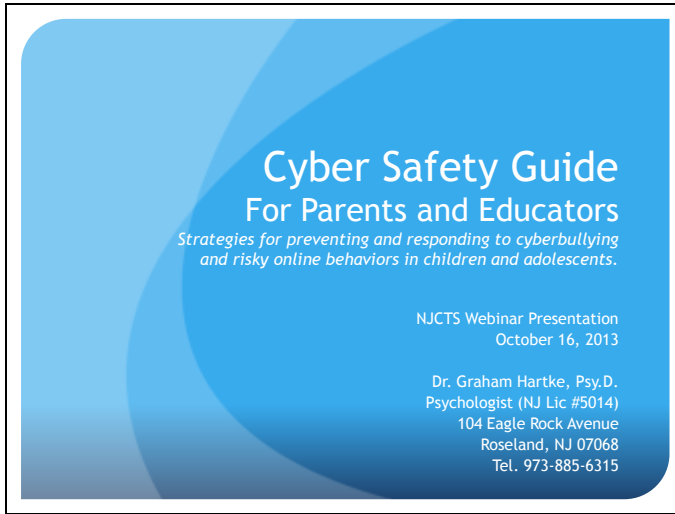


Slide  
1



**Cyber Safety Guide**  
**For Parents and Educators**  
*Strategies for preventing and responding to cyberbullying and risky online behaviors in children and adolescents.*

NJCTS Webinar Presentation  
October 16, 2013

Dr. Graham Hartke, Psy.D.  
Psychologist (NJ Lic #5014)  
104 Eagle Rock Avenue  
Roseland, NJ 07068  
Tel. 973-885-6315

---

---

---

---

---

---

---

---

Slide  
2



**Webinar Overview**

1. Cyberbullying and Other Online Risks
2. Cyber Safety Guide: Prevention and Response
3. Resources

---

---

---

---

---

---

---

---

Slide  
3



**Overview of Cyber Risks**

Cyber risks/acts

- Bullying
- Harassment
- Intimidation
- Sexting
- Privacy invasion
- Theft
- Extortion
- Masking identity

---

---

---

---

---

---

---

---

Slide

4

## What is Cyberbullying?

- 1. Intentional aggressive behavior - unwanted
  - (Harass, mistreat, make fun, taunt, mock, etc..)
- 2. Imbalance of power - Real or perceived
- 3. Behavior is repeated
  - (NJ School HIB Law states that it can be a single incident or series of incidents)
- 4. By one/or more person(s) against another
- 5. Behaviors occur in a cyber setting:
  - Online, cell phones, other electronic devices

---

---

---

---

---

---

---

---

Slide

5

## Types of Cyberbullying

*How they play out in cyber world*

- Verbal- Saying or writing mean things
  - Teasing, Name Calling, Inappropriate sexual comments, Taunting, Threatening to cause harm
- Social (Relational)- Hurting someone's reputation or relationships
  - Leaving someone out, telling others not to be friends with a person, spreading rumors, embarrassment
- Physical Bullying - Hurting a person's virtual property
  - Hacking cyber accounts, destroying online property/creations
- Each type may occur:
  - Overtly (publicly) and/ or Covertly (hidden)
  - Often covert cyberbullying is "blasted" to overt quickly

---

---

---

---

---

---

---

---

Slide

6

## Cyberbullying behaviors

*non-exhaustive list*

- Attack ethnicity, race, gender, religion, perceived characteristics
- Prank calls, texts, chats
- Teasing, sarcasm, humor at the expense of another
  - Slippery slope to bullying, not intent of person teasing that matters, it is how it is perceived by the target.
- Use of known obscene gestures or coded ones.
- Taunts
- Intentional acts of annoyance when told to stop.
- Stalking
- Uninvited sexual comments and sexual harassment
- Stealing, "borrowing" a person's virtual property
- Slander, ostracizing, embarrassing

---

---

---

---

---

---

---

---

Slide

7

## Cyberbullying Components

- The Bully
  - Need to dominate, enjoy causing suffering, learned behavior
  - Struggle with empathy, impulsivity, aggression, anger, following rules
  - Often rewarded for the behavior (social, material gains, attention)
  - Males: More overt verbal, + self image, popular, bully boys & girls equally
  - Females: More covert social-relational (in groups), bully girls more
  - Bully behavior can be stable and continue throughout the life span
  
