

Teacher's perceptions and awareness of cyberbullying among middle school students

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Abstract

The purpose of this study was to examine teachers' perceptions and awareness of cyberbullying among middle school students. Teachers from a rural school district were surveyed about their concern and awareness of cyberbullying, their confidence in identifying and managing cyberbullying, who should implement cyberbullying programs, and who should help students manage the issue. The results indicated that teachers are concerned about cyberbullying in their schools, but are unsure how to identify and manage it. Furthermore, they believe that school counselors, administrators, and teachers should all play a role in implementing cyberbullying programs in the school. Interpretations and implications of the survey results are also discussed.

Teacher's perceptions and awareness of cyberbullying among middle school students

Li (2006) stated that, while bullying has been known to exist in schools for a long period of time, many are unaware of the fact that many students are being harassed through technology such as cell phones, computers, and the Internet. While the Internet has provided many positive uses, it has also become a hazardous environment for some children and adolescents (Dowell, Burgess, & Cavanaugh, 2009). Cyberspace has become an environment for cyberbullying and often bullying from school is carried over into cyberspace through forums such as instant messaging, chat rooms, and message boards (Juvonen & Gross, 2008; Patchin & Hinduja, 2006; Williams & Guerra, 2007). Cyberbullying may be gossip or name calling, but in severe cases, cyberbullying can go as far as sending death threats or threatening to burn down a victim's house (Dehue, Bolman, & Vollink, 2008). A growing number of research studies have indicated an increase of cyberbullying among school-aged children (Beale & Hall, 2007; Dempsey et al., 2009; Li's 2007; Mishna et al., 2010; Pergolizzi et al. 2009; Ybarra & Mitchell, 2004), but few studies have been conducted to explore teachers' perceptions on the issue (Li, 2009).

The purpose of this study is to examine cyberbullying among middle school students from teachers' perspectives. Information regarding teachers' concern and awareness of cyberbullying, their confidence in identifying and managing it, and who should help students understand and manage cyberbullying, will be collected through a survey of teachers. The study will provide information

Review of the Literature

Through a review of the most recent literature, the prevalence, effects, and the reasons why children cyberbully, are explored. Furthermore, strategies for managing cyberbullying for parents, teachers, counselors, and other school personnel, are described. The review is organized to provide a background knowledge of cyberbullying as it exists in schools and to support the need to survey teachers about their awareness of cyberbullying.

Defining Cyberbullying

A universal definition of cyberbullying has yet to be agreed upon and therefore there are several definitions published by various scholars (Bauman, 2010). Cyberbullying is defined by Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett (2008) as “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself” (p. 376). Smith et al. described electronic forms of contact as including text messaging, video messaging, email, chat rooms, and via websites.

Patchuin and Hinduja (2010) defined cyberbullying as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (p. 615). Similar to Smith et al. (2008), Patchuin and Hinduja elaborated on their definition by stating that cyberbullying is an intentional act that is carried out over time. They also described it as causing psychological and emotional pain to the cyberbullying victim.

Willard (2007) simplified the definition of cyberbullying as “sending or posting harmful material or engaging in other forms of social aggression using the Internet or digital technologies” (p. 1). Willard further broke down the definition of cyberbullying by describing

by describing different forms in which it exists, including flaming, harassment, cyberstalking, denigration, impersonation, outing, trickery, and exclusion.

Flaming is “a heated, short-lived argument that occurs between two or more protagonists” (Willard, 2007, p. 5). These arguments include offensive language, insults and threats. Flaming generally occurs in online forums such as message boards, chat rooms, or game lobbies. Often times, there are bystanders who are either trying to encourage the harassment or halt it (Willard, 2007).

Harassment is defined by Willard (2007) as “repeated, ongoing sending of offensive messages to an individual target” (p. 6). Harassment usually occurs through email, instant messaging, or text messaging. Harassment is distinguished from flaming because it involves multiple offensive messages that the victim receives whenever he or she is online. Also, harassment involves only one protagonist attacking one victim where flaming involves a back and forth exchange between two protagonists (Willard, 2007).

Willard (2007) defined denigration as “speech about a target that is harmful, untrue, or cruel.” (p. 7). Denigration occurs when hurtful messages are posted online or sent directly to the target. The main purpose of this is to damage the victim’s friendships and/or reputation. This form of cyberbullying is the most common method used by students to antagonize a school faculty member (Willard, 2007).

Impersonation “occurs when the cyberbully gains the ability to impersonate the target and post material that reflects badly on the target or interferes with the target’s friendships” (Willard, 2007, p. 8). Impersonation occurs most often on the target’s personal website, social profile, or other form of electronic communication. Once impersonation occurs, the cyberbullying may then take the form of other types of cyberbullying (Willard, 2007).

Outing is “publicly posting, sending, or forwarding personal communications or images, especially communications or images that contain intimate personal information or are potentially embarrassing” (Willard, 2007; p. 9). Outing most often occurs through email which contains personal information and is then forwarded to others who were not intended to receive it (Willard, 2007).

Trickery occurs when the victim believes that the information he or she is sending out will only be seen by the intended recipients. The cyberbully tricks the victim into believing this and then forwards that information to others (Willard, 2007).

Exclusion “is related to the designation of who is a member of the in-group and who is an outcast” (Willard, 2007, p. 10). The emotional impact felt by the victim of exclusion is often intense. Exclusion occurs most often in online gaming communities, group blogging, or other password protected social environments. Teens often understand exclusion as being rejected (Willard, 2007).

Willard (2007) explained cyberstalking as “repeated sending of harmful messages that include threats of harm, are highly intimidating or extremely offensive, or involve extortion” (p. 10). Cyberstalking most often occurs in personal communication environments where the cyberbully hides his or her identity. This behavior often overlaps with denigration and impersonation (Willard, 2007).

Cyberbullying and traditional bullying have similarities, but there are aspects of each that make them different (Slonje & Smith, 2008). The biggest differences are anonymity, infinite audience, inability to observe the victim’s reaction, and the absence of time and space constraints (Bauman, 2010). These differences increase the severity of the bullying as well as help to explain its appeal to adolescents (Bauman, 2010; Campbell, 2005).

Why do Children and Adolescents Engage in Cyberbullying?

