RESOURCE G

Supplemental Staff Development Questions

CHAPTER 1

1. How is *bullying* most commonly defined?

2. What are the most important elements of any bullying definition?

3. What distinction is usually made between harassment and bullying?

4. How is *cyberbullying* defined in the text?

5. Do you believe this definition effectively describes what cyberbullying is among the youth you care for? If not, how would you modify it?

6. How is cyberbullying similar to other forms of bullying?

7. What makes cyberbullying different from traditional bullying?

8. Why might many adolescents choose to cyberbully their victims as opposed to bullying them in person?

9. Why might some adults fail to take cyberbullying seriously? How might this affect the identification and prevention of cyberbullying incidents?

10. What types of harm may victims experience as a result of cyberbullying? In what ways are these similar to other forms of bullying?

11. What are some of the emotional and psychological consequences for victims of traditional bullying? How could these be potentially life threatening? Do you think victims of cyberbullying are at risk for experiencing the same consequences as victims of traditional bullying?

12. What are some of the behavioral problems associated with bullying victimization? Could these problems ultimately lead to physical violence at school? How?

CHAPTER 2

1. How do teens and adults differ in their use of the Internet?

2. How could keeping pace with new Internet-based technologies help educators address cyberbullying?

3. What are some of the popular social media sites in use today?

4. Which social media apps seem to be most popular among youth at your school?

5. Give two examples of the methods used by individuals to communicate with others on social media.

6. How might some youth measure their social success on these sites? Do you think youth equate this to social success outside the realm of cyberspace?

7. How do youth make their profiles and other posted content stand out from those of others? What might an adolescent do or use to accomplish this?

8. Why do you think many youth are willing to divulge personal information online?

9. Why might youth lie about their age when signing up to use various social media sites?

10. Which safety measures have been developed by social media sites to protect their users?

11. What makes Yik Yak and Ask.fm particularly problematic? Is there any redeeming value in sites and applications like these?

12. What is *geotagging*?

13. Do you think young people should avoid social media altogether? Should parents forbid their children to use these sites and apps?

14. What are some of the potential benefits of online interaction?

15. How are some schools currently using social media as instructional tools? What is your school doing?

16. How might an individual use a fictitious account to bully others online?

17. Why are social media sites often ideal environments for cyberbullying?

18. Why might an adolescent decide to post personal information on their profile page but not make this same information available to others in real life?

19. How do cyberbullies steal their targets' identities on social media sites?

20. What simple step can students take to control who views the content of their profile pages?

21. Aside from text messaging capabilities, what other common features of many tablets and phones can be used to cyberbully?

22. How might cyberbullies use technology to shield their true identities from their victims? Why does the ability to remain anonymous seem to encourage cyberbullying?

23. Why might many adolescents fail to make distinctions between their lives offline and their lives in cyberspace?

24. In what ways can online interaction be beneficial to youth?

CHAPTER 3

1. In what ways might cyberbullying cause recurring harm to the victim?

2. How might cyberbullies obtain a "position of power" over their victims in an online setting? How might this position of power change? How is this different than traditional bullying?

3. Which is easier to investigate—cyberbullying or traditional bullying? What are the differences?

4. Can cyberbullies be completely anonymous while online?

5. If bullies seem to have the ability to hide their identities from their targets, how can they ever be identified?

6. In what ways might the Internet remove inhibition for the bully? How could this lead to additional harm for the victim?

7. With regard to cyberbullying, what is meant by the term *viral*?

8. Why might cyberbullying seem to cause unending suffering for those targeted?

9. Why would attacks by multiple aggressors be easier to coordinate through the use of cyberbullying techniques?

10. How might teens use their phones to cyberbully peers while at school?

11. What is *photoshopping*? How do some adolescents use this to cyberbully others?

12. Why do electronic devices make attractive tools for those desiring to spread rumors about others?

13. Aside from computers and phones, what other electronic devices might be used to perpetrate cyberbullying?

14. Why do teens flock to confessions pages?

15. Why do you think a teen would self-cyberbully?

16. What does the term *flaming* mean?

17. How might cyberbullies use the hijacked accounts of their victims on social media?

18. What does it mean to "tag" someone online?

19. Give two examples of how technology could allow bullies to extend their reach of aggression beyond settings normally associated with traditional bullying. Are there any limits to this reach?

