unacceptable grade) impact the child's experiences with cyberbullying?

3. Does the level of involvement of parents in their child's social well-being

   (response to their child's feelings and needs, comforting their child when

   upset, being approachable by their child) impact the child's experiences with

   cyberbullying?

4. Does the level of involvement of parents in their child's extracurricular

   activities/interests (attending after school activities, supporting their child's

   decision to participate in his/her after school activities, providing

transportation to after school activities) impact the child's experiences with

cyberbullying?

5. Does parental knowledge of electronic devices (frequency of use of specific

electronic devices) impact their level of supervision of their child's use of

electronic devices?

6. Does the parents' level of electronic privacy for their child (level of access to

their child's electronic devices) impact the child's experiences with

cyberbullying?

Definition of Key Terms

Cyberbullying: When someone repeatedly harasses, mistreats, or makes fun of
another person online or while using cell phones or other electronic devices (Patchin &
Hinduja, 2006).

Electronic devices: Items that send communication from one person to another to
include cell phones, personal computers, tablets, video game consoles, and televisions.

Experience with cyberbullying: The child's experience as one of the following:
the victim *and* offender of cyberbullying, only the victim of cyberbullying, only the
offender of cyberbullying, or neither.

Parents/guardians: Person responsible for the care of the youth on a day- to- day
basis.

Youth: Children ages 12-17.

Chapter II

LITERATURE REVIEW

There is no doubt that today's adolescents are heavily reliant on electronic devices for their day-to-day activities. It begins in the morning when their cell phone alarm wakes them up for school and ends in the evening when they send their last Facebook message to a friend saying that they have completed their assignment with their online homework group and are going to bed. This electronic connectedness has been shown to enhance adolescent communication, social connection, and technical skills (O'Keeffe & Clarke-Pearson, 2011), but it also has unfortunately opened the door for cyberbullying. O'Keefe and Clark-Pearson (2011) stated that cyberbullying can cause "profound psychosocial outcomes including depression, anxiety, severe isolation, and suicide" (p. 800). For this reason, it is important to discover effective cyberbullying prevention methods. It is hypothesized in this research that parental involvement in various aspects of their child's life impacts their child's experience with cyberbullying. The following literature review discusses issues that support this hypothesis.

A 2010 research project completed by Kite, Gable, and Filippelli looked at the relationship between parental involvement in electronic activities of middle school students and the students' knowledge of appropriate use of the internet and social

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networking sites. The researchers received 1,366 responses to a survey they distributed among male and female students in urban, suburban, and rural schools. The survey contained 47 questions of which seven were demographic in nature and 40 were designed to elicit information on the students' knowledge of appropriate behavior on social networks, the students' bullying behaviors on MySpace and instant messenger, the students' frequency of internet use, the students' likelihood of contacting a parent or adult if they were threatened by a peer or stranger on the internet, and the students' perception of their parents' awareness of their internet activities. The students were only allowed to answer "agree" or "disagree" to each question. The survey revealed that only 25% of the students' parents had access to their child's online passwords, only 35% of the students' parents regularly checked their child's activity on the internet, and fewer than 20% of the students' parents frequently viewed their child's emails despite only 47% of the students offering appropriate responses regarding proper internet behaviors and understanding of the risks of internet activities. The researchers found that the students who reported fewer instances of bullying behavior also reported higher levels of perceived parental involvement with their internet use and a higher likelihood that they would notify a trusted adult if the teen felt threatened on the internet.

This research is significant in that it shows that parental involvement is necessary to protect children from negative online activities. The sample size was generous and involved students from different socioeconomic backgrounds. The survey was complex in that it had several questions all designed to find correlations between

the six different independent variables and the dependent variable of the students' safe

use of the internet. The research could have been improved if the questions allowed for

more than just a dichotomous response. A broader response option might have resulted

in more sensitive data. Additionally, the researchers might have benefited from

surveying the parents as well so that they could get a better picture of the parents'

knowledge of his child's internet use. It is possible that the child was not aware that the

parent knew their internet passwords. Lastly, the researchers should have included

Facebook as a site for students to consider their bullying activity considering it is the

biggest social network on the planet (The ebusiness knowledgebase , 2013).

A 2010 research project by Livingstone, Haddon, Görzig and Ólafsson

surveyed 25,142 European children ages 9-16 and their parents in 25 countries. The

survey was conducted by a face-to-face interview in the family homes. The purpose of

the research was to provide evidence to support stakeholders in their efforts to

maximize online opportunities while minimizing the risk of harm associated with

internet use by children. The survey revealed that parents who practiced more

restrictive internet access had children who experienced fewer risks and less harm on

the internet. When the children were specifically asked about cyberbullying, defined as

treatment of another in a hurtful or nasty way on the internet, 6% reported having been

bullied online. Although this is not an alarming number, cyberbullying was the most

upsetting risk factor for going online among all the children. Furthermore, the children

who reported they were victims of cyberbullying reported more psychological

problems than those who had not been bullied. However, less than half of bullied

children stated that they would report the cyberbullying to their parent or trusted adult or would know what steps they would take to block the bully or delete the negative messages.

The interview with the parents revealed that 28% think it is likely to very likely that their child will experience problems online in the next 6 months, yet only half think that they should get more involved in their child's online activities. This is startling when nearly all of the parents (80%) feel confident that they can help their child deal with online problems that children are exposed to. Of the parents who were aware that their child had already experienced problems on the internet, only 15% changed their approach to ensuring their child's safety on the internet (Livingstone et al., 2010). The negative impact of this is apparent when 15% of the children reported that they wished their parents would take more interest in their online activities.

