

Multi-Case Study of Bullying Gone Digital: The Investigation of Educators'
Perceptions and Experiences of Cyberbullying
in Manitoban Schools

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Abstract

This thesis is a qualitative study that examines permanent middle years guidance counselor's perceptions regarding their experiences in dealing with cyberbullying. This study is based on a cognitive social framework that is related to adolescent development. It draws upon the works of Jean Piaget, Erik Erikson, and Urie Bronfenbrenner. Their work is described below beginning with Piaget's cognitive development theory, Erikson's psychosocial development, and Bronfenbrenner's bioecological model of human development.

The researcher investigates educators' position and obligations in regards to cyberbullying and explores the various ways in which educators deal with cyberbullying issues. The participants of this study are four certified, middle year guidance counselors who have had experiences with cyberbullying. Findings suggests the ways in which educators handle cyberbullying and concludes with recommendations for educators in regard to classroom instruction, roles and responsibilities, and improving awareness in dealing with incidences of cyberbullying that may benefit both educators and students.

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Dedication

To My Late Husband,

Shawn Trevor Snidal

And Also To My Son,

Mason Zisca Brian Snidal

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Chapter One: Nature of the Study

This study contributes to the existing body of literature in regard to educators' perceptions and experiences when addressing the topic of cyberbullying in an effort to create more effective school communities that are equipped to deal with cyberbullying. The author of this study specifically examines middle years guidance counselors' position and obligations in regards to cyberbullying and explore recommendations for improving awareness of cyberbullying specifically for educators and students. In this chapter, the researcher presents a brief background of cyberbullying, followed by the purpose of the study. The rationale and significance of this study, the main research questions, and the scope of the study are presented afterwards.

Background of the Study

Bullying, an age-old act, was seen in the past as a harmless rite of passage, and a normal, unavoidable part of growing up. Taunts, social isolation, rejection, gossip, pushing, shoving, and tripping were often dismissed as child's play or simply kids being kids. In the past decade, however, parents and concerned community members are becoming more and more aware of its negative impact on kids and are turning to governments, educational stakeholders, and educators to find ways to stop this longstanding social issue (Gofin & Avitzour, 2012; Huang & Chou, 2013; Moore, Huebner, & Hills, 2012; Olweus & Limber, 2010; Patchin & Hinduja, 2015; Perkins, Craig, & Perkins, 2011; Shariff, 2008; Strohmeier & Noam, 2012; Wong-Lo, Bullock, & Gable, 2011; Yerger & Gehret, 2011).

Traditional bullying, also known as face-to-face or schoolyard bullying, is an established shared concern among society members. It usually occurs in front of an audience either at school, on the playground or on the way home from school, and most notably in the absence of

adult supervision (Beran & Li, 2005; Faccio, Iudici, Costa, & Belloni, 2014; Strohmeier & Noam, 2012). According to Olweus (2003), “A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (p. 12). This definition has been widely accepted by researchers in the field, as well as by the Department of Education of Manitoba.

With the advent of modern technology, bullying has effortlessly moved from the playground to the Internet creating a new form of bullying called cyberbullying. *Cyberbullying* is harassment using digital media such as e-mail, text messaging, websites, chat rooms, and social media sites to intentionally harm others. It uses indirect forms of bullying such as spreading rumors, posting inappropriate pictures or videos, or simply invading one’s privacy (Beran & Li, 2005; Faccio et al., 2014; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Palfrey & Gasser, 2008; Tapscott, 2009; Wingate, Minney, & Guadagno, 2013; Yerger & Gehret, 2011).

Although research into cyberbullying is quite recent, and agreeing on a conclusive definition is not as clear-cut as that of traditional bullying, many agree that cyberbullying is merely an extension of traditional face-to-face bullying and that “the act of bullying must be committed intentionally and repeatedly over time” (Olweus, 2003, p. 12).

Cyberbullying has lasting consequences for the cyberbully including increased hostility, lessened social presence, and a lack of empathetic development (Mark & Ratliffe, 2011; Small & Vorgan, 2009). The victim of cyberbullying also endures social and psychological consequences that can last into adulthood or result in death or suicide (Hinduja & Patchin, 2010; Moore et al. 2012). Kwan and Skoric (2013) claimed that the consequences of relational or indirect bullying

as the main form of cyberbullying, may in fact be more damaging than the physical abuse that comes with face-to-face bullying.

As cyberbullying becomes more prevalent, it is imperative that educators get involved and collaborate on providing a safe environment for students. In order to fully understand and deal with the issue of cyberbullying, one must first understand the perceptions of all parties involved. Huang and Chou (2013) suggested that there is great variation among administrators, teachers and students as to what defines cyberbullying behavior, how to effectively manage cyberbullying, and ultimately whose responsibility it is to deal with this behavior. The wide-ranging perception of cyberbullying between students and teachers only adds to the difficulty of reining in on this school concern (Huang & Chou, 2013).

Although much research has been done on student perceptions in regards to cyberbullying, little research has focused on teachers' perceptions (Eden, Heiman, & Olenik-Shemesh, 2013; Huang & Chou, 2013; Stauffer, Heath, Coyne, & Ferrin, 2012). According to Huang and Chou (2013), it is imperative to give a voice to educators and acknowledge their perception of cyberbullying. The educational equation consists of both students and teachers. Thus, inquiring about student perception alone does not provide us with sufficient information that can contribute to finding a solution to prevent or stop cyberbullying. The vital roles that teachers play in student learning dictate that we explore their perceptions in terms of their position, roles and responsibilities and examine their experiences in order to understand how they approach cyberbullying.

Significance and Rationale of the Study

According to Beran and Li (2007), Shariff (2008), and Perreault's (2011) report, *Self-Reported Internet Victimization in Canada*, individuals who spend increasing amounts of time on

the Internet are twice as likely to be either aggressors or victims of cyberbullying. In addition, in a general social survey, Perreault found that 9% of adults who had children living with them in a household reported that they were aware of at least one child being a victim of cyberbullying. Fifteen percent reported that more than one child in the household was cyberbullied. As educators, it is very important to attend to this growing concern, and consider the needs of teachers in order to improve their classroom strategies and practices so they can effectively deal with cyberbullying.

Living in a fast-paced digital world deems it necessary that students are equipped with a plethora of digital skills including digital etiquette and safety. Technological use has society interacting on a global level, and if in fact the classroom is to be a dress rehearsal for the real world, this thought process is a logical one. Research indicates that since cyberbullies do not have immediate feedback from their victims, they do not see the extent of harm they are causing (Palfrey & Glasser, 2008; Small & Vorgan, 2009). In fact, many cyberbullies admitted that they did not think that their cyberbullying actions could permanently harm their victims, and felt what they were doing was innocent teasing or was humorous. The Internet provides a barrier that does not allow aggressors to be aware of the impact of their oppression (Mark & Ratliffe, 2011).

Through the mandatory use of the Manitoba Education document entitled *Literacy With ICT Continuum*, the goal is that students will learn how to respectfully interact with other digital citizens (J. Finch, personal communication, March 23, 2012). Students' awareness of information and communications technology (ICT) issues, the development of their own beliefs about those issues, and the knowledge of how to control their behavior and adhere to a value system when using ICT, promotes responsibility and awareness of one's actions at a digital level.

This would go a long way in educating students about the potential lasting effects of cyberbullying.

Substantial research has been conducted in regards to students' perceptions on face-to-face and cyberbullying (Eden et al., 2013; Huang & Chou, 2013; Stauffer et al., 2012). In one case, Shariff (2008) found that just under half of Canadian students interviewed felt that cyberbullying is not a school responsibility, one quarter strongly disagree that schools should intervene, two thirds felt that the cyberbullying originates in schools, and three quarters of the students would report cyberbullying if they were able to do it anonymously.

Research also demonstrates that students and educators have very different notions when it comes to face-to-face and cyberbullying. Huang and Chou (2013) found teachers were overestimating a student's willingness to report an act of cyberbullying. In their study, two thirds of participating teachers thought that bystanders of cyberbullying would in fact report the occurrence. However, less than one tenth of witnessing bystanders actually reported an incident to an adult. Shariff (2008) found half of students interviewed knew of others who were being cyberbullied and failed to report the incident to an adult. A 2008 Swedish study also could not report even one victim who had been cyberbullied and, who was willing to tell an adult in their school about their victimization (Slonje, Smith, & Frisen, 2013). This gap in student and teacher perception needs to be studied in more detail. Gaining an understanding of teachers' experiences can certainly assist educators in creating a positive environment that will support both educators and students.

Although there is much research on student perception in regards to cyberbullying, there is very little research on teachers' perceptions and experiences (Eden et al., 2013; Huang & Chou, 2013; Stauffer et al., 2012). According to Huang and Chou (2013), it is essential to

understand teachers' perceptions in terms of cyberbullying as they are a key component in addressing this societal issue. Shariff (2008) found that when interviewed, although all educators felt that the primary goal of educators is to provide a safe learning environment for students, they often felt less than competent with their training and current practices when dealing with cyberbullying. Collins and Halverson (2009) suggested that educators now have to find ways to incorporate technology into their daily classroom instruction, as well as to teach responsible etiquette when on the Internet regardless of whether or not they are technology literate. This unawareness impacts any intervention strategies, which may be used to effectively deal with cyberbullying.

As cyberbullying is a growing societal concern, it is a timely study to conduct. Although cyberbullying can happen to anyone and occur anywhere, it seems that no one is safe, whether you are an employer, employee, teacher, student, or simply a member of society. Cyberbullying can be studied in many different settings with many different bullies and victims. However, for the purpose of this study, the researcher is interested to see where Manitoba middle years classrooms compare to that of other middle years classrooms. The researcher would like to add to the existing literature by examining and understanding the experiences and perceptions of Manitoba middle years educator, if the understanding of implementing effective instruction and teaching practices around cyberbullying is to improve. In conducting qualitative interpretive research, more specifically, a multi-case study would in fact provide a forum for educators to describe their perceptions when dealing with cyberbullying, as well as their educational experiences and practices.

Purpose of the Study

The purpose of this qualitative interpretive study, more specifically, multi-case study, is to explore and investigate the full range of complex perceptions and experiences of middle years educators who have had involvement in dealing with cyberbullying with Manitoba middle years students. The researcher examined middle years educators' positions and obligations in regards to cyberbullying and explored recommendations for improving awareness of cyberbullying, specifically for the teacher and student. The perceptions and lived experiences of middle years educators who have had experience with cyberbullying was generally defined as follows: "A Multi-Case Study of Bullying Gone Digital: The Investigation of Educators' Perceptions and Experiences of Cyberbullying in Manitoban Schools."

Research Questions

The primary research question of this case study was as follows: "What are Manitoba middle year educator's perceptions and experiences regarding the ways in which they deal with cyberbullying?" The researcher examined the following:

1. specific cyberbullying incidences and the part the teachers played in resolving the incidence;
2. teachers' perceptions of what does not work to improve cyberbullying;
3. adopted classroom measures taken to prevent, stop and report the bullying behavior; and
4. suggestions to improve awareness of cyberbullying that will better serve the needs of teachers and students.

Scope of the Study

Due to the nature of qualitative research, which is often descriptive and contextualized (Denzin & Lincoln, 2011), and because of the limited number of participants, the study findings

are not generalizable to the larger population. However, this study may have applicability for both policy and practice. This study was limited by the fairly small sample of four participants representing teachers dealing with cyberbullying in middle years schools (Grades 5 to 8).

According to Creswell (2007), a multi-case researcher chooses no more than four or five cases as the goal is not to achieve generalizability but rather an in-depth understanding of each of the cases, therefore, selecting four middle years educators from the Winnipeg School Division provides some insight into what kinds of experiences teachers have when dealing with bullying, particularly cyberbullying.

Transferability, which refers to the concept of external validity, speaks to the ability to generalize the findings of the study and how they can be applied to other settings or a larger population (Lincoln & Guba, 1985). Even though qualitative research does not aim for generalizability, in this research, the researcher attempts to provide sufficient descriptive data such as the number of participants and data collection strategies, as well as provide a thick description of findings that allows readers to make such a judgment (applicability of findings). In addition, the experiences of the participants may transfer to other teachers who are teaching in similar learning environments in other schools and educational settings. The researcher offers implications related to dealing with cyberbullying in similar learning environments, and presents beneficial suggestions to teachers serving learners in various educational settings.

Definitions of Terms

Guidance counselors and educators: These terms were used interchangeably in this study because before guidance counselors are able to practice counseling in a school setting in Manitoba, they must first become certified teachers (Manitoba Education, Citizenship, and Youth [MECY], 2015). All other educators from the school setting that were mentioned in this

study were identified according to their roles such as classroom teacher, administrator, and so forth.