20. How does cyberstalking differ from cyberbullying?

CHAPTER 4

1. Why do girls seem to be equally as likely to participate in cyberbullying as boys? Is this different than traditional bullying?

2. How are females likely to express their aggression online toward their victims?

3. How do females tend to feel after becoming a victim of cyberbullying? How is this different than feelings experienced by male victims? What might explain these differences?

4. When does cyberbullying activity tend to peak for adolescents? How does this compare to traditional forms of bullying?

5. According to recent research, which grade seems to signify an important shift for students with regard to cyberbullying activity?

6. What does recent research tell us about the relationship between cyberbullies and their victims? Do victims usually believe they know the identity of their aggressors?

7. Why do we believe there is a connection between cyberbullying and traditional bullying?

8. Are victims of cyberbullying likely to experience other forms of bullying as well?

9. What does research tell us about cyberbullies and their involvement in more traditional forms of bullying? What do these findings mean for educators seeking to counsel students believed to be involved with one particular type of bullying or victimization?

10. What happens more frequently, bullying at school or bullying online? Why do you think that is?

11. Why do you think cyberbullying victims are unlikely to tell adults about their experiences?

12. With whom are female victims likely to share information about cyberbullying experiences? Does this differ from male victims of cyberbullying?

13. How do victims tend to deal with minor forms of cyberbullying? Are these techniques effective in dealing with aggressors? Why are these techniques simply short-term solutions?

14. What are some of the emotional consequences of cyberbullying victimization? Are these consequences similar to those experienced by victims of schoolyard bullying? Do you believe the emotional responses of cyberbullying victims are cause for concern?

15. How are cyberbullying victims and offenders generally related? Are teens more likely to be cyberbullied by someone they know or a stranger online?

16. What is the nature of the relationship between cyberbullying and suicide?

17. Give two examples of the behavioral consequences associated with being cyberbullied.

18. Give two examples of the behavioral consequences associated with being a cyberbully.

19. Why do you think adolescent victims of cyberbullying have an elevated risk of suicidal thoughts?

20. What explanation do youth often give for their acts of cyberbullying?

21. How might some victims of traditional bullying seek retribution? Why is this strategy attractive to those individuals?

22. Why do youth cyberbully others?

23. Why are cyberbullies able to easily rationalize their attacks on others?

24. How could educators help students understand the seriousness of cyberbullying?

CHAPTER 5

1. When do educators have the authority to discipline student behavior and restrict student speech on campus? According to the *Tinker* ruling, what must educators be able to do in order for this to be justified?

2. When are students' expressed views on campus not protected by the First Amendment? Does this mean individuals lose their constitutional rights regarding freedom of speech after stepping on school property? How has the Court made this distinction?

3. If the expressed views of students can be restricted on campus by school administrators, can students be disciplined for these same views when they express them off of school grounds? If so, when is such action appropriate? Can you think of any specific scenarios or situations?

4. With respect to *Morse v. Frederick,* what did the Court mean by "school speech"? What do you believe the ruling might have been if this incident had occurred outside the scope of a school-sponsored event?

5. What requirement has the Court set forth regarding the discipline of off-campus student speech? Do you believe off-campus acts of cyberbullying could warrant discipline by school administrators? Do you think disciplining students for cyberbullying would be supported by the courts? Why or why not?

6. Aside from the important need to protect students, what might happen if educators fail to address harassment based on sex or race?

7. How would you define *substantial disruption*?

8. Why would a formal school policy on cyberbullying help protect students, teachers, and school administrators?

9. What are some of the essential elements of an effective policy on cyberbullying? Can you think of any additional elements you believe should be added to the list found in the text?