This very large sample study overwhelming supports the idea that parental supervision impacts their child's experiences with problems on electronic devices, including cyberbullying. The implications are that there is a real concern in children that they will become victims of cyberbullying and that they would like their parents to become more involved in their internet activities. Furthermore, children experience psychological stress from online bullying that most are unsure how to stop on their own, but which most parents report they could effectively handle. One area of the research that this researcher would call into question is the fact that the survey was not anonymous. Some of the respondents, especially the young children, may have been afraid to give honest responses to a face-to-face adult interviewer. They could have felt

intimidated or feared that they would get into trouble if their parent found out about their online activities. Another area of concern was whether the questions, asked in 25 different countries in several different languages, were interpreted to elicit the same information. How one Russian child might interpret a question related to parental involvement with their online activities might not be the same as how an Austrian child would interpret the same question.

A third study completed in 2010 by Taiariol aimed to identify family and school variables that may be important in cyberbullying. One of Taiariol's research questions was "which family variables (parental monitoring, parental responsiveness, and family cohesion) are most predictive of bullying experiences (perpetration, victimization, and witnessing)" (p. 16)? She hypothesized that family variables will predict perpetration and victimization of cyberbullying. She answered this and her other research questions through a six part survey of 257 male and female students at two middle schools located in a suburban community of Southeastern Michigan. The students were in the seventh and eighth grades. Taiariol found that family variables were significant predictors of cyberbullying experiences. Specifically, family cohesion and parental monitoring predicted cyber perpetration, and parental monitoring and parental responsiveness were predictive of cyber victimization. The study showed that cyber perpetration and cyber victimization were significantly higher for children without parental monitors or an awareness of installed parental monitors. Furthermore, children who had the ability to search the internet with no limits or fear of monitoring were most likely to engage in cyberbullying or become a victim of cyberbullying.

While the sample size in this research project was small, the comparisons between multiple variables and the children's' experience with cyberbullying revealed the same findings; parental involvement in their child's access to electronic devices greatly impacts the child's experiences with cyberbullying. The implications of this study are that parents need to be aware of what their children are accessing on the internet by setting rules and limiting unsupervised use of electronic devices. This study may have been more powerful had a broader age range of students been used and had the survey not been distributed by the children's teacher. It is possible that the students felt intimidated by the teacher's presence and this could have consequently affected the way they responded to the questions. Additionally, only children whose parents submitted permission slips were allowed to participate in the study. There well may be a relationship between parents who submit permission slips for their children and the parents who are largely involved in their children's activities. This would skew the results somewhat in that the sample size may not have included children with less involved parents.

In 1994 Ryan, Stiller, and Lynch conducted a research study to explore the relationships between adolescent representations of their teachers and parents and adolescent perception of their ability to control their academic outcomes, autonomy, coping skills, and self-esteem. Specifically, the researchers predicted that the more connected the adolescents felt with their teachers and parents, the more the adolescents would be motivated in school, exhibit positive attitudes, and have higher self-esteem. Their method of testing this hypothesis was to survey 606 students in the seventh and

eighth grades in a Rochester, New York public middle school. The survey was

composed of several parts which aimed at eliciting specific information related to their

research questions. The strength of teacher and parent relationships was evaluated by

adolescent responses to questions on teacher and parent emulation. Emulation, in this

circumstance, would be defined as the child's desire to be like their teacher or parent.

Respondents were asked questions like "I try to model myself after my teachers"; and

"I would feel good if someone said I was a lot like my parents" (Ryan et al., 1994, pp.

234-235). Adolescent styles of responding to and coping with academic failure were

assessed through the Academic Coping Inventory. The inventory comprised of four

dimensions: positive coping (student seeks to remedy the causes of poor performance;

denial (minimizing poor performance); projection (blaming others for academic

failures); and anxiety amplification (worry). The Self-Regulation Questionnaire was

also used to evaluate motivational orientations with regard to the students' school

work. In order to measure self-esteem in the participating adolescents, the researchers

used the Multidimensional Self-Esteem Inventory. These questions assessed

component aspects of self-evaluation and global self-esteem.

     After analyzing the survey, Ryan et al. (1994) reported the following findings:

- Representations (defined as 'organized schemata derived from interactions with significant others that can be applied actively in one's current interpersonal relationships both as anticipatory models and modes of adaption' of parents and teachers predicted school success.
- Adolescents who feel they lack parental support when experiencing emotional and/or school concerns will exhibit poorer school adjustment, lower self-esteem, and lower identity integration.
- Emulation of parents positively correlated to the adolescents' self-esteem.

- Relatedness to parents and teachers (defined as 'family cohesion, perceived acceptance, attachment versus detachment to parents, and self-perceived lovability' was predictive of school motivation and adjustment.
- Adolescents who reported a low probability that they would turn to others for help with school or emotional problems also reported poorer school adaptation, motivation, and lower self-esteem (p. 243)

From these findings, Ryan et al. (1994) concluded that teacher and parent relationships uniquely contribute to an adolescent's positive experiences in school. Moreover, adolescents who lack a significant relationship with these adults are particularly at-risk for interpersonal isolation and will not seek out others for help. These conclusions support this current research hypothesis that juveniles who lack a supporting relationship with their parents will experience more instances of cyberbullying and will be less likely to report those instances to their parents.