Anonymity

There are several reasons why children engage in cyberbullying. The first is that it allows the bully to remain virtually anonymous to the person on the receiving end of the bullying (Bhat, 2009). A study conducted by Li (2007), which surveyed a group of 177 seventh grade students regarding bullying and cyberbullying, revealed that out of all cyberbullying victims, the highest percentage of them did not know their cyberbully. A second study (Kowalski & Limber, 2007) of 3767 middle school students from throughout the United States revealed that 48% of children, who were victims of cyberbullying, did not know their cyberbully. These two surveys (Kowalski & Limber, 2007; Li, 2007) supported the idea that anonymity is a significant characteristic of cyberbullying. Mason (2008) stated that “anonymity fosters disinhibition” (p. 328) and described this as “the disinhibition effect” (p. 328). Mason (2008) defined the disinhibition effect as any behavior on the Internet, characterized by a lack of concern for others and a disregard for self-presentation based on anonymity. The anonymity that some technology provides people allows them to reduce their inhibitions, express themselves more freely, and create a “virtual identity”. Communication on the Internet provides an anonymous environment that reduces socially acceptable behavior and frees children to commit more aggressive acts, allowing them to be ruder, provide ruthless criticism, and cause anger, hatred, or threats to those on the receiving end (Mason, 2008).

The disinhibition effect is also promoted by the idea that cyberspace allows users to feel invisible, which reduces empathy and removes the possibility of social punishment (Mason, 2008). Therefore, cyberbullies can then show a side of themselves that they would normally keep private, as they do not receive verbal cues from their peers that would normally reduce such

behaviors. By remaining invisible, the cyberbully has less fear of being caught, and therefore can avoid responsibility for their actions (Mason, 2008).

Impulsivity

Bhat (2008) suggested that impulsivity during adolescence is a characteristic of cyberbullies. Impulsivity can result in a cyberbully picking on a victim without thinking about the possible outcomes that it may have. They may do something that they perceive to be harmless, but because they acted quickly they did not think of all the possible outcomes of their behavior. Bhat (2008) also suggested that retaliatory cyberbullying is a result of impulsivity. Retaliation again may seem harmless, but because of the hastiness of the behavior, the result could be devastating to the victim.

Infinite Audiences

Another reason why adolescents participate in cyberbullying, as proposed by Heiman and Walrave (2008), is that there are infinite audiences. They explained that bullying consists of three different roles: bullies, victims, and bystanders. The bystanders are the audience. Bullies enjoy having an audience when they pick on their victims and often use the audience as motivation for carrying out their bullying. The bullies hope to gain a sense of power and support from their peers. In cyberspace, these bystanders are theoretically infinite and, therefore, the cyberbullying behaviors can be seen by a much larger audience (Heiman & Walrave, 2008).

Heiman and Walrave (2008) also proposed that cyberspace is available 24 hours a day, seven days a week for cyberbullies to utilize. Adolescents expect to feel safe from bullies at their home; however, with Internet and cell phones, adolescents find it difficult to feel safe from bullies and comfortable in their own home (Mishna, Saini, & Solomon, 2009). One participant in Mishna, et al.'s (2009) study described this relentless harassment as "non-stop bullying."

Cyberspace does not allow victims to find a safe place to avoid bullying. Instead, it allows cyberbullies to invade the victims' home through technology and continuously harass them. The cyberspace environment expands the amount of bullying that takes place because there are no longer the restrictions of time and place for bullies to attack their victims. Victims may experience extreme emotional distress because there is no safe environment in which they can retreat to avoid the harassment they are receiving (Heiman & Walrave, 2008).

Revenge

Revenge is also identified as motivation for cyberbullying (Smith et al., 2008). A study conducted by Köing, Gollwitzer, and Steffgen (2010) showed that 41.4% of cyberbullying victims chose their former cyberbully as their target for harassment. The study also indicated that 52.1% of cyberbullying victims reported that one-quarter of their targets were at one point their former bullies. These results highlight the idea that cyberbullying is being motivated by revenge because, instead of choosing a third party to bully, the cyberbully is attacking someone who had previously attacked them.

Köing et al. (2010) also suggested that taking revenge on a cyberbully may be a way of gaining acceptance among their peers and be more socially acceptable than choosing a different, innocent victim. Victims of cyberbullying used revenge to prove that they will not be taken advantage of by cyberbullies. Köing et al. (2010) also suggested that other victims of the same cyberbully might encourage each other to seek revenge, to show the bully that they will not back down.

Prevalence of Cyberbullying

Beale & Hall (2007) indicated that cyberbullying increases during elementary school, peaks during middle school, and decreases during high school. Chibbaro (2007) indicated that cyberbullying is the most common form of harassment among middle school students.

Ybarra and Mitchell (2004) conducted a survey of 1501 Internet users, between the ages of 9 and 17, regarding online harassment and other online behaviors. The survey took place between the fall of 1999 and the spring of 2000. The results indicated that 19% of the participants had either made threats or had been harassed online. Thirty one percent of the victims indicated they knew who their cyberbully was; 84% indicated they knew the person they were harassing. Similar results were found in a study conducted by Dempsey, Sulkowski, Nichols, and Storch (2009) in which 14% of participants indicated they were victims of cyber aggression at least once in the past 30 days.

Pergolizzi et al. (2009) analyzed 587 surveys of students from four different middle schools. Of these students, 27.9% reported being a victim of cyberbullying, while 15.2% acknowledged that they were a cyberbully. Similar results were also found by Li (2007), who surveyed 177 middle school students about their cyberbullying experiences.

Li's (2007) study indicated that 24.9% of students were cyberbullied and 14.5% were cyberbullies. Approximately 41% of students did not know who their cyberbully was, while, 31.8% indicated they were cyberbullied by a classmate. The remaining victims, of cyberbullying, were bullied by people outside their school (11.4%), and 15.9% were bullied by multiple people (e.g. classmates and strangers).