- Victim: Anyone at any time can be bullied! But more likely if:
  - New, different from norm group: smaller, less fit, skin color, anxious, shy
  - Males who seem effeminate, Females who seem masculine
  - Females: Often target of rumors, bullied by group, verbal/social
  - Males: Bullied mostly by boys, Verbal overt most common
  - Socially rejected kids: greater chance for rejection in different locations

---

---

---

---

---

---

---

---

Slide

8

## Cyberbullying Components

- Bystanders: Many stay passive and quiet
  - Many do not get involved: Including Adults Fear consequences
  - Often have little training in what to do
  - Can be traumatic for them as well - (guilt)
  - Can rationalize their inaction: Blame the victim, don't be a snitch!, take care of yourself, don't like the victim
  
- The Setting:
  - Cyber modality: Text, facebook, twitter, message boards, etc
  - Actual physical setting actors are in: Home, school, time of day
  - Rules and Polices of Cyber setting and physical setting
  - Culture, climate and acceptance of behavior (Model positive Bx)
    - Climate one of the most important factors!
  - Response of those in charge of the actors
    - Bullies need adults to be bystanders (Schneider, 2011)

---

---

---

---

---

---

---

---

Slide

9

## Other risky (related) cyber behaviors

- Sexting
  - Sending or receiving sexually-explicit or sexually-suggestive images or video via a cell phone (Cyberbullying Research Center)
  - Often a "selfie" photo sent to a boy/girlfriend
  - High risk of pic being distributed, becoming very common
  - Legal issues, NJ "Sexting Law" 1<sup>st</sup> time offenders completed program
    - cyberbullying.us has state by state break down of laws
  
- Privacy Invasion and theft
  
- Masking identity
  - Making fake accounts, apps to mask/change phone numbers, anonymity of internet

---

---

---

---

---

---

---

---

Slide  
10

## Why Do These Behaviors Occur?

- Its easy...to do, to hide, to cause damage
- Behavioral factors (reinforcement-rewards, modeling)
- Personality, depression, aggression, trauma
- Socially accepted behaviors, Peer group norms, Media
- Lack of alternative behavioral repertoire
- Norms/Rules of setting (cyber, school, school, athletics)
  - Social climate and Supervision

---

---

---

---

---

---

---

---

Slide  
11

## Where cyber risks are...

- Social Networks : Facebook, instagram, twitter, tumblr
- Smart phones: iPhone, Android, Windows other...
- Chatting: Video, snapchat, chat roulette, trolling, message boards
- Computers, streaming devices, Virtual worlds, gaming
  
- Data:
  - 8-18 year olds spend 9 or more hours a day accessing digital entertainment
  - Teens (12-17) send 1800 texts per month
  - 80% of teens use online social networking, 78% of teens have cell phones
  - 94% of HS students using cell phone during class: facebook, youtube, pics
  - From 6%-50% of students report being cyber bullied
  - ~17% of students admit to being cyber bullies
  - 4-20% of students report sending sexually suggestive content
  - 13-31% of students report receiving sexually suggestive content

Sources: Cyberbullying.us 2013, Pew, 2011, Pew 2013 and Kaiser (2010)

---

---

---

---

---

---

---

---

Slide  
12

## Impacts

- It affects everyone: the victims, the witnesses, children and adults, and the bullies.
- Intense anxiety
- Loss of interest in academic achievement
- School avoidance
- Increased interest in acts of violence
- Depression: Sense of helplessness, withdrawal, low sense of self efficacy, isolation
- Self-injury (cutting, burning, etc.), Substance Abuse
- Severe: Suicide Homicide
- Effects can be long-term impacting into adulthood

---

---

---

---

---

---

---

---

Slide  
13

## In the news...

- Everyday there is new story
- March 2013
  - Ridgewood High School: Snapchat sexting
- October 2013
  - Florida girls ages 12 and 14 charged with felony in cyberbullying suicide case
  - Maryland schools and Facebook partnering
    - Easier for schools to get posts taken down

---

---

---

---

---

---

---

---

Slide  
14

## Cyber Safety Guide: ACT-NOW!

- ACT (Prevention)
  - Active Management of cyber activities
  - Climate that provides and promotes safety, caring and respect
  - Teaching and communication of/between parents, schools, students
- NOW (Response - Stop Bullying Now)
  - NO cyberbullying: Stop behaviors immediately
  - Objective and organized response and investigation by adults
  - Work to support students involved
- ! (Targeted Response) - For difficult cases, individual plan