Possible methodological concerns of Ryan et al.'s (1994) research, as pointed out by the researchers, include misrepresentation of the correlation between relational supports and increased motivation and adjustments of adolescents when, in reality, adolescents who are highly motivated may actually just perceive relationships with their teachers and parents in a more positive way. Additionally, the questions related to representations of relationships were vague and generalized in that they did not direct the students to answer questions about any specific adult relationships nor did they allow for an exhaustive measure of the quality of these relationships. One might also consider the number of questions the students were asked when evaluating the survey data's reliability. Because these students were in their early teens, it would not be unfair to assume that their attention span on this research topic would be limited. At

some point the students could have stopped reading the questions thoroughly and just answered based on what the researcher would want or expect to see.

Chapter III

METHODOLOGY

Participants

Participants for this research study were drawn from a random selection of sixth-through 12th-grade students and their parents/guardians from a public school district in an east-central Minnesota town with a population of approximately 23,000 (U.S. Census Bureau, 2011). There were a total of 48 adult and juvenile responses. A lower than expected response to the survey may have been influenced by couple factors. First, the deadline for return of the survey only allowed participants a few days to complete the survey. Several surveys were mailed after the deadline and were not used in this research. Second, the school district had reported that they had just completed two of their own research projects that required families to complete surveys. One of these surveys focused on traditional, face-to-face bullying behaviors. The families receiving the survey for this research project may have been overwhelmed with the recent amount of surveys they had been asked to complete and decided not to participate in this study. Table 2 identifies the gender and grade breakdown of all juvenile participants.

Chapter III

METHODOLOGY

Participants

Participants for this research study were drawn from a random selection of sixth-through 12th-grade students and their parents/guardians from a public school district in an east-central Minnesota town with a population of approximately 23,000 (U.S. Census Bureau, 2011). There were a total of 48 adult and juvenile responses. A lower than expected response to the survey may have been influenced by couple factors. First, the deadline for return of the survey only allowed participants a few days to complete the survey. Several surveys were mailed after the deadline and were not used in this research. Second, the school district had reported that they had just completed two of their own research projects that required families to complete surveys. One of these surveys focused on traditional, face-to-face bullying behaviors. The families receiving the survey for this research project may have been overwhelmed with the recent amount of surveys they had been asked to complete and decided not to participate in this study. Table 2 identifies the gender and grade breakdown of all juvenile participants.

Table 2

Grade and Gender for 48 Responding Youth

	6th	7th	8th	9th	10th	11th	12th	Total
Number of Males	0	0	4	3	8	0	8	23
Number of Females	1	4	4	3	4	5	4	25
TOTAL	1	4	8	6	12	5	12	48

Instruments

A two-part, anonymous survey and cover letter was distributed to approximately

300 addresses of juveniles enrolled in the school district. The cover letter provided a

brief introduction and definition of cyberbullying and survey instructions (see Appendix

A). One part of the survey asked 15 questions of the parent/guardian (see Appendix B)

about his or her use of electronic devices, allowance of privacy for his or her child,

knowledge of his or her child's experiences with cyberbullying, and level of supervision

of his or her child's use of electronic devices. The second part of the survey asked 17

questions of the juvenile (see Appendix C) about his or her use of electronic devices,

experiences with cyberbullying, and relationship with his or her parent/guardian in his or

her academics, extracurricular activities, and social welfare.

The juveniles were asked to fill out their survey in privacy and return to their

parent/guardian in a sealed envelope for mailing. This process ensured the juveniles that

their information was confidential and allowed for more honest responses on their

survey. The corresponding adult and juvenile surveys were kept together in order to

make comparisons between their responses.

The qualitative survey was comprised of questions taken from Tairiol's (2010) research survey and questions designed by the researcher. Both surveys contained Likert questions using a 5- or 6-point rating scale, dichotomous questions, and contingency questions. Responses to the corresponding parent and youth questions were nominally coded for statistical analysis. The data were then divided into two spreadsheets: families with children who had been cyberbullied (n=20) and families with children who had not been cyberbullied (n=28). If a child indicated that he or she had experienced at least one instance of some type of cyberbullying in the current school year (based off Juvenile Survey Questions 5 and 10; see Appendix C) the data from his or her survey and his or her parent's survey were placed in the "families with children who had been cyberbullied" spreadsheet. This separation allowed for comparisons to be made between responses of these two groups.

Design

This research designed used in this project was qualitative and descriptive. This design allowed the researcher to collect data and characteristics about adolescents who may have experiences with cyberbullying. It was non-experimental in nature because no manipulations of the circumstances or situations of the participants were used. The survey was designed to find relationships between the research variables and make comparisons between youth who had been cyberbullied and youth who had not been cyberbullied. It was not designed to explain the causes of any relationships.