Mishna, Cook, Gadalla, Daciuk, and Solomon (2010), reported a much higher prevalence of cyberbullying among middle school students than the studies conducted by Li (2007) and

Pergolizzi (2008). In Mishna et al.'s study, 49.5% indicated being cyberbullied over the past three months. Name calling accounted for 27% of cyberbullying incidents of rumors (22%), impersonation (18%), threats (11%), unwanted sexual photographs or text messages (10%), requests to perform a sexual act (9%), and outing (7%) comprised the rest of the cyberbullying incidents. Approximately 40% of cyberbullying occurred through instant messaging, 25% through email, 12% during Internet gaming, and 10% occurred on social networking sites. Thirty six percent of the cyberbullying was committed by people that the participants considered friends, 22% by another student in their school, 13% from a stranger, and 11% from a student from another school (Mishna et al. 2010).

The same study by Mishna et al. (2010), found that over one third of participants indicated that they committed acts of cyberbullying over the past three months. These cyberbullies revealed that 22% of the cyberbullying involved calling someone names, 14% involved impersonation, spreading rumors (11%), threatening someone else (5%), outing consisted of 3%, and sending unwanted sexual pictures or text comprised 2% of the incidents. The forms in which the cyberbullying occurred were instant messaging (60%), social networking sites (15%), email (10%), Internet games (10%), and other websites (5%). These cyberbullies aimed their bullying towards friends 52% of the time, a student at school (21%), a stranger (11%), a student at another school (9%), and the remaining percentage of cyberbullies did not know who they were victims were (Mishna et al., 2010).

These aforementioned studies (Beale & Hall, 2007; Dempsey et al., 2009; Li's 2007; Mishna et al., 2010; Pergolizzi et al. 2009; Ybarra & Mitchell, 2004) indicated an increase in the amount of cyberbullying behaviors among adolescents. The effect of this increase in cyberbullying is still being researched, but previous studies demonstrated an increase in

academic and social problems (Chibbaro, 2007; Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007; Mason, 2008; Srabstein, Berkman, & Pyntikova, 2008; Ybarra & Mitchel, 2004).

Effects of Cyberbullying

Rigby (2005) explained that victims of cyberbullying exhibit higher rates of depression, loneliness, low self-esteem, suicidal ideation, and anxiety. Cyberbullying may have a negative impact on school performance when children internalize their emotions as a result of cyberbullying (Rigby, 2005). Internalization of feelings may then cause children to withdraw from school and therefore negatively impact their school performance (Nishina, Juvonen, & Witkow, 2005). Adolescents who report having depressive symptoms are significantly more likely to be victims of cyberbullying (Ybarra, 2004). Victims have also been shown to have a higher risk for alcohol and cigarette use as well as signs of psychological distress (Mesch, 2009).

Mishna et al. (2010) reported that victims of cyberbullying indicated feelings of anger, embarrassment, sadness, and fear. The majority of the students who were cyberbullied (52%) ignored the cyberbully. Other victims responded by confronting the cyberbully (20%), telling a friend (13%), telling a parent (8%), or telling a teacher (3%).

Cyberbullying not only affects the victims, it also affects the bullies. Pergolizzi, et al. (2009) stated that cyberbullying can have physical, emotional, and social effects on individuals. Cyberbullies often exhibit behaviors that are warning signs for a lack of regard for others and this may be a risk factor for exhibiting more violent behaviors as they get older (Pergolizzi et al., 2009). Mishna et al. (2010) also indicated that 41% of cyberbullies did not feel anything in response to cyberbullying someone, 25% of cyberbullies stated that they thought they were funny for cyberbullying, 16% indicated feeling guilty, 9% felt powerful, and 6% were unsure of how they felt. Patchin and Hinduja (2010) found a statistically significant relationship between

self-esteem and both cyberbullies and cyberbully victims. Both the victims and the cyberbullies showed lower levels of self-esteem than those who have not been cyberbullies or victims did.

Teachers can play an important role in reducing the prevalence of cyberbullying in schools. Teachers that are at the front of handling student behaviors can significantly reduce the amount of bullying that occurs in school (Li, 2009).

Teacher's Awareness of Cyberbullying

Li's (2009) survey asked 154 pre-service teachers from a Canadian university about their perception of cyberbullying in schools. The first three survey questions measured the teacher's concern about cyberbullying. Of those surveyed, 31.9% believed that cyberbullying was a problem in schools, 15.9% disagreed, and 45% held a neutral position. Teachers also believed that children were affected by cyberbullying (65.5%), while 10.5% disagreed, and 24% were neutral. Teachers (49.7 %) indicated they were concerned about cyberbullying; yet, 22.6% of teachers were not concerned, and the remaining respondents (27.8%) were neutral.

The next couple of questions in the survey focused on teachers' confidence in identifying and managing cyberbullying. The majority of the teachers indicated they were not confident in both identifying and managing cyberbullying (53.3% and 60.1% respectively), only 13.1% felt confident in identifying cyberbullying, and 11.1% felt confident in managing it (Li, 2009).

The next six questions in the survey measured the teachers' beliefs about the importance of school commitment to cyberbullying. The majority of them agreed or strongly agreed for five out of six questions related to school commitment. These five questions included: schools should develop policies regarding cyberbullying (75.3%), professional development days should be used to train teachers on cyberbullying (67.6%), teachers should organize classroom activities related to cyberbullying (53.2%), school administrators should organize schoolwide activities

regarding cyberbullying (53.1%), and schools and parents should discuss cyberbullying (67.5%). The one area that the participants disagreed with was that teacher's should use a cyberbullying curriculum in the classroom (46.1%; Li, 2009).

Parents and Cyberbullying

While there are many interventions that school staff can use to help stop cyberbullying, there are also strategies that parents can use at home to help their children with cyberbullying. Beale and Hall (2007) stated that preventing cyberbullying begins with parents monitoring their child's Internet behavior and learning proper intervention techniques their children are involved with cyberbullying. Parents can learn these techniques through programs set up by their local parent-teacher associations and local law enforcement agencies. These programs teach parents about the importance of having a safe learning environment and teaching them the facts about cyberbullying. Along with this background information, parents are taught techniques on stopping cyberbullying. Parents are also encouraged to talk to their children about this information.

One technique that is taught to parents about stopping cyberbullying is to have a family Internet agreement. This agreement lays out the rules and regulations for where the children can go, what they can do, how long they can stay online, what to do if they receive threatening or harassing messages, and how to make sure their personal information stays private (Beale & Hall, 2007).