Traditional, face-to-face, or schoolyard bullying: A student who is being exposed, repeatedly and over time, to negative actions face-to-face on the part of one or more students (Olweus, 2003).

Cyberbullying/electronic bullying: Cyberbullying is harassment using digital media such as e-mail, text messaging, websites, chat rooms, and social media sites to intentionally harm others (Beran & Li, 2005).

Direct bullying: Is done through physical contact, or with words either by threatening, humiliating, degrading, teasing, name-calling, putdowns, sarcasm, and taunting (Kwan & Skoric, 2013).

Relational bullying/indirect bullying: Can include making mean faces, gestures, spreading rumors, or excluding someone from a group (Beran & Li, 2007).

Middle year students: Manitoba students divided into grade groupings between Grades 5 and 8, approximately 10 to 14 years of age—also referred to as junior high (Manitoba Education, n.d.-b).

Attention-deficit/hyperactivity disorder: A mental health condition exhibited by difficulty maintaining attention, as well as hyperactivity (Mayo Clinic, 2013).

Posttraumatic stress disorder: A mental health condition that is triggered by a terrifying event. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event (Mayo Clinic, 2014).

A Continuum Model for Literacy With ICT Across the Curriculum: A Manitoba 2006 document that provides a vehicle for students to be responsible for and to assess their own

learning using critical and creative thinking skills as well as using ICT in an ethical and responsible manner (MECY, 2006).

Bill 18: A Manitoba anti-bullying law requiring school personnel to report any cyberbullying incident regardless of where the incident occurred. It requires all schools to create a safe and inclusive environment for all students, as well as to accommodate students who establish anti-bullying groups, such as gay–straight alliances (Gibson, 2013).

Cyberbullying and Electronic Amendment: The Public School Act was revised in 2012 to state that adults in the school must report unacceptable student conduct to the principal (MECY, 2008).

Olweus Bullying Prevention Program: A bullying prevention program developed by Dan Olweus of Norway. This worldwide program was designed to improve peer relations and make schools safer, more positive places for students to learn and develop (Olweus, 2003).

Public School Act: Is the legislation that governs public education in Manitoba, Canada (MECY, 2008).

The Safe Schools Charter: The 2004 Government of Manitoba law that ensured that each Manitoban student has a safe and caring environment in which to learn (MECY, 2008).

Netiquette: Internet safety, proper technology usage, and appropriate etiquette while on the Internet (Olweus, 2012).

Organization of the Study

Chapter 1 of this study includes a background of the study, significance and rationale of the study, purpose of this study, research questions, scope of the study, definitions of terms, and the organization of this study. A review of the literature organized around the purpose of this study is found in Chapter 2. The researcher will examine cyberbullying in relation to theoretical issues, cognitive and psychosocial theories, as well as adolescent aggression. The researcher

differentiates between traditional bullying and cyberbullying, particularly in the schools, discusses the recommendations and measures for dealing with and preventing bullying, and finally investigates cyberbullying. Chapter 3 provides a detailed description of the methodology including the research design, the data collection process, and the data analysis method that is employed in conducting this study. Chapter 4 examines each school as an individual case and these profiles describe in detail the educators' perceptions and experience with cyberbullying. The chapter concludes with the researcher's interpretations. A cross-case analysis is done amongst the participating schools of this study in Chapter 5. In conclusion, Chapter 6 summarizes the major themes of this study, proposes recommendations for both policy and practice, and ends with suggestions for future research around cyberbullying in the middle years school.

Chapter Two: Review of the Literature

The objective of this literature review is to present an overview of current research related to the topic of both face-to-face bullying and cyberbullying. The review of literature of this study is organized into five sections to represent the key areas of interest that is the basis for this research. In the first section, the researcher provides a brief introduction into bullying and cyberbullying as well as the theoretical framework that guides this study. In the second section, the researcher examines the similarities and differences between face-to-face bullying and cyberbullying in terms of definitions, origins, causes, and consequences. The third section studies cyberbullying in the school, more specifically, considering student and teacher perceptions of cyberbullying and challenges that schools face when attempting to implement anti-bullying programs. In the fourth section, suggestions for the prevention of face-to-face bullying and cyberbullying are offered. In the fifth section, the researcher examines what is happening on a transnational level and more specifically what Manitoba schools are currently doing to address the issue of cyberbullying.

Sources were collected primarily through the use of ERIC, where the researcher had access to full-text collections from Sage, Springer, Elsevier, and Routledge, in the areas of education, educational technology, educational psychology, psychiatry, child psychology, and adolescent health. The researcher also searched the government of Manitoba website (<http://www.gov.mb.ca/>), the Statistics Canada website (<http://www.statcan.gc.ca/start-debut-eng.html>), the Manitoba Education website (<http://www.edu.gov.mb.ca/>), the Winnipeg School Division website (<https://www.winnipeg.ca/Pages/default.aspx>), and the Cyberbullying Research Center website (<http://cyberbullying.us/>). The researcher used search terms and phrases such as the following: *bullying in the schools*, *cyberbullying in the schools*, *cyberbullying around the world*, *student perceptions of cyberbullying*, *teacher perception of*

cyberbullying, traditional bullying, online victimization or harassment, digital bullying, and laws on cyberbullying. The majority of the articles accessed have been published in peer-reviewed journals and books as well as books published around the topic of cyberbullying, technology use and adolescents, and finally, books relating to case studies.

Bullying has been a topic of discussion since the emergence of the public school system. However, over the past 10 years, this subject has taken a position at the forefront of the minds of governments, educational stakeholders, educators, parents, and students around the world (Faccio et al., 2014; Gofin & Avitzour, 2012; Huang & Chou, 2013; Moore et al., 2012; Olweus & Limber, 2010; Perkins et al., 2011; Shariff, 2008; Strohmeier & Noam, 2012; Wong-Lo et al., 2011; Yerger & Gehret, 2011). According to Olweus and Limber (2010), prior to the late 1990s there were no laws against bullying in the United States, and in 2010, 41 laws were passed to protect the rights and safety of students. In 2004, the Government of Manitoba introduced The Safe Schools Charter, a law to ensure that each Manitoban student has a safe and caring environment in which to learn. In 2008, the Public School Act was adjusted to include a Cyberbullying and Electronic Amendment, and in 2012 the Public School Act was again revised to state that adults in the school must report unacceptable student conduct to the principal (MECY, 2008). Research continues in this area as traditional bullying is branching out and taking new forms (Beran & Li, 2007; Faccio et al., 2014; Froese-Germain, 2008; Huang & Chou, 2013; Kowalski & Limber, 2012; Mark & Ratliffe, 2011; Palfrey & Gasser, 2008; Patchin & Hinduja, 2006; Shariff, 2008; Wingate et al., 2013; Wong-Lo et al., 2011; Ybarra, Diener-West, & Leaf, 2007).

Traditional bullying—also known as face-to-face or schoolyard bullying—is an age-old societal concern. According to Olweus (2003), “A student is being bullied or victimized when

he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (p. 12). Bullying behavior often occurs without any baiting on the part of the victimized target (Olweus & Limber, 2010). This definition has been widely accepted by researchers in the field, as well as by the Department of Education of Manitoba. Olweus is now considered the authority on bullying research as many either utilize his definition in their work, or use the Olweus Bullying Prevention Program either as a framework for their own anti-bullying program, or as an instrument in their research (Beran & Li, 2007; Faccio et al., 2014; Gofin & Avitzour, 2012; Hinduja & Patchin, 2010; Huang & Chou, 2013; Kowalski & Limber, 2012; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Milsom & Gallo, 2006; Moore et al., 2012; Rigby, 2003; Shariff, 2008; Strohmeier & Noam, 2012; Wingate et al., 2013; Wong-Lo et al., 2011; Yerger & Gehret, 2011).

Though there are a few who still believe that schoolyard bullying is a rite of passage for students, research indicates that many are shifting to the notion that it is a serious matter with long-term consequences, including low psychological well-being, poor social adjustment, psychological distress, and physical unwellness (Beran & Li, 2005; Mark & Ratliffe, 2011; Olweus & Limber, 2010; Strohmeier & Noam, 2012).

With the advent of modern technology comes a new form of bullying called cyberbullying. Cyberbullying is harassment using digital media such as e-mail, text messaging, websites, chat rooms, and social media sites to intentionally harm others (Beran & Li, 2005; Faccio et al., 2014; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Palfrey & Gasser, 2008; Tapscott, 2009; Wingate et al., 2013; Yerger & Gehret, 2011). It has become the new playground for bullying. Although research into cyberbullying is quite recent, and a consensus on a definitive definition is not as clear-cut as that of traditional bullying, many agree

that cyberbullying is merely an extension of traditional face-to-face bullying. The anonymity of the Internet provides a vehicle for students to demonstrate cruelty to a higher degree than is seen with face-to-face bullying (Beran & Li, 2005; Faccio et al., 2014; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Palfrey & Gasser, 2008; Tapscott, 2009; Wingate et al., 2013; Yerger & Gehret, 2011). As with face-to-face bullying, cyberbullying also has the potential of long-term consequences for the student bully including greater aggression, decreased social presence, and the lack of development of empathy (Ang & Goh, 2010; Mark & Ratliffe, 2011; Moore et al., 2012). Because many believe that cyberbullying is a branch of, or even a derivative of traditional or face-to-face bullying, it is important to understand both cyberbullying and face-to-face bullying, since many of the characteristics, causes, consequences, and school intervention plans are the same (Beran & Li, 2007; Froese-Germain, 2008; Gofin & Avitzour, 2012; Huang & Chou, 2013; Kowalski & Limber, 2012; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Wong-Lo et al., 2011; Ybarra et al., 2007).

Theoretical Framework

This study is based on a cognitive social framework that is related to adolescent development. It draws upon the works of Jean Piaget, Erik Erikson, and Urie Bronfenbrenner. Their work is described below beginning with Piaget's cognitive development theory, Erikson's psychosocial development (Erikson & Schlein, 1987), and Bronfenbrenner's bioecological model of human development (Bronfenbrenner & Morris, 2006).

Cognitive Development Theory

The first developmental theory that shapes this study is that of Swiss psychologist and philosopher Jean Piaget's who created cognitive development theory. Piaget states that children will move through four cognitive development stages: (a) sensorimotor stage, (b) preoperational

stage, (c) concrete operational stage, and (d) formal operational stage. It is through these stages that children process or makes sense of their world (Brubaker, 2016; Lefa, 2014; Woolfolk, Winnie, & Perry, 2012). Piaget claimed a child's interpretation of their world is constantly being challenged by new information gathered either through natural maturation, and/or by environmental influences which gradually rearranges and shapes a child's mental processes and beliefs (McLeod, 2012).

According to Piaget, adolescents fall under either the concrete operational stage or the formal operational stage depending on their maturity and environmental influences. Although Piaget did not assign ages to each category, he did maintain that children progressed sequentially through the stages. Over the years, others have assigned age groups to Piaget's stages. It is now said, children who are between the ages of 7 and 11 may belong to the concrete operational stage, and children who are between the ages of 11 and 14 years may experience the formal operational stage, depending on their maturation and life experiences (Weiten & McCann, 2010).

The concrete operational stage is the stage where children and adolescents are beginning to rely less on concrete objects to make sense of their world and some adolescents are able to grapple with abstract thought. On the other hand, the formal operational stage simply means that adolescents no longer require concrete objects to make reasonable decisions, and that their cognitive processing has reached the final stage of cognitive development. Piaget felt that this is a stage where adolescents would be able to think abstractly, and begin processing information similar to that of an adult (Brubaker, 2016; Lefa, 2014; Weiten & McCann, 2010).

If one was to use Piaget's cognitive development theory as a guide, it is easy to see that when adolescents exhibit negative behavior such as cyberbullying, these perpetrators may in fact be stuck in the concrete operational stage. These adolescents do not understand that their

bullying behavior may in fact, be negatively affecting others since they do not have tangible evidence to see the harm they are doing. The perpetrators see their negative behavior as simply teasing or playing a prank when posting something on the Internet, and do not concretely see the harm they are causing their victim, as they are not face-to-face with them.