Chapter IV

RESULTS

Of the 48 youth responses to the survey, 95.83% of all youth and 100% of cyberbully victims indicated that they had a cell phone. Of the 48 adult surveys, 100% stated that they owned a cell phone and used text messaging, with 93.75% texting daily. Additionally, 68.75% of the adults answered that they have a personal web page such as Facebook or MySpace and nearly 42% of them accessed their site daily. A total of 33% of youth reported that they had access to a computer in their own bedroom, yet 68% of parents indicated that they rarely or never check their child's email or personal web page. The number of youth who indicated that they had experienced some form of cyberbullying in the approximate seven month time period since the beginning of the school year was 20. This amounts to 41.67% of all youth respondents. See Table 3 for illustration. When the cyberbully victims were asked if they reported the cyberbullying incident(s) to their parent, only eleven represented that they had. Even more concerning is that eight cyberbully victims indicated that they did not report the incident(s) to anyone; most often citing that they thought they could handle the situation on their own. Cyberbullied youth overwhelmingly reported that their parents do not have rules about their cell phone use ("Totally false" or "Sort of false" responses), do not check their text messages or emails ("Totally false" or "Sort of false" responses), do not know

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passwords to their cell phones or email accounts ("Totally false" or "Sort of false" responses), and do not supervise their computer use ("Totally false" or "Sort of false" responses) (see Table 4). The percentage of male and female respondents who reported being a victim of cyberbullying was 26.09% and 56% respectively. So although both genders experience a significant amount of cyberbullying, it appears females were more than twice as likely to be victims. When the child reached high school (Grades 9-12), they were four times more likely to be a victim of cyberbullying than they were in middle school (see Table 3). Of the 20 who were cyberbullied, nine also admitted to cyberbullying others. It is interesting to note that almost half of cyberbullying victims have also victimized others. Only one person in this study admitted to being a cyberbully without also reporting reciprocal or unprovoked cyberbully victimization. See Table 5 for the breakdown of the respondents' cyberbullying experiences.

Table 3

Cyberbullying Victimization by Gender and Grade

	6th	7th	8th	9th	10th	11th	12th	Total
Number of Males	0	0	1	0	2	0	3	6
Number of Females	0	3	0	0	4	5	2	14
TOTAL	0	3	0	0	4	5	2	14

Table 4

Responses to Questions about Parental Supervision of Their Use of Electronic Devices by Cyberbullied Youth

		Parents have rules about your clel phone use? (n=20)	Parents check text messages? (n = 20)	Parents check emails? (n = 20)	Parents know passowerds to cell phone? (n = 19)	Parents know passwords to email and personal web page? (n=19)	Parents supervise computer use? (n=20)
Cyberbullied Males	Totally false or sort of false	4	5	6	4	4	6
	Sort of True or totally true	2	1	0	2	2	0
Cyberbullied Females	Totally False or sort of false	9	11	13	9	8	14
	Sort of true or totally true	5	3	1	4	5	0

Table 5

Cyberbullying Exeriences of 48 Responding Youths

		Cyberbulling Victim?		
		Yes	No	Total
Cyberbully?	Yes	9	1	10
	No	11	27	38
	Total	20	28	48

A chi-square analysis of the data collected in the 48 returned adult and youth surveys revealed some statistically significant relationships between youth cyberbullying

experiences and some of the independent variables tested in this research. The following

are a list of those significant relationships:

1. Research Question: Is there a relationship between youth cyberbullying

   experiences and the presence of parental rules about cell phone use?

   H₀: There is no relationship between youth cyberbullying experiences and the

   presence of parental rules about the child's cell phone use.

   Hₐ: Youth who have little to no rules about their cell phone use are more

   likely to be cyberbullied.

   At nearly a .05 level of significance (.051), the chi-square analysis rejected the

null hypothesis. The crosstabs show that the expected number of cyberbullied youth who

had little to no rules (combination of "totally false" and "sort of false" responses) about

their cell phone use was 10.3 when the actual reported number was 13. This means that

more than expected cyberbullied youth reported that they had little to no rules about

their cell phone use. At the same time, the expected number of non-cyberbullied youth

who had little to no rules about their cell phone use was 11.7 when the actual reported

number was only nine. This means that fewer than expected non-cyberbullied youth

reported that they had little to no rules about their cell phone use. These data support the

research hypothesis and we can conclude that there is a relationship between parental

rules about their child's use of their cell phone and the child's experiences with

cyberbullying. See Table 6 for the chi-square analysis.

Table 6

Chi-Square Results for Youth Experiences with Cyberbullying and
Parental Rules about Cell Phone Use

			Parental Rules About Cell Phone Use?			
			Totally False	Sort of False	Sort of True	Totally True
Cyberbulling?	Yes	Actual Count	9_a	4_a	8_a	0_a
		Expected Count	7.5	2.8	7.5	3.3
	No	Actual Count	7_a	2_a	8_a	7_a
		Expected Count	8.5	3.2	8.5	3.7

Note: Subscript letter denotes a subset of question categories whose column proportions do not
differ significantly from each other at the .05 level.

2. Research Question: Is there a relationship between youth cyberbullying
    experiences and the child's representation of his parents' responsiveness to
    his feelings and needs?

    H₀: There is no relationship between youth cyberbullying experiences and the
    child's representation of his parent's responsiveness to his feelings and needs.

    Hₐ: Youth who report a high response from their parents to their feelings and
    needs are less likely to be cyberbullied.