A study conducted by Mesch (2009) revealed that children who spend more time on the Internet or cell phone had a higher rate of being cyberbullied. This same study also revealed that children who had their Internet usage monitored were less likely to be either a cyberbully or a victim. Parents who installed an Internet filter restricting their child's Internet use were less

likely to witness their children becoming victims of cyberbullying than those who had no filter (Gustavo, 2009). This study showed the importance of parent regulation of their children's Internet usage and to have a family Internet agreement.

Another study conducted by Cassidy, Jackson, and Brown (2009) showed that as children get older, they are less likely to report instances of cyberbullying to their parents. Cassidy et al. (2009) credited this to adolescents wanting to become more independent from their parents, therefore, looking to confide in others or keep to themselves. If adolescents are internalizing their feelings, then this could cause psychological distress (Bhat, 2009).

When cyberbullying does occur, Beale and Hall (2007) stressed the importance of apprising school officials because the school can make suggestions to the parent on how to solve the problem. Without proper knowledge of how to handle the situation, the cyberbullying may get worse instead of better.

Preventing and Intervening with Cyberbullying in Schools

Cyberbullying should be addressed in schools through a collaborative effort between schools, families, and the community (Li, 2006; Shariff, 2005; Ybarra & Mitchell, 2004). All parties should work together to identify, prevent, and resolve cyberbullying issues among children. The personnel should take the lead in assisting children and adolescents to take accountability for their actions, help them stick up to both traditional and cyberbullies, and to understand the emotions that occur as a result of cyberbullying (Mason, 2008; Willard, 2007).

Even though most cyberbullying occurs outside of school, the results of it often impact learning and the school environment (Li, 2006; Shariff, 2005; Willard, 2007). School officials are obligated to intervene with issues of cyberbullying when it interferes with creating a safe school environment for all students (Li, 2006; Sharrif, 2005). School officials are also

recommended to investigate all known instances of cyberbullying and hold those responsible accountable for their actions (Willard, 2007).

School administrators, teachers, school psychologists, and school counselors can help prevent and intervene with cyberbullying within the school system (Anderson & Sturm, 2007). By working individually and together, these professionals can help reduce the prevalence of cyberbullying among adolescents, both in and out of school, helping them learn how to understand when an attack is occurring, how to handle a cyberbully, and how to prevent future contact with the cyberbully (Anderson & Sturm, 2007).

It is hard for adults to detect cyberbullying because they are less likely to see it occurring (Juvonen & Gross, 2008). Therefore, adults that are involved in children and adolescents' lives need to better communicate about cyberbullying. Cassidy et al. (2009) suggested that students are doubtful about their parents' and the school's ability to put an end to cyberbullying. Students, however, do want to be part of the solution in preventing cyberbullying.

Diamanduros, Downs, and Jenkins (2008) proposed that schools form a committee of counselors, school psychologists, and teachers to install a cyberbullying prevention program.

The committee should have knowledge of:

- The various roles that technology plays in the cyberbullying.
- Danger that can arise from cyberbullying.
- Cyberbullying can be done from virtually anywhere at any time.
- Anonymity of cyberbullying.

After this knowledge is acquired, the next step is to create a prevention plan for students, which should include the following:

- Definition, prevalence, and how cyberbullying occurs in the school.

- The impact it has on both the cyberbully and the victim
- Necessity to report cyberbullying incidents to adults
- Keeping personal information secret
- Internet etiquette and safety.

Even though prevention programs may be in place, it is still likely that cyberbullying will take place. Therefore, it is necessary to have an intervention program (Diamanduros et al., 2008).

Schools need to be reactive as well as proactive (Diamanduros et al., 2008). A committee, which should consist of the school psychologist, principal, media specialist, and school counselor, should be set up when cyberbullying incidents occur to implement intervention strategies such as:

- Saving all the evidence
- Determining if there are any threats of violence
- Evaluating the possible responses that can be made
- Identifying the cyberbully by tracking their online activity through the help of technology services
- Providing support for the victim
- Offering help to the cyberbully to understand his or her behavior (Diamanduros et al., 2008).

School Administrators

Beale and Hall (2007) provided an outline and some techniques that school administrators can institute to prevent and intervene with cyberbullying in school buildings. The first suggestion is to evaluate the level in which cyberbullying is taking place, which can be done through student focus groups, surveys, and school meetings. Administrators should also

understand the importance of informing parents, students, and staff about the seriousness and consequences of cyberbullying (Beale & Hall, 2007).

Beale and Hall (2007) recommended several suggestions for implementing strategies for preventing and intervening with cyberbullying.

- Incorporate cyberbullying lessons into the school's curriculum to teach students proper cyberspace etiquette.
- Adapt cyberbullying into the school's anti-bullying policies.
- Develop a policy that clearly defines what cyberbullying is and the discipline a student will receive if caught cyberbullying another classmate.
- Educate the parents about cyberbullying and encourage them to talk to their kids about the consequences.
- Hold professional development seminars that provide school faculty and staff knowledge of cyberbullying issues.
- Create an environment in which students feel comfortable disclosing cyberbullying incidents to an adult.
- Collaborate with other schools in the district to provide information regarding cyberbullying throughout all grade levels.
- Create a "cyberbullying task force" consisting of parents, teachers, and members in the community to create programs to stop cyberbullying and help create a safer environment for the students (Beale & Hall, 2007).

These steps are some examples of what school administrators can do to help eliminate cyberbullying and promote a safer school experience for their students.

School Psychologists

According to Diamanduros et al. (2008), school psychologists can begin the prevention of cyberbullying by promoting awareness among parents, teachers, and other school faculty.

Prevention can be done through collaboration with school faculty through classroom presentations and discussions about cyberbullying. School psychologists can also collaborate with parents by presenting on cyberbullying during PTA meetings and through informational literature such as brochures and cyberbullying websites (Diamanduros, et al. (2008).

The next step proposed by Diamanduros et al. (2008) is to assess cyberbullying in the school, which can be done through surveying students regarding cyberbullying experiences, knowledge of cyberbullying, and if they know someone who has been cyberbullied or is a cyberbully. Also, school psychologists can introduce students to various websites with quizzes and questionnaires that increase their awareness of cyberbullying. Diamanduros et al. (2008) also suggest school psychologists provide assessments for school faculty that evaluate teachers' knowledge about cyberbullying, whether it is a cause for concern for students, and whether they know of cyberbullying incidents in their school.