---

---

---

---

---

---

---

---

Slide  
15

## Cyber Safety Guide: ACT-NOW!

Active Management of cyber activities

1. Establish home and school culture of safe cyber use early
  - Supervision and moderation of cyber use from an early age, teaches that it is serious and has limits - *Ongoing*
    - Passwords: Secure, private, how to make it secure
    - Account access: Don't give out passwords, leave logged in
    - Don't talk to or open messages from people you do not know
    - Don't give out personal information in any form
  - Think of driving a car: Tech is powerful tool to be used safely
  - Privilege not a right to have access (they need to earn it)
  - Discuss risks early and review on regular basis.
    - Managing online reputation, Permanent nature of internet
    - Check "Digital Footprint" do a search for your name
  - Adults need to model pro-social behaviors/responsible use

---

---

---

---

---

---

---

---

Slide  
16

**Cyber Safety Guide: ACT-NOW!**  
Active Management of cyber activities

2. Set Limits and rules for cyber use
  - Review and establish rules for use and consequences for misuse at home and school (parents reinforce school rules)
  - No tolerance for bullying
  - Tech controls: Know and set parental and privacy controls for all devices/software/apps/accounts.
  - Set routines and norms for use: Schedule, Tech Diet/Break
3. Allow use if they earned it: Grant cyber “Driver’s License” Privilege that can be revoked
4. Oversee and check use regularly: Get your own account
5. Assess cyber-bullying: Check-ins, Red Flags-anxiety, Isolation, avoidance

---

---

---

---

---

---

---

---

Slide  
17

**Cyber Safety Guide: ACT-NOW!**  
Active Management of cyber activities

6. Create a “Cyber Inventory” for your child
  - Hardware: phones, computers, gaming systems
  - Software: programs/apps/video games
  - Accounts: phone line, email, social media
    - For each account: Privacy settings, and parental controls
  - Known access points:
    - Where and how does your child get online (Cell data, wifi at home, school, outside wifi from cable company, starbucks)
  - Covert or unexpected access points:
    - How can child get online even if you limit it at home: get a secret device, use friends hardware, library, wifi available in place parents are not aware of

---

---

---

---

---

---

---

---

Slide  
18

**Cyber Safety Guide: ACT-NOW!**  
Active Management of cyber activities

More on Parental Controls

- Verizon Wireless, ATT, Sprint, T-Mobile
  - Offer plans for blocking calls, text, websites, app downloads, location, usage controls, limit use during time of day, see who they talk/text with (wifi access might not be blocked)
- Windows 7 & 8, Mac OSX: limit use, passwords, block access, limit time
- Android restricted profiles
- iOS Restrictions (iOS7 more than iOS6, can block websites)
- Third party apps: Look around, do your research
  - Net Nanny, Norton, McAfee are some you can check out

---

---

---

---

---

---

---

---

Slide  
19

## Cyber Safety Guide: ACT-NOW!

Climate of safety, caring and respect

- Major factor in the rate of bullying: CLIMATE
- Model respectful behavior: All parents, school personnel, students
- Clarify, post, and review rules with regard to:
  - Respect, Caring, Honesty and Responsibility
  - Conduct, citizenship, bullying and treatment of others
  - School Mission statement
- Promote Policies and Procedures for responding to cyberbullying:
  - If a student/staff/parent member finds out about it what do they do?
  - Set expectations, procedures, and encourage action
  - Promote message in school

---

---

---

---

---

---

---

---

Slide  
20

## Cyber Safety Guide: ACT-NOW!

Climate of safety, caring and respect

- Recent bullying study of 48,000 students in New Jersey (Elias - Rutgers) Key findings:
  - Bullying linked to school climate
  - Most strongly related to the RESPECT students feel in the school
    - When there is a respectful environment - bullying less likely to exist
  - Bullying occurs less and students feel they have been effectively taught to cope with it when:
    - They feel respect in their school
    - They perceive teachers as being caring and supportive to students and to one-another
    - They feel they are involved in shaping their school environment in positive ways

---

---

---

---

---

---

---

---

Slide  
21

## Cyber Safety Guide: ACT-NOW!

Teaching and communicating between parents, students, schools

- Parents and schools need to be on the same page
  - Schools cannot police what students do outside of school.
  - Parents talk to other parents, school can facilitate this
- School can provide parents with cyber safety guides and regular updates which:
  - Outline school rules and policies regarding tech use
  - Provide updates on what tech students are using/ known issues
  - Suggestions for managing tech use at home
- PTA meetings, or create parent/school cyber committee
- Law enforcement and legal experts talking with community
- Peer mentoring: Students helping students (school club)