    At a significance level of .005, the chi-square analysis rejects the null hypothesis
and suggests a relationship between youth cyberbullying experiences and their
representation of their parents' responsiveness to their feelings and needs. Table 7
illustrates that for those youth who had been cyberbullied, the expected count for
responding highly ("Totally true" responses) to their parents' responsiveness to their

feelings and needs was 13.7. The actual reported number was only eight. This means that fewer than expected cyberbullied children reported their parents as highly responsive to their feelings and needs. For those youth who had not been bullied, the expected count for high responses to their parents' responsiveness to their feelings and needs was 16 when the actual reported number was 22. This means that more than expected non-cyberbullied children reported their parents as highly responsive to their feelings and needs. These data indicate that there is a relationship between youth who report a high response from their parents to their feelings and needs and their experiences with cyberbullying. The research hypothesis can be accepted.

Table 7

Chi-Square Results for Youth Experiences with Cyberbullying and Parental
Response to their Child's Feelings and Needs

			Parents are Response to Feelings and Needs?			
			Totally False	Sort of False	Sort of True	Totally True
Cyberbulling?	Yes	Actual Count	$1_{a, b}$	$3_{a, b}$	9_b	8_a
		Expected Count	.5	1.8	5	13.7
	No	Actual Count	$0_{a, b}$	$1_{a, b}$	2_b	22_a
		Expected Count	.5	2.2	6	16.3

Note: Subscript letter denotes a subset of question categories whose column proportions do not differ significantly from each other at the .05 level.

3. Research Question: Is there a relationship between youth cyberbullying experiences and the child's perception of their parents' acceptance of their extra-curricular/after school activities?

H_o: There is no relationship between youth cyberbullying experiences and the child's perception of their parents' acceptance of their extra-curricular/after school activities.

H_a-: Youth who report a high level of acceptance from their parents of their extra-curricular/after school activities are less likely to have experienced cyberbullying.

At a .021 level of significance, the chi-square analysis indicates that the null hypothesis can be rejected. Moreover, the research hypothesis is supported within the crosstabs. It indicates that the expected count for cyberbullied youth who felt that their parents were very happy ("Totally true" responses) with their extra-curricular activities was 13.5. The actual count was 11. This means that fewer than expected cyberbullied children reported their parents were very happy with their extra-curricular activities. A count of 23.5 was expected for those who did not report any cyberbullying experiences and felt that their parents were very happy with their extra-curricular activities. The actual count in this crosstab was 26. This means that more than expected non-cyberbullied children reported their parents as very happy with their extra-curricular activities. Therefore, the null hypothesis is rejected and the research hypothesis is accepted. See Table 8 for specific chi-square data related to this research question.

Table 8

Chi-Square Results for Youth Experiences with Cyberbullying and Parental Opinion of their Child's Extra-Curricular Activities

			Parents Happy with Child's Extra-Curricular Activities?			
			Totally False	Sort of False	Sort of True	Totally True
Cyberbulling?	Yes	Actual Count	$0_{a,b}$	$1_{a,b}$	3_b	11_a
		Expected Count	0	.4	1.1	13.5
	No	Actual Count	$0_{a,b}$	$0_{a,b}$	0_b	26_a
		Expected Count	0	.6	1.9	23.5

Note: Subscript letter denotes a subset of question categories whose column proportions do not differ significantly from each other at the .05 level.

Chapter V

DISCUSSION

Conclusions

The demographic data concerning cyberbullies and the cyberbullied provided in

this research seem to parallel those of previous research studies. A vast majority of this

survey's youth are using cell phones and other electronic devices, that cyberbullying

behavior is seen across both genders and all age groups, and that a large percentage of

youth have experienced some form of cyberbullying. The research hypotheses

statistically supported through chi-square analysis also support prior research findings

that parental involvement in their child's life influences their child's experiences with

cyberbullying. Specifically, if the parent sets rules for her child (i.e. when he can use his

cell phone, who he can communicate with, how often the phone will be monitored),

emotionally and physically supports her child in times of need, and encourages and

supports her child's extra-curricular activities, the child is less likely to become a victim

of cyberbullying. It is also suggested that youth who have parents who seem to be

involved and interested in a variety of aspects of their life are less likely to engage in

cyberbullying activity that would destroy that important bond.

Limitations

Although survey procedures were carefully designed to elicit the best information, a few problems could affect its validity:

1. Accuracy. Respondents were asked to report only on incidents that occurred since the beginning of the current school year, yet they may have recalled incidents from prior years when answering questions. This would result in an incorrect calculation of the total number of cyberbullying instances that occurred over the specified period of time.

2. Lying. The questions asked of both the parent and adolescent were sensitive in nature and respondents may have lied about answers in order to give responses they believed would make them look more favorable. Additionally, the adolescent might have been concerned that his parent would read his responses about his experiences with cyberbullying and consequently chose to not report any cyberbullying.

3. The survey does not allow for all kinds of cyberbullying. The adolescent may have experienced a form of cyberbullying that was not asked about which would result in an incorrect calculation of the total number of cyberbullying instances.

4. Some questions may have been unclear to respondents. Some handwritten responses on the surveys indicate confusion on some questions that may have resulted in the respondent not answering the question at all or just choosing a random response.

5. The survey represents only a small portion of a community. While the data could fairly represent cyberbullying instances in other similar communities, its validity could be improved upon if a larger sample size could have been used.

6. The chi-square analysis does not explain why a relationship exists between the variables. A phone interview of the youth might have provided clarity on this important topic.