Secondly, according to Piaget, adolescents will also experience *adolescent egocentrism*, during the formal operational stage, which can be described as acknowledging that even though others may have alternative points of views and beliefs, these adolescents feel that they are being viewed and judged by their peers. These youth are viewing the world through their own lens, and tend to filter out what is actually happening. Woolfolk et al. (2012) discussed that adolescents who are experiencing adolescent egocentrism often project their own insecurities on others, meaning that they have an “imaginary audience” (p. 38) and feel that others are judging them according to their own insecurities. For instance, if the victim of cyberbullying believes that his/her imaginary audience accepts that what is being posted about them is indeed true, then this audience may also agree with their aggressor. This may be too overwhelming and may cause the adolescent to taking drastic measures to stop the negative feelings he/she is experiencing.

Psychosocial Theory

The second developmental theory that informs this study is that conceived by German born, American psychologist Erik Erikson. Erikson believed that a person’s personality was shaped through a series of psychosocial crisis that moved them from one stage to another depending on the manner that they dealt with each crisis. Erikson identified eight stages a person experiences in their lifetime that involves a conflict between two incompatible tendencies, one of which is a positive alternative versus a potential unhealthy one. They are (a)

trust versus mistrust, (b) autonomy versus shame and doubt, (c) initiative versus shame and guilt, (d) industry versus inferiority, (e) identity versus confusion, (f) intimacy versus isolation, (g) generativity versus self-absorption, and (h) integrity versus despair. As with Piaget's cognitive development stages, Erikson's psychosocial stages are linked to age groups (Weiten & McCann, 2010).

According to Erikson, adolescents fall into the stage of identity versus confusion. It is here that adolescents struggle for a sense of their own identity and if that is not attained, suffer from an identity crisis. Both Piaget's and Erikson's developmental stages have adolescents moving away from the concrete stages of life where they need concrete evidence to make sense of their realities, or willingly accept others telling them who they are, and move towards exploring their beliefs and attitudes about who they are as an individual. This search for identity, will be steered by the youth's perception of their drive, abilities, beliefs and their history, and will shape their sense of self. Adolescents will be faced with making deliberate choices regarding who they want to be as a person in terms of work, values, ideology, and commitments to people, and ideas. If they are not able to develop this sense of self in a positive way, they may experience role confusion (Woolfolk et al., 2012).

Erikson stated that adolescents are known for being impulsive and defining who they are stems from a compilation of relationships and experiences they have had earlier in their life (negative or positive), coupled with what they have been told about who they are as a person (Erikson & Schlein, 1987). Erikson also claimed that youth tend to categorize themselves, their beliefs, and their enemies in order to make sense of their reality. He further emphasized "acute maladjustments caused by social anomie may lead to psychopathological regressions . . . where role confusion joins a hopelessness of longstanding" (Erikson & Schlein, 1987, p. 606). An

example of this may be an adolescent comes from a home where there is low parental involvement and has poor relations with his peers (Beran & Li, 2007; Gofin & Avitzour, 2012; Moore et al., 2012; Perkins et al., 2011; Yerger & Gehret, 2011), he is at risk for role confusion as Erikson explained. Here the adolescent is struggling to identify and define who she/he is as a person, he/she may in fact lash out and choose to cyberbully. If she/he feels a sense of power from this experience, he/she would be likely to continue this behavior, thus shaping who she/he feels he/she is in the present and who she/he may become in the future. On the other hand, victims of cyberbullying who too are searching for their identity and are making sense of their worlds through the stereotypes that Erikson suggested may believe the negative things that are being posted about them. This psychosocial crisis can shape what they feel about themselves in the present and contribute to who they become in the future.

Bioecological Model of Human Development

Erikson's psychosocial theory and Urie Bronfenbrenner's bioecological model of human development both conclude that an individual's social context plays a part in their human development. For the purpose of this study, we examine adolescents in terms of Bronfenbrenner's bioecological model of human development. Bronfenbrenner's theory states that all individuals bring their biological-self to their development process. The ecological part of this model deals with our social environment as an ecosystem as our biological-self and our social-self are in constant interaction and influence each other (Bronfenbrenner & Morris, 2006; Cibrián & Aguirre, 2016). Bronfenbrenner described each of these contexts being nested and contained within the next.

Bronfenbrenner outlines each of the contexts. The first context is the *microsystem*, which has the reciprocal interaction between the adolescent and their immediate family members, peers,

or school. The second is the *mesosystem*, which is the set of reciprocal interactions between the elements of the microsystem (i.e., family members interacting with the parents, the parents, and teacher interacting, which ultimately affects the adolescent). The third context is the *exosystem*, which basically is all social settings that influence the adolescent (i.e., teacher's relationships with administrators, parents' jobs, families, and religious affiliation). The final context is the *macrosystem*, which is society at large (i.e., values, laws, conventions, and traditions; Bronfenbrenner, 1977; Cibrián & Aguirre, 2016).

Holmbeck (2002) discussed that one of the most pivotal developmental stages of life is that of adolescence. Here, youth will make either positive or negative decisions that may form who they become as adults. Holmbeck argued that problems arise in adolescent behaviors when one is struggling to handle normal developmental events during the adolescent period. Bronfenbrenner (1977) also agreed with this notion. He discussed the concept of *ecological transitions*, which simply means that when change happens in one context of an individual's life, it has a ripple effect on the other contexts. An example of this would be an adolescent's parents divorcing which then might alter their behavior in the classroom. Familial, peer, and school relationships may all positively or negatively impact an adolescent's development depending on what they have been exposed to in their environment.

Adolescent Aggression

In examining the literature review, adolescent aggression research is typically limited to violent behavior that is known to occur in inner city circles or criminal youth. However, adolescent aggression is a vital construct in understanding the human development and it must be explored beyond the parameters of delinquent inner-city behavior (Benson & Buehler, 2012; Merhari & Farrell, 2016).

As educators, it is very important that we understand the reasons behind aggressive behavior in adolescents in order to determine a suitable course of action when dealing with it inside and out of the classroom. According to Reebye and Moretti (2005), research in aggression is in its early stages as researchers are facing difficulties in addressing basic topics such as the definition of aggression and how does it compare to violent behavior as well as deciding if and where aggression may fall in the antisocial behavior line. Reebye and Moretti noted that the traditional definition of aggression is defective as it focuses primarily on the physical aspect of the term and neglects to fully consider the implications of the harmful behavior.

Acker (2010) classified aggression as an important antisocial behavior, stating that aggression is “less extreme [than violent behavior] and can be physical and verbal in nature. Typically, aggressive behavior is intended to cause physical, psychological or emotional harm” (p. 6). Aggressive behavior varies in its characteristics and takes multiple forms. It is divided into *physical aggression*—which intends to cause physical harm (i.e., pushing)—and *social aggression*—which includes indirect and relational aggression. This type of aggression is characterized by harming social relations (i.e., spreading rumors; Barry & Lochman, 2004; Karriker-Jaffe, Foshee, Ennett, & Suchindran, 2008; Merhari & Farrell, 2016).

Research in this field has identified several triggers or causes of aggressive behavior in youth (Farrell, Henry, Mays, & Schoeny, 2011; Merhari & Farrell, 2016). Reebye and Moretti (2005) and Hinduja and Patchin (2013) categorized these influences into contextual factors such as family dynamics, parental support, and school and peer environment as well as child factors, which refers to the child own psychological and physiological development. Understanding these factors and other influences that are most likely to trigger or cause aggressive behaviors in

adolescents is crucial in guiding efforts intended for creating positive development of youth (Farrell et al., 2011).

Family including parents and family function and social environments including, peers and school are salient factors that contribute to the development of youth behavior (Liljeberg, 2009). Parents play a vital role in establishing a nourishing environment and teaching their children acceptable behavior. Thus, when parents fail to provide the necessary teaching, love, and support by exercising poor parental decisions, children tend to exhibit deviant and problematic behavior as a consequence of that negligence (Barry & Lochman, 2004; Hinduja & Patchin, 2013; Liljeberg, 2009).

School as a social organization is another factor that has a significant impact on adolescents' behavior and development (Payne, 2008). Studies have linked adolescents' attitude and behavior to the type of bond they develop with the school (Estévez López, Pérez, Ochoa, & Ruiz, 2008; Liljeberg, 2009). Schools that foster a communal atmosphere and facilitate the development of an adolescents' sense of belonging amongst peers, teachers, and/or administrators, have a positive impact on adolescent behavior (Payne, 2008). On the other hand, when a weak negative social bond is established between students and their school, adolescents are prone to be delinquent and exhibiting problematic behavior (Estévez López et al., 2009).

Peers influences and relations are significant indicators of adolescent behavior (Hinduja & Patchin, 2013). Liljeberg (2009) note that as children enter the early adolescent phase, parents' influence becomes less prominent and friends and peers occupy more social space and consequently have more impact on the construct of their social behavior. Peers according to Hinduja and Patchin (2013) heavily impact the individual's approval and acceptance of aggressive behavior particularly when parents fail to establish strong relationships with their

children. When youth are surrounded by negative influence from their peers they are prone to exhibit similar deviant behaviors in an attempt to avoid shame by their peers or to prove loyalty and elevate their social rank among their peers (Hinduja & Patchin, 2013).

Woolfolk et al. (2012) discussed the importance of having a positive teacher–student relationship as often in today’s world, adolescents are coming from a diversity of contexts and an assortment of emotions and beliefs that they are trying to consolidate. It is essential for educators to provide a safe learning environment where these youth are able to determine who they presently are, and who they hope to become as adults. Having a supportive relationship with their teacher may in fact, assist these developing students through adolescence and any aggression they may be experiencing. It is evident to see how complex and confusing adolescent development normally is and the extra pressure and anxiety that often accompanies aggression, only adds to the complexity of adolescent development. Aggression is often the precursor to both traditional bullying and cyberbullying and now more than ever, educators need to have a firm grasp on adolescent development and aggression and understand that both cognitive and social aspects affect an adolescent’s well-being (Beran & Li, 2007; Gofin & Avitzour, 2012; Mark & Ratliffe, 2011; Merhari & Farrell, 2016).

Traditional and Cyberbullying

Defining Bullying

Face-to-face bullying. Traditional bullying usually occurs in front of an audience either at school, on the playground, or on the way home from school, and most notably in the absence of adult supervision (Barra, 2014; Beran & Li, 2005; Strohmeier & Noam, 2012; Volk, Farrell, Franklin, Mularczyk, & Provenzano, 2016). In order for face-to-face bullying to occur, the act of bullying must be committed intentionally, occur repeatedly over time, and must include a

difference in power where the bully is seen as having more power than the victim (Olweus, 2003). A student who engages in bullying will participate in either direct or indirect behaviors. Some examples of direct bullying are through physical contact (i.e., hitting, pushing, holding), or with words (i.e., threatening, humiliating, degrading, teasing, name-calling, putdowns, sarcasm, and taunting), whereas indirect bullying can include making mean faces, gestures, spreading rumors, or excluding someone from a group (Barra, 2014; Beran & Li, 2007; Faccio et al., 2014; Kwan & Skoric, 2013; Milsom & Gallo, 2006; Moore et al., 2012; Olweus, 2003; Rigby, 2003; Volk et al., 2016).

According to Mark and Ratliffe (2011), Kwan and Skoric, (2013), Moore et al. (2012), and Volk et al. (2016), traditional bullying tends to peak during Grades 7 to 9, or the middle years of student life. Entering for the first time into this new environment, students have to re-identify their positions in their new setting and reclassify social rankings, as well as reestablish dominant roles among students (Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Volk et al., 2016). Once these positions have been established, bullying is thought to decrease thereafter (Mark & Ratliffe, 2011).

In face-to-face bullying, boys tend to use physical means such as hitting, pushing, or holding, whereas girls are inclined to use relational bullying such as threats, humiliation, degrading, teasing, name-calling, putdowns, sarcasm, and taunting (Barra, 2014; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Milsom & Gallo, 2006; Volk et al., 2016). Although face-to-face bullying occurs for a variety of reasons, the one factor that usually remains constant is that bullies tend to torment victims who appear to be physically weaker or seen as abnormal amongst the student population. Face-to-face bullying usually ends when the victims have entered the safety of their own home (Barra, 2014; Beran & Li, 2005; Faccio et al., 2014; Gofin & Avitzour,

2012; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Milsom & Gallo, 2006; Moore et al., 2012; Rigby, 2003; Strohmeier & Noam, 2012; Volk et al, 2016; Yerger & Gehret, 2011).

Cyberbullying. Mark and Ratliffe's (2011) research demonstrates the shift that is occurring from schoolyard bullying to that of the Internet. Palfrey and Glasser (2008) also concur that bullying has effortlessly moved from the playground to the Internet and often back again. Tapscott (2009) stated the following: "The most significant change affecting youth is the rise of the computer, the Internet, and other digital technologies" (p. 17). Palfrey and Glasser, Small and Vorgan (2009), and Tapscott, discuss in-depth how students consume, create, and communicate through the Internet in ways that are very different from their parents and teachers. The Internet provides a new vehicle for bullying to transpire. As the acts of a cyberbully are virtual ones, the cyberbully uses indirect forms of bullying such as spreading rumors, posting inappropriate pictures/videos, and simply invading one's privacy.