Once school psychologists have increased awareness and assessed parents, students, and school faculty, they can then begin to institute prevention programs. Diamanduros et al. (2008) suggested that these prevention programs be based on the results of the assessments taken by students and teachers. Just as suggested with school administrators, school psychologists should develop a model in coordination with other schools in the district so that cyberbullying awareness is conducted throughout all grade levels, because consistent efforts in preventing cyberbullying will best benefit the students.

School Counselors

A school counselor's role in preventing and intervening with cyberbullying takes on many responsibilities. The first, as proposed by Chibbaro (2007), suggests that school counselors assist in providing training to school staff. This training may include teaching the effects of cyberbullying, proper response to cyberbullying situations, and ways to report known cyberbullying. Also, a school counselor can teach students how to identify cyberbullying, make sure they are aware of the school policy on cyberbullying, provide a safe way for students to report incidents of cyberbullying, and help promote increased supervision in areas such as computer labs where cyberbullying is likely to happen (Chibbaro, 2007). Bhat (2008) suggested that it is important for parents to understand the importance of maintaining open communication with their child. A school counselor can provide parents with information on how to speak with their children in a way that can be productive for both the parent and the child.

School counselors can help parents to understand the importance of monitoring their child's online behavior; furthermore, to understand that, in some instances, cyberbullies can be prosecuted. Counselors can also increase parents' awareness by providing them with ways to help prevent cyberbullying. Providing parents with informative websites and literature on cyberbullying can increase their awareness as well (Chibbaro, 2007).

Providing support to both the victim and the cyberbully is an important role of school counselors. Mason (2008) believed that it is important for the counselor to help the victim develop effective cyberbullying response and prevention skills. Counselors can teach the victim ways to stand up for themselves in an assertive way, and know when and how to seek help from a responsible adult. Other suggestions by Mason (2008) included creating opportunities for the victim to gain peer support, have them work with a few friends to work on prosocial behavior, and work with the victim and his or her family to provide support.

While it is important for the counselor to help the victim, it is just as important for the counselor to help the bully (Mason, 2008). The goal of providing the cyberbully with counseling is to make them aware that their cyberbullying behaviors can be hurtful to others, and their actions can get them into further trouble. After helping the cyberbully become aware of their actions, the counselor and other school personnel should help the student find new ways to express their behaviors (Mason, 2008).

Summary

The more time children and adolescents spend on the Internet, the more likely they are to become victims of cyberbullying. Cyberspace may be another way of communicating and gathering information, but for some children it can be an extension of their school environment, in which case there is no safe haven for them to turn to when being bullied (Mason, 2008).

Cyberbullies allow themselves to create their own social norms because they see themselves as invisible to society when they are behind a computer screen and therefore allows them to become more “impulsive, irrational, and aggressive” and ignore the norms of their society (Mason, 2008).

Children and adolescents engage in cyberbullying because cyberspace provides an anonymous way to attack their victims. Mason (2008) stated that the anonymity of cyberspace makes it easier for cyberbullies to rationalize their behaviors and not take responsibility for them. Cyberspace does not promote the idea of empathy and therefore allows cyberbullies to harass their victims without worrying about how it is going to make themselves feel on the inside.

The findings of Li's (2009) study indicated that teachers are aware and concerned about the affect cyberbullying has on children, but they do not believe it is a problem in schools. Previous studies have shown that cyberbullying is a concern in schools (Li, 2006; Li, 2007), yet

the majority of the pre-service teachers who participated in the study are unaware of its significance (Li, 2009).

The limited research studies that examine teachers' perceptions and awareness of cyberbullying indicate a need for research on this topic. Furthermore, given that School Counselors are charged with training teachers about how to identify and manage cyberbullying (Chibbaro, 2007), it is important to measure teachers' current perceptions of cyberbullying and their ability to respond to it. The study aimed at obtaining teachers' perspectives of cyberbullying along with who and what should be used to assist students with this issue. The research questions that will be explored in this study are:

1. Do teachers' believe that cyberbullying is a problem among middle school students?
2. Do teachers' believe they are capable of intervening and preventing cyberbullying?
3. Who do teachers' believe should develop and implement cyberbullying programs in the school?

Method

The research was conducted using a survey to collect data from middle school teachers regarding their perceptions and awareness of cyberbullying among middle school students. The purpose of using a survey format was to obtain teachers' perspectives of cyberbullying from as many teachers as possible due to the lack of current research regarding teachers' understanding of cyberbullying. A survey format was deemed by the researcher as the best possible way to obtain data from a large population of teachers. The data collected from the surveys was entered into SPSS statistical software to be analyzed by the researcher. Gathering this data was to allow teachers to think about cyberbullying existing among middle school students and gain a greater awareness of the issue. Additionally, school administrators will be able to use the data to explore

the possibility of implementing and adapting policies and programs related to cyberbullying by evaluating teachers' responses regarding who should be responsible for providing programs to help students deal with this issue.

Setting

The research study was conducted in a rural middle school located in Western New York. The middle school contains approximately 420 students in grades six through eight. The population of the students is predominantly Caucasian (83%). African American students comprise 10% of the population while Hispanic, Latino, Asian, and American Indian account for the remaining 7%. The school employed 39 teachers during the 2009-2010 school year (New York State Education Department, 2011).

Participants

Thirty-four teachers have been identified as potential participants in this study. All of the participants are full or part time teachers in the school building. The participants were determined based on a convenience sample to identify teachers' awareness and perceptions of cyberbullying in the middle school setting. Twenty-three of the 34 teachers (67.6%) consented to participate in the study.

Instrument

A survey was adapted from Li's (2009) survey that examined preservice teachers' perceptions of cyberbullying. The developer of the original survey granted permission to adapt, copy, and distribute the survey. The original survey consisted of 22 questions. The survey was cut down to 15 questions by the researcher for this project and was presented in a four point Likert scale format. The survey items chosen related to the research questions proposed by the researcher. It was determined by the researcher to omit the other seven questions because they

did not relate to the proposed research questions. The survey also included a letter of informed consent. There is neither reliability nor validity information available for this instrument.