Benefits

The data presented in this research should encourage parents of adolescents to be as involved in their child's electronic and virtual life as they can. Many parents of children this age want to give them space to be independent, yet there is a fine line between independence and losing control. It is not necessary for a parent to sacrifice their adult/child relationship in order for their child to learn independence. It may be comforting for parents to know that their efforts to stay involved in their child's life can impact their experiences with the dangers of cyberbullying. Additionally, because the overwhelming majority of parents are using the same electronic devices as their children, it is quite reasonable to believe that with a little education they could learn how to effectively use parental controls available to further limit their child's experiences with cyberbullying. It is hoped that this research will compel further research which can more fully explore the parent/child relationship and how it can influence and control the child's experiences with cyberbullying.

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APPENDICES

APPENDICES

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APPENDIX A

Cover Letter for Parent Survey

Introduction and Directions for the
Parent/Guardian and Youth Cyberbullying Surveys.

The purpose of this survey is to learn about the things that influence cyberbullying. Cyberbullying is "when someone repeatedly harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices" (Patchin & Hinduja, 2008). A 2011 survey, sponsored by the Pew Research Center of 779 youth aged 12 to 17 years old, revealed that 77% of youth own a cell phone, with 97% of them using text. In addition, 95% of the youth reported they access the internet and 80% of those on the internet are users of social media sites (Lenhart, Ling, Campbell, & Purcell, 2010). Unfortunately, the lack of personal contact for some of these youth has eliminated the very thing that kept them from bullying; the immediate consequences by third party eyewitnesses. These technological devices have, in effect, opened the door for other types of bullies- cyberbullies. Because technology is only going to get more sophisticated, it is important to identify the impact of third party intervention on cyberbullying.

It is very important that you are honest as you answer each question. Please do not write your name on the survey as this is an anonymous survey. When you are done with your survey please place it in the return envelope provided along with your child's survey that should be sealed in the envelope marked "CONFIDENTIAL." Completing and returning the survey indicates your voluntary consent to participate as well as agreeing that your child has your permission to participate in this study. When making your decision, please consider the following:

Purpose:

You are being asked to personally participate and also allow your child to be in a research study that is being conducted by Nicole Stottlemyre, a St. Cloud State University criminal justice master's degree candidate, to explore issues related to cyberbullying. You and your child have been selected because your child is enrolled as a middle school or high school student in the Elk River School District.

Study Procedures:

If you decide to participate in the study and allow your child to take part in the study, your both will be asked to fill out a survey. The youth survey is 13 questions long and the parent survey is 14 questions long. Both should take less than 10 minutes to complete. Feel free to read through the youth survey before giving it to your child, but please allow him or her to fill out the survey in confidentiality and return to you in the envelope marked "CONFIDENTIAL." This process will allow for more honest answers and a more accurate picture about your child's experiences with cyberbullying.

Benefits:

There may be no direct benefits for you or your child; however, information from this study may benefit other people now or in the future.

Risks:

There are no known risks at this time to your child for participation in this study.

Costs:

There are no costs to you or your child to participate in this study.

Compensation:

You or your child will not be paid for taking part in this study.

Confidentiality:

All information collected about your child during the course of this study will be kept confidential to the extent permitted by law. All information collected about your child during the course of this study will be kept without any identifiers.

Voluntary Participation/Withdrawal:

You and your child's participation in this study are voluntary. You are free to withdraw yourself or your child at any time. Your decision about participating in the study will not change any present or future relationships with St. Cloud State University or its affiliates, your child's school, your child's teacher, your child's grades or other services you or your child are entitled to receive.

Questions/Copy of Results:

If you have any questions about this study now or in the future, you may contact Nicole Stottlemyre at the following phone number 612-423-2561, address: 31540 147th St. N.W., Princeton, MN 55371 and/or email at stni1101@stcloudstate.edu. You may also wish to contact the program advisor, Dr. Barry Schreiber, at 320-308-4254. This contact information may also be used to inquire about the results of the study.

APPENDIX B

Parent Survey

APPENDIX B

Parent Survey

Parent/Guardian Cyberbullying Survey

When answering questions about your child, consider only the time period since the beginning of the current school year and the child who is named on the addressed envelope.

1. Do you have a cell phone?
   Please check one answer.

   ○ Yes

   ○ No

2. Do you use text messaging?
   Please check one answer.

   ○ Yes

   ○ No

3. Do you have an email account?
   Please check one answer.

   ○ Yes

   ○ No

4. Do you have a personal web page (Facebook, MySpace,Twitter)?
   Please check one answer.

   ○ Yes

   ○ No

5. How often do you use...

   Please check your best answer.

	Several times a day	Daily or almost every day	Once or a few times a week	Once or a few times a month	Less than once a month	Never
Text messaging?	☐	☐	☐	☐	☐	☐
Email?	☐	☐	☐	☐	☐	☐
Your personal web page (Facebook, MySpace, Twitter)?	☐	☐	☐	☐	☐	☐

6. Do you think your child is entitled to privacy in their personal life?
   Please choose your best answer.

○ Always

○ Sometimes

○ Never

7. Do you allow yourself unlimited access to your child's personal spaces in your home (bedroom, bathroom, closets)?
   Please choose your best answer.

○ Always

○ Sometimes

○ Never

8. Have you checked your child's . . .
Please choose your best answer. If your child does not have any of the following please choose "not applicable."