Since research on cyberbullying is in its infancy stage, there are key issues that continue that require further consideration. Areas such as (a) agreeing on a cyberbullying definition—specifically, who are the cyberbullies; (b) what constitutes cyberbullying behaviors, as well as (c) what preventative measures are required to deter cyberbullying are still being negotiated and established. Many believe that cyberbullying is a branch of traditional bullying, and therefore accept parts of Olweus' (2003) definition. There is agreement on the key element which is, the act of bullying must be committed intentionally and repeatedly over time. However, there is some disagreement on whether or not an imbalance of power must be present between bully and victim (Barra, 2014; Patchin & Hinduja, 2006; Wingate et al., 2013). Cyberbullies no longer need to depend on physical strength, acceptance, or the backing of their peers to have power over their victims. Unlike face-to-face bullying, cyberbullies use the secrecy of the Internet to harass

their victims. A cyberbully's power lies in his or her anonymity (Barra, 2014; Beran & Li, 2005; Faccio et al., 2014; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Palfrey & Gasser, 2008; Tapscott, 2009; Wingate et al., 2013; Volk et al, 2016; Yerger & Gehret, 2011).

Similar to face-to-face bullying, cyberbullying also peaks during the middle years of school. However, there is no sign of increase or decrease as the student enters into high school (Mark & Ratliffe, 2011). Mark and Ratliffe (2011) and Froese-Germain (2008) explain that since high school students are more skilled in using their electronic devices and are given more autonomy with their devices, cyberbullying may continue into the senior years of school as there is less chance of being caught in the act.

Unlike traditional bullying where the bullying may end when the victim resides at home, cyberbullying may continue anywhere technology is accessible, specifically in the home. Research indicates that face-to-face bullying has the potential to transform into cyberbullying, as the perpetrators now have another venue in which they are able to carry on their aggressive behavior. Face-to-face victims of bullying may now become the perpetrators, as they are able to retaliate against their aggressors under the concealment of the Internet (Barra, 2014; Beran & Li, 2007; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Palfrey & Glasser, 2008; Volk et al., 2016).

Causes of Bullying

Face-to-face bullying. To understand the causes of bullying, it is helpful to construct a portrait of a bully, and look at potential risk factors that may produce a bully. According to Cecen-Celik and Keith (2016); Demirbağa, Çiçekb, Yiğitbaşc, Özkana, and Dinçerb (2017); Gofin and Avitzour (2012); Olweus and Limber (2010); and Moore et al. (2012), adolescents who have poor communication with their parents, and poor social and peer relations, have an

increased chance of becoming a bully and exhibiting anti-social tendencies. Further, poor family functions such as exposure to family violence or low parental involvement are contributing factors (Cecen-Celik & Keith, 2016; Demirbağ et al., 2017; Olweus & Limber, 2010; Perkins et al., 2011; Yerger & Gehret, 2011). Perkins et al. (2011) believe that a low IQ score or substance abuse coupled with any of the other risk factors mentioned above could increase the chance that an adolescent becomes a bully.

Yerger and Gehret (2011) claim that traditional bullying occurs because the aggressor perceives his victim as weak and believes that there is little chance of retaliation. Kwan and Skoric (2013), Olweus and Limber (2010), and Strohmeier and Noam (2012) state that one of the main causes of traditional bullying is a lack of supervision in such areas as the school playground, bathrooms, and school corridors. An audience is almost always present when an act of bullying transpires.

According to Strohmeier and Noam (2012), bullying continues to happen because many adolescents do not report bullying to parents, teachers or a trusted adult, either because of a fear of retaliation from their aggressors or peers, or they do not believe an adult can help them. Moore et al. (2012), Olweus and Limber (2010), and Perkins et al. (2011) concluded that lack of a strong school policy in support of a bullying-free school, plays a crucial role in the perpetuation of bullying in today's schools and society.

Cyberbullying. According to Statistics Canada (2011), in 2010, 79% of Canadian households had access to the Internet. This shows a remarkable increase from 2001, when 48.7% of households in Canada were using the Internet. Beran and Li (2007), Shariff (2008), and Statistics Canada (2009), all conclude that individuals who spend increasing amounts of time on the Internet are twice as likely to be either aggressors or victims of cyberbullying. In addition,

Perreault (2011) found that 9% of adults who had children living with them in a household reported that they were aware of at least one child being a victim of cyberbullying; 15% reported more than one child in the household was cyberbullied. Beran and Li, Moore et al. (2012), and Shariff agree that adolescents who are regularly on the Internet are usually unsupervised. The lack of adult supervision, coupled with the anonymity the Internet provides, encourages cyberbullies to post things that may be out of their character; this may differ from face-to-face interactions with their victims (Beran & Li, 2005; Kircaburun & baştuğ, 2016; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Palfrey & Gasser, 2008; Semerci, 2017; Tapscott, 2009; Wingate et al., 2013; Yerger & Gehret, 2011). Bullies who have digital access now have a new stage to carry out their bullying with less probability that they will be identified. Palfrey and Gasser (2008), and Small and Vorgan (2009), claim that since cyberbullies do not have immediate feedback from their victims, they do not see the extent of harm they are causing. Mark and Ratliffe's (2011) study of three Hawaiian middle years schools found 17% of participants admitted that they did not think that their cyberbullying actions could permanently harm their victims. Unlike face-to-face bullying where aggressors have immediate feedback on the impact of their words and actions on their victims, the Internet provides a barrier that does not allow aggressors to be cognizant of the impact of their oppression. According to Mark and Ratliffe's study, 22% of cyberbullies felt what they were doing was innocent teasing or was humorous. Small and Vorgan discussed how the neural pathway that develops empathy in the adolescent brain usually does not develop until the age of 12. The increase in early exposure to digital technology over the past 10 to 15 years has stunted this development and changed the physiological makeup of the adolescent brain. Therefore, it is not surprising that adolescents are unable to differentiate between innocent teasing and bullying.

Research indicates that there is a greater risk of a victim of face-to-face bullying becoming the aggressor of cyberbullying, either as retaliation on their aggressor, or simply to do to others as was done to them (Beran & Li, 2007; Gofin & Avitzour, 2012; Mark & Ratliffe, 2011; Semerci, 2017). The anonymity of the Internet now provides as much power to the victim as it does to the aggressor.

The anonymity of the Internet also provides a separation between cyberbully and victim. It is still undecided whether or not gender plays a role in cyberbullying (Slonje & Smith, 2008; Wingate et al., 2013; Ybarra & Mitchell, 2004). However, recent research is indicating that the Internet is and has become the choice form of bullying for young adolescent girls. Studies by Beran and Li (2007), Kowalski and Limber (2007), and Moore et al. (2012) all demonstrate that females are inclined to use relational or indirect forms of bullying more than their male counterparts, who resort to overt physical bullying. It is therefore not surprising that Beran and Li's study of three middle years schools in a large city of Canada suggests that more girls report being victims of cyberbullying than their male counterparts. According to Shariff (2008), although females are often victims of cyberbullying, they are also now admitting to being the aggressors since they frequently use social networking sites more than their male counterparts. A study done by Kowalski and Limber on 3,700 adolescents reported that 17% of females admitted to being online aggressors on social networking sites. Females are able to establish and maintain relationships on the Internet without having to worry about judgment concerning their physical characteristics (Kowalski & Limber, 2007).

Moore et al. (2012) also showed similar findings when they studied 855 middle years students in the southeastern United States: 14% of students reported being engaged in bullying, whereas 20% reported being victims of electronic bullying. Of that 14% who admitted to

engaging in bullying behavior, the study found females were more likely to engage in electronic bullying than their male counterparts. Because females tended to use relational aggressive acts more readily than males, this may account for the reason why girls choose the Internet to bully. Most research in the area of cyberbullying is recent, and therefore more research needs to be done to definitively determine whether or not gender plays a role in cyberbullying.

Family and peers contribute to the profile of a cyberbully. As with face-to-face bullying, poor family and peer relations negatively affect adolescents' well-being, while affirmative family and peer relations positively affect adolescents (Ang & Goh, 2010; Beran & Li, 2007; Gofin & Avitzour, 2012; Moore et al., 2012; Perkins et al., 2011; Yerger & Gehret, 2011). Studies have shown that parents, teachers, or adults are either unaware that cyberbullying is occurring, are turning a blind eye to the issue because they are unsure of what to do, or there is low parental involvement in the children's lives (Beran & Li, 2007; Mark & Ratliffe, 2011). Regardless of the reason for the lack of adult intervention, cyberbullies are taking advantage of this inaction and using the Internet as their new playground for bullying.

Consequences of Bullying

Face-to-face bullying. The effects of face-to-face bullying are now being taken very seriously. Many governments, educational stakeholders, educators, parents, and students around the world are realizing that there are lasting impacts on both bully and victim including low psychological welfare, poor social skills, and physical unhealthiness (Beran & Li, 2005; Gofin & Avitzour, 2012; Mark & Ratliffe, 2011; Moore et al., 2017; Olweus & Limber, 2010; Strohmeier & Noam, 2012; Stuart & Jose, 2014).

Rigby (2003) categorized and examined levels of bullying consequences, and stated that low psychological well-being is a state of mind where the victim experiences unpleasantness but

is not suffering. He defined poor social adjustment as the victim attempting to remove him or herself from their social settings such as the school or workplace, and attempting to disconnect themselves from their family, peers or coworkers. Adolescents who have been bullied are more likely to avoid school settings due to the fear of attack or harm (Hutzell & Payne, 2012; Moore et al., 2017; Stuart & Jose, 2014). Further, victims of bullying who are not emotionally supported, or if the bullying is longstanding and severe, are more likely to suffer academically which can often be due to their high number of absences. Victims are also more at risk for severe delinquent problems such as alcohol and drug abuse and are in greater danger of becoming depressed, and engaging in self-defeating behaviors (Milsom & Gallo, 2006).

Rigby (2003) and Stuart and Jose (2014) asserts that when victims are experiencing psychological distress, they can be experiencing anxiety, depression, and suicidal thoughts. Beran and Li (2005) add that according to the social dominance theory, the purpose of harassing behaviors is to force someone into submission. A person who is a victim to this involuntary submission is often depressed and may report feeling helpless and lonely. A study by Bonanno and Hymel (2010) of 400 Canadian Grade 8 to 10 students found a significant relationship between social hopelessness and suicidal ideation. Their results indicate that the more a student is victimized, the more socially hopeless they feel, and the greater the risk is for suicidal thoughts.

The last category Rigby (2003) examines is that of physical unwellness. Here, the victim would be diagnosed with a medical illness or may demonstrate psychosomatic symptoms. Due, Damsgaard, Lund, and Holstein (2009) found in their longitudinal study of 600 individuals ages 15 to 27, that there was evidence of long-term consequences from bullying victimization, specifically, increased risk of adjustment problems, criminal behavior, and psychiatric problems

later in life, especially if these students were less affluent. Yerger and Gehret (2011) conclude that if bullying behavior continues into adulthood, there is the likelihood that the bully is more likely to abuse and that the bullying behavior could be carried out in the form of child abuse and domestic violence. Idsoe, Dyregrov, and Idsoe's (2012) study of 1,100 Grade 8 and 9 students found associations between exposure to bullying and posttraumatic stress disorder symptoms. Female victims exhibited higher levels of symptoms, as did victims who also engaged in frequent bullying of others. Bully victims often exhibited other psychiatric problems such as depression and suicidal ideation.

Cyberbullying. Cyberbullying also has possible lasting consequences for the face-to-face aggressor including increased hostility, lessened social presence, and a lack of empathetic development (Ang & Goh, 2010; Betts, 2016; Mark & Ratliffe, 2011; Small & Vorgan, 2008). The victim of cyberbullying also endures social and psychological consequences that can last into adulthood or result in death or suicide (Betts, 2016; Hinduja & Patchin, 2010; Moore et al., 2012).

The permanent nature of the Internet makes it extremely difficult to remove what has been posted on social networking sites such as Facebook, MySpace, Twitter, YouTube, and Instagram. Viewers have the option to download the post, save it, and forward the post to their contacts that in turn can do the same. There have been many cases where a posting has gone viral, and as a result, has had millions of views within a short period of time, making it virtually impossible to track down and delete all copies (Shariff, 2008).