Procedure

The survey was distributed to participants during four weekly faculty meetings conducted in various classrooms within the school. The participants indicated their consent by completing the survey as explained in the letter of informed consent. The participants were instructed by the researcher to place the survey in a sealed drop box located in the front of the classroom whether it is completed or not. They were given 10 minutes to complete and return the survey. The drop box containing the completed surveys was collected and kept by the researcher at the end of each faculty meeting. The drop box remained sealed until the surveys from each faculty meeting are collected. The completed surveys were kept and analyzed by the researcher, while the uncompleted surveys were discarded.

Results

The survey questions were designed for the researcher to address teachers' concern and awareness of cyberbullying among students in their school, their confidence to identify and manage it, their perceptions on whom should implement cyberbullying programs in the school, and what resources they believe the students should be connected with to manage cyberbullying. Thirty-four surveys were distributed to middle school teachers and 23 were returned for a 67.6% response rate. The results were organized into four tables to analyze each research question. The findings are represented by the percentage and frequency of teachers who chose a particular response as well as the mean response for each question. A table indicating all the means, percentages, and frequencies is located in Appendix B.

Teachers' concern and awareness of cyberbullying

Three questions were grouped together to analyze teachers' concern and awareness of cyberbullying among students in the school. Only one teacher strongly agreed that cyberbullying was a problem in their school and were concerned about it. Approximately 75% of teachers agreed that cyberbullying was an issue in their school and they were concerned about it while 21.7% disagreed. All the teachers participating in the survey either strongly agreed (26.1%) or agreed (73.9%) that students are affected by cyberbullying. The results of these three questions are indicated in Table 1, below.

Table 1: Teachers' concern and awareness

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Cyberbullying is a problem in your school	4.3% (1)	73.9% (17)	21.7% (5)	0% (0)	23
Students are affected by cyberbullying	26.1% (6)	73.9% (17)	0% (0)	0% (0)	23
I am concerned about cyberbullying among students	4.3% (1)	73.9% (17)	21.7% (5)	0% (0)	23

Teachers' confidence in identifying and managing cyberbullying

The following three survey items were asked in order to determine teachers' confidence in identifying and managing cyberbullying as well as if they would they would do something to stop it. Five teachers (21.7%) agreed that they felt confident in identifying cyberbullying and only one (4.3%) of teachers felt confident in managing cyberbullying. Three teachers (13%) strongly disagreed and 15 teachers (65.2%) disagreed that they felt confident in identifying cyberbullying. Almost 95% of teachers indicated that they either disagree or strongly disagree that they felt confident in managing cyberbullying. Twenty of the 21 (95.3%) respondents either

agreed or strongly agreed that they would do something to stop cyberbullying if they knew it was occurring in school. The results of these questions are shown in Table 2 below.

Table 2: Teachers' confidence in identifying and managing

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	N
I feel confident in identifying cyberbullying	0% (0)	21.7% (5)	65.2% (15)	13.0 % (3)	23
I feel confident in managing cyberbullying	0% (0)	4.3% (1)	73.9% (17)	21.7% (5)	23
If I knew cyberbullying was occurring in school I would do something to stop it	42.9% (9)	52.4% (11)	4.3% (1)	0% (0)	21

Who should implement cyberbullying programs in school?

Six survey questions were directed at analyzing who teachers believed should implement cyberbullying programs in the school. Three teachers (13%) disagreed that schools should develop policies on cyberbullying while 87% (n = 20) either strongly agreed or agreed that policies should be developed. Nearly 22% (n = 5) of teachers strongly agreed that schools should train staff during professional development days. Sixty-one percent (n = 14) agreed and 17.4 % (n = 4) disagreed that professional development days should be used. Eleven teachers each (47.8%) agreed and disagreed that teachers should organize classroom activities to deal with cyberbullying while one teacher (4.3%) strongly agreed. Nineteen of the 23 respondents (82.6%) believed that administrators should organize activities to deal with cyberbullying and 17.4 % (n = 4) disagreed. Nearly 96% of respondents (n = 22) agreed or strongly agreed that school counselors should organize activities to deal with cyberbullying. Only one teacher disagreed with this statement. Approximately 48% of teachers both agreed and disagreed that committees should be organized within the school to investigate cyberbullying. One respondent strongly agreed with this idea. The results of this section are displayed in Table 3.

Table 3: Who should implement cyberbullying programs in school

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Schools should develop policies on cyberbullying	43.5% (10)	43.5% (10)	13.0% (3)	0% (0)	23
Schools should use professional development days to train staff on cyberbullying	21.7% (5)	60.9% (14)	17.4% (4)	0% (0)	23
Teachers should organize classroom activities to deal with cyberbullying	4.3% (1)	47.8% (11)	47.8% (11)	0% (0)	23
Administrators should organize school wide activities to deal with cyberbullying	17.4% (4)	65.2% (15)	17.4% (4)	0% (0)	23
School counselors should organize activities to deal with cyberbullying	17.4% (4)	78.3% (18)	4.3% (1)	0% (0)	23
Committees should be organized within the school to investigate cyberbullying	4.3% (1)	47.8% (11)	47.8% (11)	0% (0)	23

Resources for students to manage cyberbullying

Teachers strongly agreed (73.9%, n = 17) that schools should link students to community resources to deal with cyberbullying. The remaining 26.1% (n = 6) agreed with this statement. Twenty-six percent of respondents (n = 6) strongly agreed and 73.9% (n= 17) agreed that schools should discuss cyberbullying with families. Six teachers strongly agreed (26.1%), 16 teachers (69.6%) agreed, and one (4.3%) teacher disagreed that students should receive counseling to help cope with cyberbullying.

Table 4: Providing resources for students experiencing cyberbullying

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Schools should discuss cyberbullying with families	26.1% (6)	73.9% (17)	0% (0)	0% (0)	23
Schools should link students to community resources to deal with cyberbullying	73.9% (17)	26.1% (6)	0% (0)	0% (0)	22

Children should receive counseling to help cope with cyberbullying	26.1% (6)	69.6% (16)	4.3% (1)	0% (0)	23
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Summary

Teachers believed that cyberbullying is a problem among students in their school. The majority of the respondents showed they are concerned about cyberbullying and that students are affected by it. They also indicated that they have low confidence in identifying and managing cyberbullying. Despite their low confidence, however, the overwhelming majority said that they would attempt to stop cyberbullying if they knew it was occurring.