---

---

---

---

---

---

---

---

Slide  
22

## Cyber Safety Guide: ACT-NOW!

Teaching and communicating between parents, students, schools

- Teach kids essential social skills and reward for using them
  - Ongoing Social Emotional Learning/ Character ED programing
  - Social skills:
    - Empathy, listening to others, Social Problem Solving, Self Regulation, Conflict Resolution
  - Electronic Convo Skills TTYL\*
    - (\*See my May 2013 NJCTS webinar on "iSocial Skills")
  - Daily Check-ins
- Reinforce positive behavior: Praise, recognition
- Empower students with inclusive positive activities
  - Have them work towards a common goal, school pride
  - Anti-bullying clubs, promoting message-posters

---

---

---

---

---

---

---


---

Slide  
23

## Cyber Safety Guide: ACT-NOW!

Teaching and communicating between parents, students, schools

- Simple actions for kids and teens if Cyberbullied
  - Tell parents, school staff
  - Keep evidence, but don't share it
  - Block and ignore bully
  - Don't retaliate or get sucked into it
  - Could notify site moderators, Cell/Internet providers
  - Contact law enforcement (with parents)



---

---

---

---

---

---

---

---

Slide  
24

## Cyber Safety Guide: ACT-NOW!

NO cyberbullying: Stop behaviors immediately

- **Stop cyber-bullying on the spot**
  - Respond quickly, consistently, immediately, early, Be Proactive!
  - STAY CALM- MODEL RESPECTFUL BEHAVIOR
    - GET EVERYONE CALM, DO NOT ARGUE OR MAKE SITUATION MORE TENSE!!!!!!!!!! (Initial Goal is to stabilize situation, ensure safety)
    - Reassure target and bystanders
  - Use firm calm voice, send message that it is not acceptable
  - Ensure safety and assess situation (threats, injury)
  - Get assistance and notify parents and school promptly

*NOW steps adapted from steps provided by stopbullying.gov*

---

---

---

---

---

---

---

---



Slide  
25

### Cyber Safety Guide: ACT-NOW!

NO cyber-bullying: Stop behaviors immediately

When first responding avoid common mistakes

- Overreacting, accusing before you know what is going on
- Ignoring the bullying, Don't think kids work it out themselves
- Don't get into long conversations when first responding, sort out the facts later, first job is to stabilize the situation
- Don't force kids to say publicly what they saw
- Don't question the children involved in front of the other kids
- Don't make the kids involved apologize or patch up relations on the spot
- Talk to the kids separately not together

---

---

---

---

---

---

---

---

Slide  
26

### Cyber Safety Guide: ACT-NOW!

Objective and organized response/investigation by adults

- Find Out What Happened - Be objective with out blaming at this stage
  - Stabilize situation first
  - Keep the involved children separate
  - Get the story from several sources, both adults and kids
  - Take a look at the evidence (texts etc.) - cyber bullied kids should keep this
  - Don't call it bullying while still trying to sort it out
  - Let proper personnel take over intervention if warranted
- Determine if it is bullying
  - History between kids, doesn't matter who started it
  - Was act intentional, power imbalance, repeated (bullying elements)
  - Is it harassment? Not one sided? Mutual? Other cyber harassment?
  - Is child worried about it happening again

---

---

---

---

---

---

---

---

Slide  
27

### Cyber Safety Guide: ACT-NOW!

Work to support students involved

- Target-Victim:
  - Listen and focus on child
  - Assure that bullying was not their fault
    - Don't blame the child, even if they provoked it
  - Know that they might have trouble talking about it
  - Give advice about what to do if they feel threatened again
    - Tell adult, don't retaliate, keep evidence
  - Identify and work on any lagging skills (social-cognitive)
  - Check in with child, have them check in with you
  - Develop a plan for safety, relaxation calming strategies
  - Work on helping to include and rejoin in class activities and develop positive peer relationships (positive climate)