For instance, Ghyslain Raza, a 15-year-old boy from Trois River, Quebec became an instant target of cyberbullying when a video of him acting out a "Star Wars" fight scene using a golf ball retriever as a light saber was posted on the Internet by classmates. Millions

downloaded the 2-minute clip and the media dubbed him “The Star Wars Kid” (Gofin & Avitzour, 2012). Another viral post made American 14-year-old Amber Cole an unwanted overnight celebrity. This video shows her performing oral sex on one of her classmates and was posted on YouTube, Facebook, and Twitter by classmates. This video has over 800,000 views and has been one video that has had the most views in a single day (Mathur, 2011). An additional example of a post that went viral was that of Jonah Mowry. In this case, Jonah, an openly gay teenager, has been a victim of bullying. He uses the Internet to share his story that catches the attention of Perez Hilton which blogs his video and it goes viral, catching the attention of many well-known celebrities including Nick Jonas, Rosie O’Donnell, and Lady Gaga who rally around the teen (“Jonah Mowry’s Anti-Bullying Video,” 2009). Although in this situation, the Internet was used in a positive manner, more times than not, the viral spread of a video often proves to be catastrophic.

Kwan and Skoric (2013) and Moore et al. (2012) claimed that the consequences of relational or indirect bullying that is the main form of cyberbullying, may in fact be more damaging than the physical abuse that comes with face-to-face bullying. Mark and Ratliffe (2011) found that 49% of cyberbullying victims reported feeling angry, 44% felt sadness, 34% felt embarrassment, 20% felt afraid, 5% felt confusion, 3% felt annoyance, and 12% reported that they believed their grades dropped because of being cyberbullied. Overall, the victims of cyberbullying felt alone and helpless. Beran and Li’s (2005) study of three Canadian middle years schools found similar findings.

According to Hinduja and Patchin (2007), common warning signs that an adolescent is being bullied online are that they begin to withdraw from friends and family, avoid going to school or leaving the house, and become upset about having to attend school. They often avoid

discussions related to the computer, suddenly stop using or show less interest in the computer, and/or show feelings of anger and anxiety, especially after using the computer.

Beran and Li (2007), Betts (2016), Gofin and Avitzour (2012), Kowalski and Limber (2012), Kwan and Skoric (2013), Mark and Ratliffe (2011), Moore et al. (2012), Wingate et al. (2013), and Ybarra et al. (2007) state that victims tend to be rejected and excluded by peers and suffer the same social detachment that occurs with face-to-face bullying, including withdrawing from school activities and becoming depressed, ill, or even suicidal.

For example, 13-year-old Megan Meirer hanged herself in 2006 after believing that a fictitious 16-year-old boy Josh Evans that was created by her estranged friend and mother, no longer wanted an online relationship with her (Palfrey & Gasser, 2008). In 2010, 15-year-old Phoebe Prince took her life after enduring months of being bullied online and at school. Further, those who bullied her later mocked her death on Facebook (“Why Was Phoebe Prince Bullied,” 2010). In 2010, university student Tyler Clementi jumped to his death off a bridge after his roommate and hallmate streamed on the Internet a sexual encounter Clementi had with another man (“Jonah Mowry’s Anti-Bullying Video,” 2009). Teenagers Rehtaeh Parsons (Kemp, 2013) and Amanda Todd (Kelley, 2013) also committed suicide after enduring countless episodes of online and school bullying. The Amanda Todd and Rehtaeh Parsons cases are discussed further in detail.

Further, similar to face-to-face bullying, the victims of cyberbullying also exhibit undesirable psychological outcomes, specifically anger, frustration and depression, and that both bully and victim have reduced life satisfaction if the bullying is not stopped. It is at this point that the cyberbully victim has the potential to become the cyberbully.

Students who are victims of cyberbullying may report feeling unsafe at school (Wolak, Mitchell, & Finkelhor, 2007). Ybarra et al. (2007) found that victims of cyberbullying were 8 times more likely to carry a weapon to school. Frequent harassment occurring on a monthly basis or more often, seemed to be related to the frequency a weapon was brought to school.

In a recent *The Fifth Estate* documentary entitled “The Sextortion of Amanda Todd,” they describe the life and death of Amanda Todd after she posted a picture of herself exposing her breasts on the Internet. Reporter Mark Kelley discusses how it used to be that when you made a mistake, it was forgotten and now with advent of the Internet, the mistake stays with you until your dying day, as was the case for Amanda Todd from British Columbia. Amanda’s mother Carol Todd reveals in this documentary that Amanda was diagnosed with attention-deficit/hyperactivity disorder and was often bullied as a child. The only true happiness and peace that Amanda was able to find was when she was singing and performing in front of the camera.

Like many teens today, Amanda, who was in the seventh grade turned to the Internet to find an audience. It was not long after that she started to gain the attention of followers, some of which were able to coerce Amanda to reveal herself on the Internet, an act that she may not have been so ready to do face-to-face. In possession of this topless photo, the follower soon became the blackmailer who sent the photo to students in her school, this forced Amanda to change schools, as she was being bullied and cyberbullied by her peers. When Amanda attended a new school, the extortionist resurfaced again and blackmailed Amanda with the threat that if she did not perform for him three additional times on the Internet, he again would send her photo to the students of her new school. He threatened her by stating that it would not make a difference on

how many times she changed schools, he would always be there ready to reveal her photo to her new peers and she would never be able to outrun him and his ability to spread her photo.

After changing school for the third time, Amanda's mother speaks of Amanda's extreme embarrassment, anxiety, depression, and feeling of helplessness as she was not able to stop the spreading and viewing of her picture. The documentary shows chats that were found on one of Amanda's laptop. In her own words, Amanda reveals her fear and need for isolation:

There are people out there that can't talk to me or they will be hated. I never got the chance to go out of my house and be a real normal person, instead now all I do is hide. I am always scared of what is going to happen. (Kelley, 2013)

Another online chat on Amanda's laptop has Amanda chatting to an online friend saying:

You know how many times I have heard 'nobody likes you or wants you here, go back to where you came from or if you died, I would throw a party. Ever since all this happened, I just cry myself to sleep cuz it hurts no matter what. . . . Please, please just help me. (Kelley, 2013)

Amanda also had to spend 3 weeks in the hospital because she began to cut herself. Amanda's mom reveals the video that is known as Amanda's suicide video was actually a "release" video in that it allowed Amanda to unburden her thoughts and feelings. This video has Amanda using cue cards which she holds up for her viewers to see:

Everyday I think, why am I still here, my anxiety is horrible now, I never went out this whole summer, all from my past. . . . Life is never getting better. . . . I can't go to school. . . . I am on antidepressants now . . . and counseling and a month ago this summer. . . . I overdosed and in hospital for two days. . . . I left your guys city. . . . I am constantly crying now. . . . I have nobody. . . . I need someone. (Kelley, 2013)

Although Amanda had the support of her mother and a guidance counselor, and Amanda's mother and new school informed police when they received the photo of Amanda, there was little that was done to help Amanda (Kelley, 2013).

According to the *National Post* ("Amanda Todd's Alleged Tormenter Faces," 2014), the alleged suspect in the Amanda Todd's case is a 35-year-old male who was arrested in January 2014 in the Netherlands and has been charged with extortion, luring, criminal harassment, and possession of child pornography. His first court hearing occurred on May 14, 2014 where his detention was extended for an additional 3 months. It was revealed that the suspect had other victims in Canada and internationally. He is suspected of blackmailing girls in the United States, Britain, and the Netherlands. Prosecutors revealed in a statement that the suspect appeared to be blackmailing girls and men by pressuring them to perform sexual acts in front of a webcam and then threatening to distribute the images and videos. Canada is currently seeking extradition of the alleged suspect ("Amanda Todd's Alleged Tormenter Faces," 2014).

Another instance of cyberbullying was reported by the *Daily News* (Kemp, 2013). Seventeen-year-old Rehtaeh Parsons, a Nova Scotian teen, was another victim of alleged sexual assault, bullying and cyberbullying, who committed suicide. Reports say that Parsons had been gang raped by four boys at a house party in November 2011. A cell phone photo was taken of the attack and was circulated among high school students in Rehtaeh's high school, and there was little she could do to stop this from happening. According to the article, Parson's mother states, that Rahtaeh was often referred to as a slut and "constantly harassed on Facebook and often received text messages from boys she didn't know asking if she would have sex with them" (Kemp, 2013, para. 9). Similar to Amanda Todd's case, the Parson's family claims that the humiliation and bullying that followed, led to an 18-month battle with anger and depression,

drugs and suicidal thoughts. Rehtaeh Parsons attempted to commit suicide by hanging herself on April 4, 2013 and was rushed to hospital where she was taken off life support three days later (Kemp, 2013).

A third instance of cyberbullying is the case of Julia Romanow, age 17, who died in a single vehicle accident in Winnipeg, Manitoba. While most of the school is devastated by the incident, a few individuals went on Facebook to pay tribute to the vehicle involved in the accident, and in essence, mock Romanow's death. Although in this instance students did not directly target or mock Romanow as a person, the Facebook page that was created did mock her death and provided a social media stage for others to continue this disrespectful act. This may have further added to the pain Romanow's loved ones would have been feeling and would have made them sufferers of this unsympathetic act. Julia's friends were deeply offended, shocked and outraged by this post and took it upon themselves to defend Julia's memory by commenting on the post stating that this type of behavior was unacceptable and recommending that the 24-year-old seek professional help (J. Black, personal communication, May 19, 2014).

According to the *Winnipeg Sun* (Treusch, 2012), when interviewing the 24-year-old individual who was partly responsible for the post commented: "It was just a little—not a joke, but just a publicity thing for the group. Now you guys are saying we're mocking her death. It's not mocking her death. We're talking about the vehicle" he said. He added,

I felt bad that she died. I have friends that knew her. . . . It was just a joke with the vehicle. All photos that got put up were put up by other admin. . . . I don't see how big of a deal it is. (Treusch, 2012, paras. 5–8)

Romanow's school principal contacted Facebook and had this mock tribute removed from the site (J. Black, personal communication, January 8, 2014).

Though the 24-year-old individual who was partly responsible for the post states that he did not intend to hurt anyone and felt it was a joke, still may in fact have smeared Romanow's memory and offended the loved ones she left behind. Palfrey and Gasser (2008), Small and Vorgan (2009), and Tapscott (2009) all state that a cyberbully uses indirect forms of bullying such as spreading rumors, posting inappropriate pictures/videos, and invading one's privacy. The Romanow's example demonstrates how the inappropriate mock tribute post can be seen as a form of cyberbullying.

Cyberbullying and the School

As cyberbullying becomes more prevalent, student welfare may be greatly impacted as evidenced in the cases of Amanda Todd and Rehtaeh Parsons. Results of cyberbullying, including increased hostility, a lessened social presence, and the possibility of suicide or death caused by a weapon brought to school, should have educators concerned for students' well-being (Betts, 2016; Mark & Ratliffe, 2011; Moore et al., 2012). It is imperative that educators get involved and collaborate on providing a safe environment for students.

Student and teacher perceptions. In order to fully understand and deal with the issue of cyberbullying, one must first understand the perceptions of all parties involved. Huang and Chou (2013) state that there is a wide digital divide between teachers and students. In 2001, Marc Prensky coined the terms "digital natives" and "digital immigrants" to differentiate between the two generations in the digital age, and the terms have become widely accepted in the world of digital technology. *Digital natives* were born into the technological world, whereas the *digital immigrants* were not born into a world of technology, but later were introduced to it (Prensky, 2007).

Digital natives are young people born between 1977 and December 1997 and are known as the “net generation” or “Generation Y.” Children born between 1998 and the present are commonly known as “generation next” or “Generation Z.” Today’s students are the digital natives. Digital immigrants are referred to as a group of people born between 1946 and 1964, also known as the “baby boomer generation.” “Generation X” refers to those born between 1965 and 1976. The majority of teachers today are considered digital immigrants (Tapscott, 2009).

Adults and educators may use technology as a tool or as a means to an end. Although many digital immigrants are quite tech savvy, many still see technology as a tool used either for work or to forward a copious amount of jokes through e-mail (Tapscott, 2009). Prensky (2007) states that many students do not think that teachers understand what it means to use technology. Some students state that teachers are proud of themselves for using technology in the classroom when they use PowerPoint for their class notes and lectures, or ask the students to go on the computer and research for an assignment. Tapscott (2009) states that according to the digital natives’ e-mails, Microsoft Office is considered a thing of the past. They would much rather be blogging, instant messaging, downloading, and posting, and are not impressed with using search engines and office documents.