Respondents identified school administrators and school counselors as the ones who should organize activities to manage cyberbullying in school. However, over 50% indicated that teachers should organize activities as well.

Nearly all teachers either agreed or strongly agreed that students should be linked to a counselor or outside resources to help manage cyberbullying issues. They also indicated that families should be informed on the issue of cyberbullying as well.

Discussion

Overview

An increase in the prevalence of cyberbullying has been indicated in an increasing amount of research studies (Beale & Hall, 2007; Dempsey et al., 2009; Li's 2007; Mishna et al., 2010; Pergolizzi et al. 2009; Ybarra & Mitchell, 2004). Li (2006) mentions that many people are aware of the existence of bullying, but fewer are aware that children are being bullied through technology. Existing studies have focused mostly on children and parent's perspectives on cyberbullying, but there is a limited amount of research on teachers' perceptions. This study

aimed at examining teachers' awareness of the existence of cyberbullying, their ability to manage it, and their perceptions on whom should help manage this problem in schools.

The results indicated that teachers understand that cyberbullying is an issue among middle school students; however, they do not feel confident in identifying and managing instances of cyberbullying. The respondents also indicated that they believe school administrators and school counselors should play an important role in implementing cyberbullying programs in the school, but also believe that teachers should play a role.

Interpretation of results

The data showed that over 77% of teachers believe that cyberbullying is a problem among students in their school and expressed concern over the issue. All of the respondents agreed or strongly agreed that students are affected by cyberbullying (Table 1). These findings highlight previous research that indicated cyberbullying peaks during middle school (Beale & Hall, 2007) and is the most common form of bullying among middle school students (Chibbaro, 2007), but contradict Li's (2009) study, which showed that only 32% of respondents believed cyberbullying was a problem in schools. A possible explanation for this is that more recent studies are indicating an increase in awareness of cyberbullying among participants when compared to older studies (Dempsey et al., 2009; Pergolizzi (2008). Li, 2007; Mishna et al., 2010; Ybarra and Mitchell, 2004). The results of this study when compared to results of previous studies demonstrate a similar pattern in that teachers are gaining a greater awareness regarding cyberbullying among middle school students.

Teachers' high level of awareness of the prevalence of cyberbullying is encouraging, but they also indicated they are unsure of how to identify and manage cyberbullying. Only 22% of teachers felt confident in identifying cyberbullying and an only one teacher (4.3%) indicated that

they feel confident in managing cyberbullying. Teachers' confidence in identifying cyberbullying was as predicted, but their confidence in managing it is significantly lower than anticipated. When compared to Li's (2009) survey, the percentage of teachers who felt confident in identifying cyberbullying (13.1%) is higher in this study (21.7%), while the percentage that felt confident in managing cyberbullying (4.3%) is lower than in Li's study (11.1%). The difference among the results of the two studies is rather significant, however, both studies show a considerably low number of teachers feel unconfident in identifying and managing cyberbullying. Promisingly, almost 96% of respondents expressed that if they knew cyberbullying was going on in the school they would do something to stop it (Table 2). These findings show that although teachers are not confident in their ability to manage and identify cyberbullying, they would still do something to try and stop it. This indicates that teachers are looking for ways to help students with cyberbullying, but they are unsure of how to do so.

Participants in this survey indicated that they believe schools should develop policies and programs to help deal with cyberbullying. The respondents exceeded the researcher's expectation that 75% would believe school administrators and school counselors should organize school activities to deal with cyberbullying and that 25% would state that teacher's should organize activities. The results show that the respondents either strongly agree or agree that school counselors (95.7%), school administrators (82.6%), and teachers (52.1%) should organize activities within the school to help deal with cyberbullying (Table 3). Previous research explained that there are ways for teachers, administrators, and school counselors to help students deal with cyberbullying (Anderson & Sturm, 2007; Beale and Hall, 2007; Bhat, 2008; Chibbaro, 2007; Mason, 2008). Over 50% of respondents also indicated that committees should be set up in the school to investigate cyberbullying (Table 3). The fact that the majority of respondents

indicated that teachers, school administrators, and school counselors, should develop programs to deal with cyberbullying seems to indicate that a school wide effort should occur.

Teachers overwhelmingly responded that schools should provide resources for students and families to help deal with cyberbullying. Every teacher agreed or strongly agreed that schools should discuss cyberbullying with families and should link students to community resources to deal with cyberbullying. All but one respondent either strongly agreed or agreed that children should receive counseling to help cope with cyberbullying (Table 4). These results show that teachers believe that schools should help provide students and families with the proper resources to manage cyberbullying. These results could possibly be explained by the teachers' response that they do not feel confident in identifying and managing cyberbullying (Table 1), therefore, the best way for students to obtain strategies to manage cyberbullying is by referring them to community resources or counselors. With these results, it is important to realize that school faculty, along with families and community agencies should collaborate to provide students with the necessary knowledge and resources to be able to manage cyberbullying (Li, 2006; Shariff, 2005; Ybarra & Mitchell, 2004). Children will receive better resources to help them manage cyberbullying if there is a collaborative effort between schools, families, and communities.

Implications for school counselors

Results of this survey show that teachers do not have all the information and skills to identify and manage cyberbullying, however, they are willing to learn more about it. It is important for school counselors to take the lead in educating teachers about the effects of cyberbullying, strategies to respond to it, and how to report cyberbullying incidents (Chibbaro, 2007). The more that everyone in the school is on the same page in regards to this issue, the

more likely it is that cyberbullying incidents can be prevented. Furthermore, cyberbullying often impacts the learning and school environment (Li, 2006; Shariff, 2005; Willard, 2007).

Explaining this to teachers will likely help to understand the impact that school counseling can have on school performance and help encourage them to play a role in dealing with cyberbullying in school.

Study limitations

The population of teachers for this study was selected based on convenience for the researcher. Participants were chosen from only one middle school, which consisted of 34 teachers. As a result, the data may not fully reflect teachers' beliefs in other middle schools or school districts.