---

---

---

---

---

---

---

---

Slide  
28

**Cyber Safety Guide: ACT-NOW!**  
Work to support students involved

- The Bully
  - Clarify that bully knows what the specific problem is
  - Work with bully to understand reasons they bullied
  - Bully should face consequences linked to school policy so he/she knows that it is taken seriously
    - Consequences should be used as teachable moment, help build empathy
    - Home consequences
  - For bullying: Conflict resolution and mediation do not work
    - Bullying is not a conflict between people of equal power who share blame
    - Facing those who bullied may further upset kids who have been bullied
    - If not bullying conflict resolution could be helpful

---

---

---

---

---

---

---

---

Slide  
29

**Cyber Safety Guide: ACT-NOW!**  
Work to support students involved

- The Bystanders
  - Listen to them, see if they are ok
  - Reinforce how bullying is unacceptable
  - Use as teachable moment
  - Coach them on steps they can take if they witness it again
    - Tell bully to stop
    - Distract the bully or offer an escape for the target, e.g., Mr. Smith needs to see you right now!
    - Tell an adult. Remind students that this is not tattling - it's doing the right thing

---

---

---

---

---

---

---

---

Slide  
30

- Tattling is getting someone in trouble
  
  
  
  
  
  
  
  
  
  
- Telling is getting someone out of trouble

---

---

---

---

---

---

---

---

Slide  
31

## Cyber Safety Guide: ACT-NOW!

↓ (Targeted Response) - For difficult cases, individual plan

- Individualized Intervention: Difficult cases
- Identify target behaviors, goals, expectations, reinforcements, ways to monitor plan
- Goals: increase positive behavior, decrease bullying behavior
- Should include empathy training and reinforcement for demonstration of positive behaviors
- Can include structured daily schedules, enhanced supervision, other accommodations
- Assertiveness training
- Professional assistance
- Legal involvement, attorney

---

---

---

---

---

---

---

---

Slide  
32

## Comments Questions?

- Thank you
- Contact information
  - Graham Hartke, Psy.D.
  - Licensed Practicing Psychologist (NJ License # 5014)
  - NJ Certified School Psychologist
  - (973) 885-6315 104 Eagle Rock Ave Roseland, NJ 07068
- References and Resources
  - [www.stopbullying.gov](http://www.stopbullying.gov)
  - Olweus Bullying Prevention [Olweus Bullying Prevention Program](#)
  - <http://www.njbullying.org>
  - Cyberbullying.us (has a lot of information)
  - <http://www.fbi.gov/stats-services/publications/parent-guide>

---

---

---

---

---

---

---

---

Slide  
33

## Resources Cont....

- CASEL.org, <http://casel.org/wp-content/uploads/SEL-and-Bullying-Prevention-2009.pdf>
  - (SEL programs: Steps to Respect, Lions Quest, Eyesonbullying.org)
- [http://www.cyberbullying.us/state\\_sexting\\_laws.pdf](http://www.cyberbullying.us/state_sexting_laws.pdf)
- [http://www.nileg.state.nj.us/2010/Bills/A2000/1561\\_R2.HTM](http://www.nileg.state.nj.us/2010/Bills/A2000/1561_R2.HTM)
- <http://www.connectsafely.org/cyberbullying/> (parent guide to cyberbullying)
- Kaiser Family Foundation [www.kff.org](http://www.kff.org)
- Safe and secure online: <https://www.isc2cares.org/safe-and-secure/>
- Pew Research on media use <http://www.pewinternet.org/>
- [www.common sense media.org](http://www.common sense media.org)
- Media! Tech! Parenting! Timely Topics on Teaching and Parenting Digital Children by Marti Weston: <http://mediatechparenting.net/professional-development/>
- COPPA - Children's Online Privacy Protection Act: <http://www.coppa.org>
- <http://www.techlicious.com/>

---

---

---

---

---

---

---

---

## Resources

- Books:
- *Cybersafe* by O'Keeffe
- *Generation Text: Raising Well-Adjusted Kids in an Age of Instant Everything* by Dr. Michael Osit
- *Livin' Out Loud: Today's Girls and Technology* by Bowen et al.
- *iDisorder: Understanding our Obsession with Technology and Overcoming Its Hold on Us* by Larry D. Rosen, Ph.D. with Nancy A. Cheever, Ph.D. & L. Mark Carrier, Ph.D.
- *Rewired: Understanding the iGeneration and the Way They Learn* by Larry D. Rosen, Ph.D.
- *Social Decision Making and Problem Solving* by Maurice Elias & Linda Brune Butler
- *Born Digital: Understanding the First Generation of Digital Natives* by John Palfrey & Urs Gasser

---

---

---

---

---

---

---