COMPONENT TITLE: Blending Cyberbullying and Internet Safety: Prevention, Intervention and Response to Electronic Mistreatment

IDENTIFIER NUMBER: 6403010

MAXIMUM POINTS: 60

RESTRICTED: This component may only be opened by the Department of Safe Schools.

GENERAL OBJECTIVE:
To assess, recognize, respond and reduce the individual/classroom/campus issues caused by the use of technology to hurt others. The component will address internet safety and promote behaviors that encourage positive interactions both face to face and on-line.

RESEARCH BASE:

SPECIFIC OBJECTIVES:
Within the duration of this component, participants will:
1. Explore the issues, concerns and unique characteristics of the interrelationship between cyber bullying and internet safety
2. Identify the variations of bullying and cyberbullying behavior, including direct and indirect manifestations
3. Coach students on the positive use of technology while helping them avoid the common errors of: 1) Allowing accidental access; 2) Disclosing personal information; 3) Falling into cyberbullying and electronic aggression; and 4) Contacting risky and criminal elements on the internet
4. Identify the indicators of both overt and covert bullying and harassing behavior (e.g. commenting negatively on others’ behavior, appearance, abilities, and skills)
5. Identify popular online environments used by children and adolescents
6. Recognize the various forms of cyberbullying
7. Examine the harmful effects of cyberbullying
8. Understand the potential emotional, psychological, and behavioral consequences of cyberbullying
9. Explore the connections between electronic aggression and dating violence
10. Identify how adolescents are using social networking sites
11. Use resources to teach students how to use social networking sites responsibly
12. Design comprehensive Internet Safety Action Plans to address the issues around bullying and cyberbullying behaviors on the following levels; school wide, classroom, individual intervention and with the parents/community
13. Learn and practice effective response and intervention strategies to incidents that occur on and off campus
14. Recognize the warning signs of cyberbullying
15. Review pertinent School Board policies
LEARNING STRATEGY/METHODOLOGY PROCEDURES:
Participants will:
1. Attend three-3 hour workshop sessions followed by assignments on TrainU
2. Complete assigned reading and required assignments
3. Conduct internet research and review articles on bullying and identify the major findings
4. Participate in all individual, small-group, and large-group activities

EVALUATION OF PARTICIPANTS:
Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:
Participants will:
1. Contribute to the various group assignments using different assessment techniques, reviewing videos, role-playing intervention techniques for specific scenarios, jigsaw, carousel, brainstorming and informal coaching exercises
2. Read the laws and policies regarding bullying and harassment (district, state and federal)
3. Review results of individual assessment skills, classroom and/or campus surveys, implementation of strategies, interviews and current research as a group
4. Conduct role play interventions with target/victim, bystanders, and for those students who are engaging in bullying and harassment behavior
5. Use "Bullying Beyond the Schoolyard: Identifying, Preventing, and Responding to Cyberbullying" and “Cyber Bullying” and the as the anchor of a cyberbullying prevention and intervention campaign and either iSafe, NetSmartz and/or Cyber Bullying curriculum for Grade 6-12.
6. Create a web site/blog/message board system where each administrator must respond within a certain timeframe to the "Quiz" questions at the end of each chapter.
7. Allow message board to facilitate dialogue between and among administrators on "Discussion" questions for each chapter. They will be able to learn from each other, and this will contribute to a team-effort mentality across the district.
8. Create a web-based form for the "Cyberbullying Report Card for Schools" to allow administrators to see where they stand on prevention/response initiatives at their campuses, and a "Notes" section to indicate a plan of action (and timeline) for correcting deficiencies
9. Require each school to designate a Trustee (in keeping with the book’s suggestion) and create a master list of Trustees to be posted on the web and made known throughout the school - so that everyone in the school knows the primary Point-of-Contact for cyberbullying-related matters at that school.
10. Have students at each school spearhead a PSA campaign (or something similar - like posters, comics, limericks, etc.) related to cyberbullying, and have a grand prize to give to the winning team(s).
11. Facilitate a formal meeting once every Spring where the latest research findings and prevention/response information are presented to administrators from these schools
12. Require a PTA (or equivalent) meeting to be held at each school to demonstrate to parents that the school is on top of issues related to use and abuse of technology by students
13. Build in an evaluation component, where we survey administrator/teacher beliefs regarding cyberbullying.
14. Survey students about the extent to which their teachers/administrators care about this issue (pre/post)
15. Conduct a bullying/cyberbullying training for students and parents
16. Facilitate the Web-based Student Cyber Survey-The Questionnaire on Adolescent Behaviors and Experiences

COMPONENT EVALUATION:
Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendation for revision through a component evaluation.