	Daily	Frequently	Rarely	Never	Not applicable
Email?	☐	☐	☐	☐	☐
Cell phone?	☐	☐	☐	☐	☐
Personal web page (Facebook, MySpace, Twitter)?	☐	☐	☐	☐	☐

9. Do you know your child's password(s) on his or her . . .
Please check your best answer. If your child does not have any of the following please choose "not applicable."

	Daily	Frequently	Rarely	Never	Not applicable
Email?	☐	☐	☐	☐	☐
Cell phone?	☐	☐	☐	☐	☐
Personal web page (Facebook, MySpace, Twitter)?	☐	☐	☐	☐	☐

10. Do you have rules about your child's use of his or her personal cell phone?
Please check one answer.

○ Yes

○ No

○ Not applicable, my child does not have a cell phone.

11. Do you have rules about your child's use of the computer for access to email?
Please check one answer.

○ Yes

○ No

○ Not applicable, my child does not have access to a computer and/or an email account.

12. Do you have rules about your child's use of the computer for access to his or her personal web pages (Facebook, MySpace)?
Please check one answer.

○ Yes

○ No

○ Not applicable, my child does not have access to a computer and/or a personal web page.

13. **If your answer to any of the two previous questions was "yes," have any of the following occurred?**
     Please check your best answer.

○ My child broke one of my rules and was punished.

○ My child broke one of my rules, but was not punished.

○ My child did not break any of my rules that I am aware of.

○ Not applicable, I answered "no" to the two previous questions.

14. **Has your child ever been a victim of cyberbullying this school year?**

     Please choose your best answer.

○ **Yes**

○ **No**

○ **I am unsure.**

15. **If your answer to question 14 was "yes," have you blocked individuals from contacting your child on his/her cell phone or computer because of cyberbullying?**

     Please check your best answer. If you answered "no" to the previous question, please check "not applicable."

○ **Yes**

○ **No**

○ **I would have, but I did not know how.**

○ **Not applicable, my child has never been cyberbullied or I am unsure if he/she has ever been cyberbullied.**

You are being asked to be in a research study that will learn more about the issues of cyberbullying. Cyberbullying is when someone repeatedly harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

The questions will ask you about your experiences with cyberbullying and your relationship with your parent(s)/guardian(s). If you would answer the questions differently depending on which parent you think of, please choose the strictest parent and answer all questions while thinking of that parent. If you take part in this study you will be asked to answer 13 questions that should take about 10 minutes to complete.

Your participation in this study is completely confidential and will not affect your schooling in any way. The surveys will be kept without any identifiers on them. Your participation in this study is also voluntary. Completing and returning the survey indicates your voluntary assent to participate.

APPENDIX C

Once you have completed the survey you should place the survey in the envelope provided marked "CONFIDENTIAL," and seal it. Then give the sealed envelope to your

Youth Instructions Survey

parent/guardian to be mailed out.

If you have any questions about this study now or in the future, you may contact Nicole Stottlemyre at the following phone number 612-423-2561, address: 31540 147th St. N.W., Princeton, MN 55371 and/or email at sini1101@stcloudstate.edu. You may also wish to contact the program advisor, Dr. Barry Schreiber, at 320-308-4254. This contact information may also be used to inquire about the results of the study.

If you would like to talk to someone about your experiences with cyberbullying, please contact your school counselor in their office or at the number below:

Vandenberge Middle School- 763-241-3400

Elk River High School- 763-241-3424

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Youth Cyberbullying Survey

You are being asked to be in a research study that will learn more about the issues of cyberbullying. Cyberbullying is when someone repeatedly harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices.

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Youth Cyberbullying Survey

1. Gender
Please check one.

☐ Male

☐ Female

2. Grade
Please check one

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ 10th

☐ 11th

☐ 12th

3. Do you have a computer in your home?
Please check one.

○ Yes

○ No

4. If you have a computer in your home, where is it located?
Please check all that apply.

☐ Your room

☐ Kitchen

☐ Family room

☐ Other

5. How often IN THIS SCHOOL YEAR...
The following questions are about your use of email and personal webpages like Facebook, Twitter and MySpace. If you do not have these things, please choose "not applicable" for each question.
Please check your best answer.

	Never	Once or twice	A few times	About once a week	Several times a week	Not applicable
have you received an email/online message that threatened your physical safety?	☐	☐	☐	☐	☐	☐
have you received an email/online message that spread a rumor about you?	☐	☐	☐	☐	☐	☐
have you received an email/online message that stated you couldn't attend a party/event?	☐	☐	☐	☐	☐	☐
have you received an email/online message that stated that you could not be part of a group of friends?	☐	☐	☐	☐	☐	☐
have you received an email/online message that stated if you did not do something, you could not join an activity?	☐	☐	☐	☐	☐	☐

6. If any of the above has happened to you, who did you tell?
If applicable, you may check more than one answer.

○ Parent/guardian

○ Friend

○ Teacher/school counselor

○ Family member other than parent/guardian

○ Trusted adult

○ I did not report it to anyone.

7. If your answer to question 6 was "I did not report it to anyone," what was your reason?
Please check your best answer. If you did report it, please check "not applicable."

○ I thought I could handle it on my own (i.e. confront the person, ignore it).

○ I did not think anyone could help me.

○ **I did not think it was a big enough problem to tell.**

○ **I have told someone in the past and they did not help me.**

○ **Other. Please explain:**

_____.

○ **Not applicable.**

8. How often IN THIS SCHOOL YEAR...
The following questions are about your use of email and personal webpages like Facebook, Twitter and MySpace. If you do not have these things, please choose "not applicable" for each question.
Please check your best answer.