According to Jenkins and Boyd (2006), students use technology for socializing, and technology is seen as a crucial aspect of an adolescent’s life. Gone is the day where adolescents would meet at the local arcade or restaurant to socialize after school. Social media has provided adolescents with a vehicle to be connected socially at all times. Students use technology for a variety of reasons. Holding (2011), Palfrey and Gasser (2008), Small and Vrogan (2009), Sprenger (2009), Tapscott (2009), and Turkle (2011) concur that digital natives are often seen doing many things at one time. While doing their homework, they will also be messaging their

friends either through instant message or texting; they will be visiting their favorite social networks such as MySpace or Facebook, and updating their closest friends about their moment-to-moment thoughts and actions. They will do all this while listening to their iPods, to which they are downloading songs. All of these actions require their attention. However, unlike digital immigrants, they do not perform each of these functions one step at a time or in isolation, but simultaneously, resulting in complex multitasking.

According to George Siemens (2007), author of the website *Connectivism* and a former Associate Director of Research and Development with the Learning Technologies Centre at the University of Manitoba, he states that although Prensky thought he was doing a service by differentiating between the types of technology users, some may find his definitions to be offensive as it relies solely on the age of the individual and not on the experiences of the users. For instance there may be technology users who were born between 1965 and 1976 who are extremely competent with the latest forms of digital technology, and in using social media, and may in fact be teachers. In this case, they would not fit Prensky's definition of the digital immigrant. Likewise, there too may be those who were born after 1977 that may not be technologically savvy nor use social media and may well in fact be today's student. Again these individuals would not fit Prensky's definition of the digital native. In both of these cases, there is the assumption that all those who were born between 1965 and 1976 struggle with technology use and all those born after 1977 cannot separate themselves from their digital technology, and visiting social media sites, and hold a deep understanding of technology functions (Siemens, 2007).

Chris Betcher (2009), a recognized authority in Australia on the subject of providing technology and learning integration support in the K–12 schools, agrees that it is not age that

determines how one will interact with technology but rather their experience. Betcher claims that we assume a lot when it comes to our students. He states that because students are thought to be quite skillful in technology, since they are able to operate technology, that they are interested in it (taking pictures with their phone, sending texts, and checking in on social networking sites), and the assumption is that they understand what it means to live in a digital world when in fact they do not. He further states that these students may appear to be tech savvy because they are not afraid to explore new digital technology or visit new social sites on a superficial level. However, they are actually quite lacking in technological depth such as responsible use of social tools or safety measures while on the Internet (Betcher, 2009).

Although the terms digital natives and digital immigrants have gained a foothold in academic papers, and is widely understood amongst those interested in bridging the gap between educator and student (Waycott, Bennett, Kennedy, Dalgarno, & Gray, 2010), the terms *educator or teacher* and *students* are used in this thesis, and if necessary, the amount of experience with technology and social networking sites is specified as it is evident that the terms digital native and digital immigrant do not take into account an individual's technological expertise.

Huang and Chou (2013) suggest that there is great variation among administrators, teachers, and students on what constitutes cyberbullying behavior, how to effectively deal with cyberbullying, and ultimately whose responsibility it is to deal with this behavior. The wide gap in the perceptions of cyberbullying between students and teachers only adds to the difficulty of reining in on this school concern (Huang & Chou, 2013). Shariff (2008) finds that 46% of Canadian students feel that cyberbullying is not a school responsibility, 26% strongly disagree that schools should intervene, 63% feel that the cyberbullying originates in schools, 72% of students would report cyberbullying if they were able to do it anonymously, 71% would not

cyberbully if they were happier at school, and 83% would like to create a more kind and respectful world.

Although much research has been done in terms of student perception in regards to cyberbullying over the past 10 years, little research has focused on teachers' perceptions. According to Huang and Chou (2013), it is imperative to give a voice to the teachers and their perceptions of cyberbullying. Shariff (2008) found that when interviewed, 100% of educators felt that regardless of where the act of cyberbullying took place, it is the responsibility of the school to intervene in providing a safe environment that is conducive to learning, which is the primary goal of educators. Shariff discovered that teachers often felt less than competent with their training and current practices. When asked, teachers gave the following responses: "I can realize and conceptualize how easily it is done, but no, I do not have a lot of experience with it" (Shariff, 2008, p. 80). Another stated, "It is hard for me to say if it goes on often, if they don't tell me" (Shariff, 2008, p. 80). A third said, "I don't think they communicate that well to adults . . . maybe out of fear" (Shariff, 2008, p. 80).

Huang and Chou (2013) found teachers were overestimating a student's willingness to report an act of cyberbullying. In their study, 60.7% of participating teachers thought that bystanders of cyberbullying would in fact report the occurrence. In their 2010 report, Huang and Chou found that only 3.9% of witnessing bystanders actually reported an incident to an adult. Shariff (2008) found half of the participating students admitted to knowing someone who had been cyberbullied, and the majority of both victims and bystanders did not report the incident to an adult. Slonje et al. (2013) in their 2008 study from Sweden, also could not report even one victim who had been cyberbullied, and who was willing to tell an adult in their school about their victimization. Teachers appear to be overestimating a student's willingness to report an act of

cyberbullying, and this gap in perception only adds to the difficulty of getting a handle on the issue of cyberbullying (Faccio et al., 2014).

Anti-Bullying Program Challenges

Collins and Halverson (2009) suggest that the digital divide between educators and students has placed a great strain on educators. Educators now have to become technology literate and find ways to incorporate technology into their daily classroom instruction, as well as to teach responsible etiquette when on the Internet. The issue then lies in teachers' unawareness of what actually takes place on social sites, yet they are expected to educate their students about their social and ethical responsibility when visiting such sites. This unawareness impacts any intervention strategies, which may be used to effectively deal with cyberbullying.

A second challenge that impacts effective intervention strategies is that not all educators are educated in the area of cyberbullying and its effects; 25% of teachers feel that cyberbullying is preparedness or a rite of passage for students into the real world (Wingate et al., 2013). Wingate et al. (2013) also claim that if indeed this is the case, then a student's perception may be that teachers do not take cyberbullying seriously, which in turn simply perpetuates the problem of cyberbullying. According to Olweus and Limber (2010), although teachers and principals may now recognize the importance of an anti-bullying program, many turn to short-term solutions in their schools. These researchers suggest that some educators and principals feel that if they attend a school wide assembly, attend a parent-teacher association meeting or a staff inservicing training, they are educated in the ways of bullying prevention. Although these researchers give credit to the efforts made by these principals and educators, they feel that these are merely initial steps in the journey of training educators and administrators in bullying and

prevention. Until training becomes mandatory, there is little chance for the success of bullying prevention regardless of what form it takes in today's schools.

A third challenge, which may affect willingness to take action, is a teacher's definition of cyberbullying, and his or her perception of what actions constitute cyberbullying behavior. What some may consider simple teasing or joking, others may regard as cyberbullying. The consequences for those actions would depend on the teacher's perception of the seriousness of the bullying incident, as well as the school policy around such behavior (Huang & Chou, 2013).

Another challenge according to Wong-Lo et al. (2011), state that some school personnel are unwilling to take action as they may fear civil litigation in regards to the freedom of speech, and more specifically, they are unclear on what their roles and responsibilities are when dealing with cyberbullying. They are unsure of where their authority begins and ends. These blurred lines indicate that there is indeed a problem with addressing cyberbullying in school, but they do not know how to approach and resolve this current social issue.

Although teachers want to keep a school safe, challenges such as agreeing on what constitutes cyberbullying behavior, overestimating a student's willingness to report, lack of trained teachers in the area of technology, more specifically cyberbullying, and finally the fear of litigation leaves little chance for an anti-bullying program to succeed.

Recommendations for the Prevention of Traditional and Cyberbullying

Tapscott (2009) states that bullying experts agree that in order for bullying to occur there needs to be an audience, and adolescents have turned to one of the largest audiences, the Internet. Menesini and Salmivalli (2017), Palfrey and Gasser (2008), and Tapscott (2009), claim that education in the form of an open, ongoing and honest conversation is the best defense against the issue of cyberbullying as it was and continues to be with face-to-face bullying. They claim that

the Internet is not the root cause of cyberbullying, but rather the same terrors of poor judgment and a lack of concern for the well-being of others that occur with face-to-face bullying.

Milsom and Gallo (2006), Palfrey and Gasser, (2008), Patchin and Hinduja, (2012), Menesini and Salmivalli (2017), and Tapscott, (2009), agree that there are many recommendations for the successful prevention of face-to-face and cyberbullying. However, in order for that to occur, there needs to be a joint effort between home, school, and the community at large. The crucial roles that governments, school districts, schools, teachers, students, parents, and community members play and their commitment to their responsibilities may prove to be the key to getting a handle on the issue of cyberbullying.

Governments

Palfrey and Gasser (2008) argue that although governments and law enforcement alone cannot deter cyberbullying from happening, they do have a role in prevention. Banning social networking sites is not the answer as students will find a way around the system and will continue to do what they are determined to do. However, having laws in place that will hold cyberbullying perpetrators, including social network websites which put a child's safety in danger, accountable for their actions will prove to be more effective. According to Patchin and Hinduja (2012), it is also imperative for governments to keep laws up to date and ensure law enforcement officers are educated and willing to take the issue of cyberbullying seriously. Further, perpetrators need to be severely punished. In their recent survey of school resource officers, they found that almost 25% of the school resource officers did not know if their state had a cyberbullying law. Patchin and Hinduja (2012) also suggest that law enforcement officers can help by speaking to students in classrooms, or to adults in community presentations on the topic of cyberbullying while providing digital safety tips.

Government authorities and child welfare nongovernmental organizations need to provide helpful websites to parents, educators, and students when dealing with the issue of face-to-face and cyberbullying. Small and Vorgan (2009) feel that it is essential for health care practitioners to counsel those at risk of committing suicide about alternatives rather than surfing the Internet at the time of crisis. They also provide national organization links to online information and resources that would assist families in dealing more effectively with suicide prevention (see Appendix A).

School Divisions and Administration

Kowalski and Limber (2007) state that it is imperative for school rules and policies around bullying to include cyberbullying. According to Patchin and Hinduja (2012), co-directors of the Cyberbullying Research Center, Menesini and Salmivalli (2017), and Wong-Lo et al. (2011), recommend that it is not enough for policies simply to be in place, but rather school divisions should be knowledgeable about these policies and should act accordingly. For more information on the Winnipeg School Division policies around bullying and cyberbullying, please refer to Appendix B. Shariff (2008) states that since the Canadian government is in control of what educational material enters into Canadian schools, they have the opportunity to ensure that topics of cyberbullying be included in the curriculum, and be considered mandatory teaching. Further, that school boards adhere to this government policy and be accountable in Canadian schools. Palfrey and Gasser (2008) state that it is only when individuals in the education system immerse themselves in the issue of cyberbullying that they become an effective part of the solution.

It is essential that the prevention of face-to-face and cyberbullying begin with a positive school climate where expectations and consequences are clear. It is crucial for students to

understand that any form of peer victimization will not be tolerated. If students believe that teachers and administrators will take their experience seriously, they may be more apt to report the incident rather than taking it into their own hands (Hinduja & Patchin, 2007; Milsom & Gallo, 2006; Lazuras, Pyzalski, Barkoukis, & Tsorbatzoudis 2012; Yerger & Gehret, 2011).

Kowalski and Limber (2007), Milsom and Gallo (2006), Olweus and Limber (2010), Patchin and Hinduja (2012), Menesini and Salmivalli (2017), Strohmeier and Noam (2012) and Wong-Lo et al. (2011) agree that in order for any anti-bullying program to work, the school needs to be ready to implement the anti-bullying program, allow for sufficient time needed in training all staff and equally as important, utilizing the same strategies when addressing bullying. Olweus and Limber define school readiness as the time when schools and school personnel wholeheartedly recognize and see the need to implement an anti-bullying program. If there is resistance from even a few staff members, the effectiveness of the program may be compromised. They continue to claim that a lack of time allotted to instructing untrained staff, as well as the lack of curricular time designated to train students, result in the demise of a successful anti-bullying program. Lastly, it is imperative for all staff to utilize the same strategies when addressing bullying issues and to implement the entire program as it was intended and not “cherry-pick” elements of the program.