10. Why is it important for administrators to properly define the terms contained in their policy?

11. Why is it necessary to investigate all known incidents of cyberbullying involving your students?

12. Would you encourage teachers to deal with acts of cyberbullying on their own? If not, who would you suggest they notify? What if the cyberbullying incident is thought to be relatively minor?

13. When students are involved in cyberbullying, do they have an expectation of privacy with respect to their personal property? What has the Court cited as a prerequisite to student searches? In your opinion, how might this be different than probable cause?

14. How can school districts help discourage acts of cyberbullying? What else can educators do to help protect students?

CHAPTER 6

1. Why do we believe forbidding youth from using electronic devices, social media, and the Internet is an inappropriate method of cyberbullying prevention?

2. When should teachers begin the process of educating students about safe Internet use? Who should be involved in this endeavor?

3. As an educator, what do you believe are your responsibilities regarding cyberbullying prevention?

4. How might educators make an assessment of online behavior at their school? What should be addressed during this assessment period?

5. If you were to develop a policy governing the use of technology in your classroom, what rules would you include?

6. Do you think student-owned phones should be completely banned at school? What rules should be included in a school policy concerning phones, tablets, and other portable devices?

7. Under what circumstances are educators allowed to confiscate student-owned devices? When would educators be allowed to search the contents of those devices? How do the rules differ between educators and law enforcement officers?

8. How could you use peer mentoring in your efforts to prevent cyberbullying?

9. What steps do you believe educators should take to help promote a safe and respectful school environment?

10. What is the underlying goal of developing an honor code?

11. How should an honor code be expressed?

12. How does "content monitoring" work?

13. With respect to the Internet, what is a *proxy*? How could a student use a proxy to access prohibited social media sites?

14. What can parents do to help prevent cyberbullying?

15. How would you help parents become more proactive in preventing their child's involvement with cyberbullying?

16. What questions would you suggest parents ask their children regarding their child's online experiences?

17. At what age range would a "Technology Use Contract" be appropriate?

18. What methods can parents use to monitor their child's online activities?

19. Why do we consider monitoring software to be insufficient by itself?

20. Is it a good idea for schools to monitor the online (off-campus) activities of minors?

21. What steps would you tell your students to take to help protect them while online?

22. What are some of the signs of cyberbullying victimization? What might lead you to believe your student could be involved in cyberbullying others?

23. Why should schools designate cyberbullying trustees?

CHAPTER 7

1. Why would *just turn it off* be an impractical solution to deal with cyberbullying?

2. What connection does cyberbullying have with civil rights legislation? What does this mean for educators and school officials?

3. What steps should schools take immediately following the discovery of a cyberbullying incident?

4. Why are zero-tolerance policies not the best option for dealing with cyberbullying?

5. Which informal mechanisms might you use to respond to cyberbullying among your students? How could these help protect your school district?

6. What are some creative ways schools could respond to cyberbullying?

7. What is the ultimate goal when disciplining a student for participating in cyberbullying?

8. Why do you think it is important to respond to varying levels of cyberbullying with varying levels of disciplinary action?

9. What is the importance of an anonymous reporting system? Why would this system be beneficial for students?

10. Why is it important to document the disruption caused by cyberbullying incidents?

11. Why should incidents centered on protected statuses be taken very seriously?

12. Why are incidents involving digital video especially harmful for those victimized?

13. How can educators go about working with Internet and cellular service providers when investigating acts of cyberbullying?

14. What would you tell parents to do if they suspect their child has been cyberbullied? What would you discourage them from doing? Why?

15. What should parents do if they suspect their child is cyberbullying others?

16. What are some of the steps children should take if they believe they are being cyberbullied?

17. When can we consider cyberbullying as a *civil* matter?

18. When can we consider cyberbullying as a *criminal* matter?

19. When should law enforcement become involved in cyberbullying incidents?

20. How does the role of law enforcement officers differ from the role of educators in responding to cyberbullying?