	Never	Once or twice	A few times	About once a week	Several times a week	Not applicable
have you sent an email/online message that threatened someone's physical safety?	□	□	□	□	□	□
have you sent an email/online message that spread a rumor about someone?	□	□	□	□	□	□
have you sent an email/online message that stated someone could not attend a party/event?	□	□	□	□	□	□
have you sent an email/online message that someone could not be part of a group of friends?	□	□	□	□	□	□
have you sent an email/online message that stated if someone did not do something, he/she could not join an activity?	□	□	□	□	□	□

9. Do you have a cell phone?
Please check one.

□ Yes

□ No

10. How often IN THIS SCHOOL YEAR...
The following questions are about your use of your personal cell phone. If you do not have a cell phone please choose "not applicable" for each question.
Please check your best answer.

	Never	Once or twice	A few times	About once a week	Several times a week	Not applicable
have you received a text message that threatened your physical safety?	☐	☐	☐	☐	☐	☐
have you received a text message that spread a rumor about you?	☐	☐	☐	☐	☐	☐
have you received a text message that stated you could not attend a party/event?	☐	☐	☐	☐	☐	☐
have you received a text message that stated that you could not be part of a group of friends?	☐	☐	☐	☐	☐	☐
have you received a text message that stated if you did not do something, you could not join an activity?	☐	☐	☐	☐	☐	☐

11. If any of the above has happened to you, who did you tell?
If applicable, you may check more than one answer.

○ **Parent/guardian**

○ **Friend**

○ **Teacher/school counselor**

○ **Family member other than parent/guardian**

○ **Trusted adult**

○ **I did not report it to anyone.**

12. If your answer to question 11 was "I did not report it to anyone," what was your reason?
Please check your best answer. If you did report it, please check "not applicable".

○ **I thought I could handle it on my own (i.e. confront the person, ignore it).**

○ **I did not think anyone could help me.**

○ **I did not think it was a big enough problem to tell.**

○ **I have told someone in the past and they did not help me.**

○ **Other. Please explain:**

_____.

○ **Not applicable.**

13. How often IN THIS SCHOOL YEAR...
The following questions are about your use of your personal cell phone. If you do not have a cell phone please choose "not applicable" for each question.
Please check your best answer.

	Never	Once or twice	A few times	About once a week	Several times a week	Not applicable
have you sent a text message that threatened someone's physical safety?	☐	☐	☐	☐	☐	☐
have you sent a text message that spread a rumor about someone?	☐	☐	☐	☐	☐	☐
have you sent a text message that stated someone could not attend a party/event?	☐	☐	☐	☐	☐	☐
have you sent a text message that stated that someone could not be part of a group of friends?	☐	☐	☐	☐	☐	☐
have you sent a text message that stated if someone did not do something, he/she could not join an activity?	☐	☐	☐	☐	☐	☐

14. Please check your best answer.
The following questions are about your use of email and personal webpages like Facebook, Twitter and MySpace and your use of text messaging. If you do not have any one of these things, please check not applicable for the questions asking about the thing(s) you do not have.

	Totally false	Sort of false	Sort of true	Totally true	Not applicable
My parent(s)/guardian(s) have rules about when I can use my cell phone.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) require that they be present when I use the computer.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) check my text messages.	☐	☐	☐	☐	☐
My parents(s)/guardian(s) check my emails.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) know my passwords for my cell phone if I have one set.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) know my passwords for my email and personal web pages (Facebook, Twitter and MySpace).	☐	☐	☐	☐	☐

15. Please check your best answer.

	Totally false	Sort of false	Sort of true	Totally true
My parent(s)/guardian(s) show patience with me.	☐	☐	☐	☐
My parent(s)/guardian(s) seem to be easy going.	☐	☐	☐	☐
My parent(s)/guardian(s) joke around and play with me.	☐	☐	☐	☐
My parent(s)/guardian(s) are responsive to my feelings and needs.	☐	☐	☐	☐
When I am upset, my parent(s)/guardian(s) comfort me.	☐	☐	☐	☐

16. Please check your best answer.

	Totally false	Sort of false	Sort of true	Totally true
My parent(s)/guardian(s) talk to me about my grades.	☐	☐	☐	☐
My parent(s)/guardian(s) attend school conferences.	☐	☐	☐	☐
My parent(s)/guardian(s) will assist me with my homework when asked.	☐	☐	☐	☐
My parent(s)/guardian(s) ask me if I have completed my homework.	☐	☐	☐	☐
My parent(s)/guardian(s) have rules about the grades I should get.	☐	☐	☐	☐
My parent(s)/guardian(s) punish me for a bad grade on an assignment or report card.	☐	☐	☐	☐

17. Please check your best answer.
The following questions are about after school activities that you might be in (sports, clubs). If you are not in any after school activities please choose "not applicable" for each question.

	Totally false	Sort of false	Sort of true	Totally true	Not applicable
My parent(s)/guardian(s) want me to participate in after school activities.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) will take me to or pick me up from after school activities when needed.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) attend after school activities when it is allowed.	☐	☐	☐	☐	☐
My parent(s)/guardian(s) are happy that I am in after school activities	☐	☐	☐	☐	☐
My parent(s)/guardian(s) want me to quit my after school activities.	☐	☐	☐	☐	☐