Educators

The most crucial element for educators is proper training and to be provided with universal training amongst the school district. It is only here, when all staff members are speaking the same language in regards to traditional and cyberbullying, will there be change with this issue (Hinduja & Patchin, 2007; Huang & Chou, 2013; Mura & Diamantini, 2014; Olweus & Limber, 2010; Palfrey & Gasser, 2008; Tapscott, 2009). Once educators have been adequately

trained, Huang and Chou (2013) and Yerger and Gehret (2011) feel that educators will be able to provide a classroom climate where students are encouraged to speak up for themselves and others, and this will prove beneficial in the prevention of all forms of bullying.

Ertesvåg and Erling (2015); Huang and Chou (2013); Palfrey and Gasser (2008); Patchin and Hinduja (2012); Menesini and Salmivalli (2017); Richard, Schneider, and Mallet (2011); Wang, Swearer, Lembeck, Collins, and Berry (2015); and Wong-Lo et al. (2011) claim that teachers must educate students about digital safety, responsible Internet use, as well as make clear the disciplinary actions that may be taken after the occurrence of both face-to-face and cyberbullying. They suggest that making cyberbullying a part of the curriculum is crucial, especially in classes that regularly use technology. According to Patchin and Hinduja (2006), topics related to: personal safety and defense in cyberspace, the defusement of potentially explosive electronic interactions, stress management, the types of Internet behavior which warrants conveyance to law enforcement, and the explicit reminder that no one deserves to be on the receiving end of online aggression, be key areas that are included in classroom instruction. However, according to Palfrey and Gasser and Shariff (2008), in order for this to happen, it is crucial that educators are not only knowledgeable in the area of digital culture, but also understand the social dynamics of being online, otherwise they may not be taken seriously by the students. It is here where education in the form of an open, ongoing and honest conversation will be more effective than a lecture given on cyberbullying.

Students

Jackson, (2013), Palfrey and Gasser (2008), Shariff (2008), and Tapscott (2009) feel that the best way to mitigate Internet safety risks is by beginning with the students themselves. Palfrey and Gasser explain that this is because the students are often in the best position to

choose whether or not to engage in cyberbullying or turn a blind eye to it. It is imperative to give these students the skills and tools to make the right choices. They feel that this proactive guidance should come through peer-learning as well as guidance from parents and educators. Students must also be equipped to deal with older cyberbullies who have more experience navigating websites and dealing with people in the online world. For instance, in the case of Amanda Todd, her bully was a 35-year-old male who took advantage of her naïve nature and managed to blackmail her by threatening to distribute her picture. Unfortunately, due to her fear and lack of experience, Amanda was not able to handle her bully and ended up taking her own life. If students were educated on how to handle an extortionist such as the one that Amanda had faced, they may be able to better cope with similar incidences.

Palfrey and Gasser (2008) state that it is essential for students to be encouraged to discuss online matters with parents, educators, and principals. There are students who are willing to stand up against cyberbullying and can and will use social media to take this stance. Palfrey and Gasser, (2008), Perkins et al. (2011), and Tapscott (2009) believe that in educating students on how to use social media for good by sharing responsible and ethical social cues while online, will establish new positive social norms when on the Internet, and will go a long way in combatting the fight against traditional and cyberbullying, and breaking the cycle of violence.

Parents and Community Members

Tapscott (2009) states that according to a survey done by iSAFE, 41% of U.S. teens under the age of 18 say that their parents are unaware of what they do online, and 38% of high school students admit to hiding their online activities from their parents. Kowalski and Limber (2007), Hinduja and Patchin (2010), Palfrey and Gasser (2008), Shariff (2008), Tapscott (2009), and Wong-Lo et al. (2011) feel it is crucial for parents to educate themselves about what their

children are doing online. Tapscott states that parents need to get back to the practice of the previous generation of parents who taught safety to their children when they went outdoors unaccompanied by adult supervision. The same safety practice needs to take place before children are on the Internet as they too are unaccompanied by adult supervision.

Tapscott (2009) believes that parents, educators, and mental health practitioners need to get to the root of why a person is bullying and deal with those issues. He feels that the bully needs to understand what their actions are doing to others, develop empathy, and take responsibility for their actions. Bystanders also need to develop empathy and take a stand against bullying behavior in whatever form it materializes into.

Navarro and Serna (2016), Patchin and Hinduja (2012), and Wong-Lo et al. (2011) discuss the importance of parents sharing information and evidence of cyberbullying with school officials, as it would have the school officials on alert for any related cyberbullying that may be occurring during school time, and more importantly allow the school the opportunity to devise a safety plan for the student victim.

Researchers agree that when home, school, and community connections are involved, cyberbullying is more likely to be managed or prevented (Milsom & Gallo, 2006; Navarro & Serna, 2016; Patchin & Hinduja, 2012; Tapscott, 2009). According to Shariff (2008), the Canadian government has the ability to ensure that the topic of cyberbullying be brought to the forefront in Canadian schools, and that school divisions, school administrators and educators be accountable for ensuring that the topic of cyberbullying is indeed addressed in the classroom.

Cyberbullying on a Transnational Level

No one is safe from cyberbullying. It is happening on a global level. Although many would like to think it is a North American problem, third world countries such as India and

Pakistan are also experiencing this social issue. Shariff (2008) discusses that globalization and new technologies are rising at an accelerating rate not only in North America but also in Asian countries. She explains that the adolescents from these countries are facing similar experiences, and parents and teachers are facing parallel challenges as those in the Western Hemisphere.

Japan

Japan passed an anti-bullying law in September 2013, but unfortunately it is not specific to cyberbullying. In comparison to the Western countries, cyberbullying in Japanese schools occurs well into high school. Japanese governments have left it up to the administrators and teachers to monitor cyberbullying in their schools and deal with it accordingly. In some schools, third parties are hired to monitor their students online. Money from the government has also been allocated to the schools to train teachers in regards to cyberbullying (Merritt, 2013).

India

According to the Global Youth Online Behavior Survey conducted by Microsoft in 2012 in 25 countries, the researchers found that India ranked third in the world for cyberbullying (Shetty, 2012); 53% of children between the ages of 8 and 17 were victims of cyberbullying. Phukan (2014) states that more developed countries have cyberbullying laws in place, but as of now, India does not have effective laws to combat cyberbullying. In February 2013, cybercrime laws such as fraud and phishing scams were put into effect, but nothing relating to cyberbullying. Kumar (2013), points out that schools in India are not equipped to deal with cyberbullying, but what is more disturbing is that neither parents nor educators are cognizant of the seriousness of that matter. This is alarming especially since India ranks third in the world for cyberbullying (Shetty, 2012).

Australia

In Australia there are no specific laws to date to deal with cyberbullying. However, other laws such as Australia's existing telecommunication laws could be used to deal with this social issue. In addition, the governments have decided that before children can be held accountable for their actions, it must be established that children are aware of the harm their actions could have on others. Saying that, it has been established that no child under the age of ten will be held accountable for their actions. In the case of adolescents, it must be proven that they understand the implications of their actions before they will be charged ("Where Does Cyber-bullying Fit," n.d.). Although it is not mandatory for Australian schools to have mandatory anti-bullying laws in place, schools are urged to use their Safe Schools Hub to access information that schools can use as a framework to deal with the issue of bullying and provide a safe learning environment for their students (Cyberbullying, n.d.).

United Kingdom

The United Kingdom has extremely strict laws to deal with both face-to-face and cyberbullying. To date, the United Kingdom has four statute laws to deal with bullying. They are the Criminal Justice and Public Order Act of 1994, the Protection From Harassment Act of 1997, the Malicious Communications Act of 1998, and the Communications Act of 2003. Laws in the United Kingdom state that every school must have a policy in place that dissuades students from bullying in any form, and each school is responsible for putting policies into action, including informing parents, teachers, and students as well as the training of teachers. Further, all school personnel are mandated to report any incidences of victimization, harassment, and discrimination immediately ("Anti Bullying Law," 2014).

United States

In the United States, there are no federal laws to date that deal directly with cyberbullying. This responsibility is left up to each individual state. In the instance that the cyberbullying is related to the school, schools are legally required to address and report it. Individual states and lawmakers develop their own laws through state education codes and model policies (which informs districts and schools) in regards to both face-to-face and cyberbullying. These laws may vary from state to state. The majority of the states have both laws and policies in place with a few exceptions. North Dakota, Minnesota, Illinois, Indiana, Kansas, Tennessee, Arizona and, Texas only have laws in place. The state of Montana only has a policy in place (U.S. Department of Health & Human Services, 2014).

Canada

In November 2013, Canadian Justice Minister Peter McKay proposed a federal government cyberbullying law which is known as C-13 (see Appendix C). This law is intended to stop the spread of intimate images. This law enables the police to investigate more thoroughly cyberbullying incidences than has been done in the past, and allows courts to seize personal computers and other digital devices to ascertain if they contain unlawful possession of intimate images and other evidence that pertain to a cyberbullying act. In addition, this law provides police access to other metadata that Internet providers and phone companies have in regard to phone calls and e-mails. A 5-year imprisonment could occur if a perpetrator is proven to have posted or transmitted intimate images without consent (Mayer, 2013).

Manitoba Schools and Cyberbullying

In 2002, the New Democratic Party of Manitoba made a political promise to the Manitoban constituents that every student from Kindergarten to Grade 8 would be computer

literate. A report generated by Manitoba Education entitled *A Continuum Model for Literacy With ICT Across the Curriculum* targets all Kindergarten to Grade 8 students, although according to Program Manager Cheryl Prokopanko, this document can easily be used by senior year students or any ICT learner (C. Prokopanko, personal communication, March 29, 2012). This document has three umbrellas, which all learning outcomes fall under. They are (a) Critical and Creative Thinking, (b) Ethics and Responsibility, and (c) ICT learning.

In 2006, *A Continuum Model for Literacy With ICT Across the Curriculum* was published and ready to be implemented. This document provided a vehicle for students to be responsible for and to assess their own learning using critical and creative thinking skills as well as using ICT in an ethical and responsible manner (MECY, 2006).

One part of the continuum is the *affective domain*, which falls under the umbrellas of Ethics and Responsibility, Social Implications, Collaboration, and Motivation and Confidence. Technological use has society interacting on a global level, and through the use of the literacy with ICT continuum, the goal is that students will learn how to respectfully interact with other digital citizens. The expectation of the Ethics and Responsibility section of the continuum is that students will be required to know, demonstrate, and value responsible and ethical use of ICT.

Secondly, the expectation of the Social Implications section is that students will be required to know, demonstrate, and value the societal consequences of ethical and unethical use of ICT. The expectation of the Collaboration section is that students will be required to know how to work collaboratively in face-to-face groups, cyber groups, and learn how to lead collaborative groups. Lastly, the Motivation and Confidence section refers to students' interest and engagement in ICT to learn and problem solve (MECY, 2006).

According to Leslie Gentes, a middle years technology consultant who was a part of the development of *A Continuum Model for Literacy With ICT Across the Curriculum*, states that using a continuum refocused the goal of learning technical skills to that of developing higher level thinking, and coming up with creative ways for students to demonstrate their learning. A student version of the continuum is also available for students to track their ICT learning and set their own ICT goals. It is the hope that students who become accustomed to using higher level critical thinking will continue to use this type of thinking when they use technology both at school and in their personal lives (L. Gentes, personal communication, April 2, 2012).

John Finch, the Acting Coordinator of Learning Support and Technology Unit of the Curriculum and Assessment Branch at Manitoba Education, states that another primary goal of infusing technology into the core curricula in this document is to have both teachers and students become aware that technology is not a separate entity from schools, and that since it is a very real and a very big part of society, it should be in today's Manitoba classroom. If the classroom is to be a dress rehearsal for the real world, then technology needs to be a real and functioning part of it. The continuum focuses on pedagogy and not technology. Its aim is to demonstrate how the use of ICT can enhance and extend student learning as well as practice ethical use of technology, and have discussions on the outcomes of both the ethical and unethical use of technology. Rather than restrict access, we educate our young people in the safe, ethical, and creative use of these technologies (J. Finch, personal communication, March 23, 2012).

Another goal of *A Continuum Model for Literacy With ICT Across the Curriculum* is to honor all learners, and to equip students with the necessary skills they will need to be literate, functioning, respectful, and responsible digital citizens (MECY, 2006). Student awareness of ICT issues, the development of their own beliefs about those issues, and the knowledge of how

to control their behavior and adhere to a value system when using ICT, promotes responsibility and awareness of one's actions at a digital level, and would go a long way in educating students about the potential lasting effects of cyberbullying.