Recommendations for future study

Previous research has indicated that the prevalence of cyberbullying peaks during middle school, but still occurs in the elementary and high school level (Beale & Hall, 2007). The researcher believes that it is important to examine teachers' awareness of cyberbullying in other levels of school because a wide range of school aged children experience it.

Finally, Bauman (2010) suggests that students from urban and suburban areas have greater access to the Internet and electronic resources, therefore, it would be of value to explore teachers' perceptions of cyberbullying from urban and suburban school districts. The school used for this research study was located in a predominately rural area.. The results could then be compared between the districts to analyze the similarities and differences in teachers' awareness of cyberbullying.

Conclusion

Cyberbullying is the most common form of harassment among middle school students and peaks during these years (Beale & Hall, 2007; Chibbaro, 2007). The results of this survey clearly indicate that teachers are concerned and understand that cyberbullying is a problem among middle school students. Additionally, they are unsure of how to identify and manage this issue, but they indicated that they would like to help deal with cyberbullying. It is important for school counselors to understand this and help teachers develop strategies to identify and manage cyberbullying, so all school staff can be on the same page when it comes to managing this issue that can have an impact on students' learning environment. School counselors need to advocate for students by informing teachers about cyberbullying, which affects many children on many different levels.

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Appendix A

STATEMENT OF INFORMED CONSENT

The purpose of this research project is to examine teacher awareness and perceptions of cyberbullying among middle school children. This project is being conducted as part of a master's thesis for the Department of Counselor Education at The College at Brockport, State University of New York.

In order to participate in this study, your informed consent is required. You are being asked whether or not you would like to participate in this study. If you would like to participate in the study, and agree with the statements below, your completion of the survey signifies your consent. Please do not write your name anywhere on this survey. Please drop off your survey in the box provided by the researcher. You may change your mind at any time and leave the study, without penalty, even after the study has begun.

I understand that:

1. My participation is voluntary and I have the right to refuse to answer any questions.
2. My confidentiality will be protected. My name will not be written on the survey. There will be no way to connect me to my written survey. If any publication results from this research, I would not be identified by name.
3. There are no anticipated personal risks or benefits because of my participation in this project.
4. My participation involves reading a written survey of 15 questions and answering those questions by circling my answer. It is estimated that it will take 5-10 minutes to complete the survey.
5. 34 teachers in the Middle School will be asked to complete this survey.
6. The resulting aggregate data will be used for the completion of a master's thesis.
7. Data will be kept in a locked filing cabinet by the investigator. Data and consent forms will be destroyed when the research has been accepted and approved.
8. A summary of the findings from the survey will be shared with school administrators of the Middle School.
9. I am 18 years of age or older. I have read and understand the above statements. All my questions about my participation in this study have been answered to my satisfaction. I agree to participate in the study realizing I may withdraw without penalty at any time during the survey process. Returning the survey indicates my consent to participate.

Andrew Beringer
Department of Counselor Education

Dr. Summer Reiner (faculty supervisor)
Department of Counselor Education

Cyberbullying is defined as an aggressive, intentional act carried out by a group or individual, using electronic forms of contact such as text messaging, video messaging, email, chat rooms and websites, repeatedly and over time against a victim who cannot easily defend him or herself” (Smith et al., 2008).

Using the above definition of cyberbullying, please circle your response to the following items:

1. Cyberbullying is a problem in your school

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

2. Students are affected by cyberbullying

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

3. I am concerned about cyberbullying among students

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

4. I feel confident in identifying cyberbullying

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

5. I feel confident in managing cyberbullying

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

6. If I knew cyberbullying was occurring in school I would do something to stop it

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

7. Schools should develop policies on cyberbullying

Strongly Disagree *Disagree* *Agree* *Strongly Agree*

8. Schools should use professional development days to train staff on cyberbullying

- | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|--|--------------------------|-----------------|--------------|-----------------------|
| 9. Teachers should organize classroom activities to deal with cyberbullying | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| 10. Administrators should organize school wide activities to deal with cyberbullying | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| 11. School counselors should organize activities to deal with cyberbullying | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| 12. Committees should be organized within the school to investigate cyberbullying | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| 13. Schools should discuss cyberbullying with families | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| 14. Schools should link students to community resources to deal with cyberbullying | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| 15. Children should receive counseling to help cope with cyberbullying | | | | |
| | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |

When completed with the survey, please place it in the drop box located at the front of the room.

Thank you for your participation in this survey!

Appendix B

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree	N
Cyberbullying is a problem in your school	4.3% (1)	73.9% (17)	5% (5)	0% (0)	23
Students are affected by cyberbullying	26.1% (6)	73.9% (17)	0% (0)	0% (0)	23
I am concerned about cyberbullying among students	4.3% (1)	73.9% (17)	21.7% (5)	0% (0)	23
I feel confident in identifying cyberbullying	0% (0)	21.7% (5)	65.2% (15)	(3)	23
I feel confident in managing cyberbullying	0% (0)	4.3% (1)	73.9% (17)	21.7% (5)	23
If I knew cyberbullying was occurring in school I would do something to stop it	42.9% (9)	52.4% (11)	4.3% (1)	0% (0)	21
Schools should develop policies on cyberbullying	43.5% (10)	43.5% (10)	13.0% (3)	0% (0)	23
Schools should use professional development days to train staff on cyberbullying	21.7% (5)	60.9% (14)	17.4% (4)	0% (0)	23
Teachers should organize classroom activities to deal with cyberbullying	4.3% (1)	47.8% (11)	47.8% (11)	0% (0)	23
Administrators should organize school wide activities to deal with cyberbullying	17.4% (4)	65.2% (15)	17.4% (4)	0% (0)	23
School counselors should organize activities to deal with cyberbullying	17.4% (4)	78.3% (18)	4.3% (1)	0% (0)	23
Committees should be organized within the school to investigate cyberbullying	4.3% (1)	47.8% (11)	47.8% (11)	0% (0)	23
Schools should discuss cyberbullying with families	26.1% (6)	73.9% (17)	0% (0)	0% (0)	23
Schools should link students to community resources to deal with cyberbullying	73.9% (17)	26.1% (6)	0% (0)	0% (0)	22
Children should receive counseling to help cope with cyberbullying	26.1% (6)	69.6% (16)	4.3% (1)	0% (0)	23