A further initiative by Manitoba Education, known as Safe and Caring Schools, concerns bullying prevention. Using Olweus's (2003) and Shariff's (2008) research documents, MECY offers a frame for applying a school-wide approach to preventing, stopping, and reporting bullying behaviors and violence. School divisions are expected to adhere and meet the standards set by the Safe School Charter legislation and are urged to use the Public Schools Act to guide them when planning division wide policies around all forms of bullying. Schools are specifically required to generate safe school plans, school codes of conduct, school crisis response plans, reporting processes, and the provision of staff and parent information sessions on prevention and intervention strategies (see Appendix D for additional resources for educators; Manitoba Education, 2013).

In Manitoba, teachers have access to professional development training on bullying and cyberbullying. Through the Manitoba Teacher's Society Special Area Group of Educators conferences held annually, Safe Schools Manitoba as well as any in-services held by each school division, provides teachers with access to training if they so choose. Up until now, it is not mandatory to attend the majority of the professional development training, but rather is done on an individual basis. It is easy to see how there may be discrepancies when it comes to deciding what constitutes cyberbullying behavior when all teachers have a variety of training levels.

MECY also offers parents and community members various documents that explain what bullying is and how one can join in on the prevention of all forms of bullying. Documents such as *Not In My School!* (MECY, 2008), which was created by both teachers and students, and

Everyday, Bullying Hurts Another Child (MECY, 2008), are available on the government's MECY website and brochures are sent home annually with each child during the school year. Further initiatives such as Safe Schools Manitoba encourage organizations in Manitoba to join the fight against student bullying (Manitoba Education, 2013).

Recently, Nancy Allen, who in November 2009 was appointed the Minister of Education under Premier Greg Selinger, was able to pass Bill 18, which is an anti-bullying law requiring school personnel to report any cyberbullying incident regardless of where the incident occurred (Gibson, 2013). No longer should educators wonder what their roles and responsibilities are if they are privy to a cyberbullying incident that occurred outside of the school, they must report it. Further, they must review Internet policies to acknowledge inclusion of social media, text messaging, and instant messaging. Bill 18 requires all schools to create a safe and inclusive environment for all students, as well as to accommodate students who establish anti-bullying groups, such as gay-straight alliances (Gibson, 2013).

Manitoba Education has taken the recommendations of the research and put it into action. Now Manitoba schools have a clear directive for what their roles and responsibilities are. In the following year, MECY plans to provide support for the development and interventions for these changes to occur. For more information on Manitoba Education policies please refer to Appendix E.

Critique of Research Literature

All research studies including those that are empirically based will have limitations and which require the necessity for further exploration. These limitations may bring into question the validity, reliability and general view of the study. This section refers to the critique of the literature specifically the lack of consistency and the lack of research in regards to educator's

perception and experiences of cyberbullying. A detailed critique of literature can be found in Appendices F, G, and H. Appendix F critiques the literature on understanding bullying. Appendix G examines literature that focuses on school intervention strategies and Appendix H scrutinizes literature on educators' perceptions and experiences in regards to cyberbullying. There are strengths, weaknesses, and gaps in today's cyberbullying research. There have been numerous reputable studies conducted on understanding the phenomenon of cyberbullying. Cyberbullying literature has done an exceptional job in determining the origins, cause, and consequences of cyberbullying. Because research has been able to connect cyberbullying to its predecessor of face-to-face bullying, one can safely see that cyberbullying is merely an extension of traditional schoolyard bullying. For this reason, researchers have been able to springboard off traditional schoolyard bullying research and delve deeper into that of cyberbullying.

Lack of consistency. Although research demonstrates unity in the notion that cyberbullying is an extension of face-to-face bullying, there is, however, a lack of consistency when it comes to issues surrounding cyberbullying. Issues such as (a) agreeing on a cyberbullying definition—specifically, who are the cyberbullies; (b) what constitutes cyberbullying behaviors, as well as (c) what preventative measures are required to deter cyberbullying are still being negotiated and established. There is however, agreement on the key element, which is the act of bullying must be committed intentionally and repeatedly over time. However, there is some disagreement on whether or not an imbalance of power must be present between bully and victim (Barra, 2014; Patchin & Hinduja, 2006; Wingate et al., 2013).

The lack of consistency among researchers in regards to these key elements proves problematic when trying to compare studies for research purposes. Having consistent terminology and sampling procedures in research allows for the other researchers the opportunity

to replicate and expand their own study. Furthermore, these discrepancies in literature make it challenging for those advocates who are trying to mitigate cyberbullying in the schools. Without having a clear definition of who is cyberbullying and what cyberbullying behavior looks like, it is arduous in trying to train school personnel to identify the perpetrators and deal with them appropriately. Consistency is vital both in the field of research and on the frontlines of cyberbullying.

Lack of research. Although there are copious amounts of studies conducted on traditional face-to-face bullying, cyberbullying research is in its infancy stage. Much research has examined student perceptions and experiences on cyberbullying; however, there is a lack of studies on educators' perceptions and experiences of it. During the writing of this chapter, the researcher was only able to find three studies that investigated educator's cyberbullying perceptions and experiences. This is noteworthy especially since the onus of dealing with cyberbullying primarily falls on the school system. Because educators are on the frontlines to stop cyberbullying it would only make sense that their insights be studied, yet it has not been. Educators' intervention strategies will prove haphazard and ineffective without having empirical research they can rely on to guide them.

Summary

Schoolyard bullying is an age-old concern that educators have been trying to understand, and in some cases to prevent, since public schooling became available to all children. Recently, cyberbullying has captured the attention not only of parents and educators, but also of society at large, and at a global level. As a result of our recent emerging digital technologies there has much to be developed internationally in regard to cyberbullying because it is so new to our society.

As cyberbullying becomes more widespread in and out of schools, it is evident that student welfare may be seriously jeopardized. The victims of cyberbullying frequently exhibit undesirable psychological symptoms, specifically anger, frustration, and depression. It is now understood that both bully and victim have reduced life satisfaction as a result.

As members of society, and more specifically as members of the educational world, we need to grapple with issues of cyberbullying in many areas. We need to first, agree on a universal definition of cyberbullying. Second we need to establish effective intervention strategies, and third, we need to develop effective training for educators to combat cyberbullying. Additionally, many researchers strongly believe in a home/school/community connection, as it is only when all are involved that cyberbullying may actually be controlled. To work toward these goals means we are working toward the success of an anti-bullying program. There is an evident gap in the literature regarding acquiring and understanding educators' experiences and perspectives about cyberbullying.

In the next chapter, the researcher explains the methodology employed to carry this study. The researcher discusses the research design that was selected to frame this research as well as describe the data collection and data analysis procedures that are used to conduct this study.

Chapter Three: Methodology

This research project is designed to explore the perceptions and experiences of permanent Manitoba middle years guidance counselors (Grades 5 to 8) when dealing with the issue of cyberbullying, specifically their position and obligations in regards to cyberbullying, and to explore recommendations for improving awareness of cyberbullying. The following chapter describes the methodology and design of this thesis. The researcher's main research question is as follows: What are guidance counselor's perceptions regarding how they deal with cyberbullying? In order to answer this question, a qualitative interpretive approach, more specifically, a multi-case study approach is used to better investigate the full range of complex experiences.

According to Denzin and Lincoln (2011), "Qualitative researchers study things in their natural settings, attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them" (p. 3). This is the primary reason for selecting the qualitative approach, as the researcher's main interest is to better understand the subject matter, and include the voice of the participants in conjunction with the researcher's interpretations and reflection.

Positionality of the Researcher

It is important that the researcher states their position in relation to the study. I have positioned myself in my research by acknowledging my personal and professional background and experience. I am a visible minority Canadian citizen and have been living in Canada since the age of 3. When my family moved to Manitoba, my father decided that we would reside in rural Manitoba which ultimately led my siblings and I to face traditional face-to-face bullying as we were the only immigrant family living amongst a small Caucasian population of 130 people. Sadly to say, there was no one in the community or in the school setting that did anything to assist my family in stopping this bullying behavior.

Being bullied as a child only made me want to fight harder and prove to those around me that I was entitled to a life such as theirs and I went on to pursue a degree in speech language pathology and worked in the field for 6 years. I decided on a career change late in my 20s and earned my education degree and have worked in the early years and middle years as an educator. As well I have been in the position of technology support teacher and teacher librarian for the past 10 years. I see a strong need to address cyberbullying as a result of my personal experiences: Not only my work experiences as a teacher, but also my childhood experiences and my role as a new mother whose child will ultimately be a part of this new digital world, led me to pursue this study. Adding to the body of knowledge around cyberbullying will hopefully shed some insight on how I may do my job more effectively by focusing on the real issues behind the challenges of implementing an anti-bullying program in Manitoba schools.

The personal experiences I bring to this research will inevitably impact the way I perceive and understand the perceptions and experiences of the teacher participants. Having shared my background, biases and personal beliefs, my aim is to separate my experiences with that of the participants of this study. To ensure the quality and integrity of this study, I ensure that the results are derived solely from the participant's experiences and not my own, and I provide a detailed description of the data collection and analysis in order to adequately and accurately describe the results in my final report.

Research Design

Using a case study research approach for this study allows the researcher to explore and investigate guidance counselor's perceptions regarding his or her own personal experiences when dealing with cyberbullying. Because the researcher investigates guidance counselor's multifaceted experiences and perceptions of cyberbullying within the contemporary context of

social media usage, case study research makes sense to use as a research methodology. According to Yin (2009), “The distinctive need for case studies arises out of the desire to understand complex social phenomena” (p. 4); the case study “is an empirical inquiry that investigates a contemporary phenomena in depth and within its real-life context, especially when the boundaries between phenomena and context are not evident” (p. 18).

According to Stake (2006),

One primary focus within the case studies that make up a multi-case study will be the characterization of the program or phenomena. . . . Therefore one of the most important tasks of the multi-case researcher is to show how the program or phenomena appears in different contexts. (p. 27)

Utilizing a multi-case study allows the researcher to explore and investigate how classroom teachers perceive cyberbullying and understand their experiences regarding the different ways in which they deal with it.

Stake (2006) also reasons, “The case’s activities are expected to be influenced by contexts, so contexts need to be studied and described, whether or not evidence of influence is found” (p. 27). Using a multi-case approach for this study, the researcher also documents the experiences of guidance counselors in regards to cyberbullying and thoroughly examines their perceptions regarding their own experiences of dealing with cyberbullying.

Context and Participants of the Study

The researcher’s study is conducted in the Winnipeg School Division in Manitoba. Although pseudonyms are assigned to the participants in this study for the purpose of protecting their privacy and identity, the researcher is unable to keep the identity of the school division

confidential due to the unique make-up of the Winnipeg School Division as it is the only school division in Manitoba that is divided into four districts.

Creswell (2007), Stake (2006), and Yin (2009) agree that the goal of a case study is to understand the complexity or “particularization” of the case(s) and is not in generalizing beyond the case(s). Yin cautions that utilizing a multi-case approach requires extensive resources and time, which may in some cases, be beyond the means of a single researcher. Stake emphasizes that in order to conduct a multi-case study adequately more than two cases should be studied to demonstrate the interactivity between the programs and their situation. Hence the researcher originally chose four case studies; however, the fourth school that was selected and interviewed was unable to provide the necessary documentation alongside their interview. After numerous unsuccessful attempts to access this documentation, the researcher has chosen to strike this school from the study, as there was insufficient data to analyze.

According to Creswell (2007), a multi-case researcher chooses no more than four or five cases, as the goal is not to achieve generalizability but rather an in-depth understanding of each of the cases. For these reasons, four middle years guidance counselors (Grades 5 to 8) were selected using purposeful sampling from each of the four districts of the Winnipeg School Division—North, Central, Inner City, and South District.

Due to the unique nature of each of the districts the participants come from, the researcher anticipated some differences in their viewpoints depending on the cyberbullying teaching practices used in each district. Each of these districts was unique to each other as each area had a different population of students with very different needs. The *Manitoba Child Health Atlas Update* (Brownell et al., 2011) outlines neighborhoods according to socioeconomic status, which they define in terms of unemployment rate, lone parent families, high school

education, and female labour force participation. The areas that have higher rates of unemployment, single parent families, lower levels of education and a low ratio of females in the workforce are considered to be underprivileged. In the Winnipeg area, the central part of Winnipeg is considered underprivileged, whereas the most privileged area is located on the outskirts of Winnipeg (Brownell et al., 2011).

Using the information provided by *Manitoba Child Health Atlas Update* (Brownell et al., 2011) and the locations of the schools in the Winnipeg School Division, the North District schools would be comprised of low-mid socioeconomic status students, the Central District schools would primarily consist of middle class socioeconomic status students, the Inner City schools would consist of low socioeconomic status students and finally, the South District schools would be considered to have high socioeconomic status students (see Figure 1).

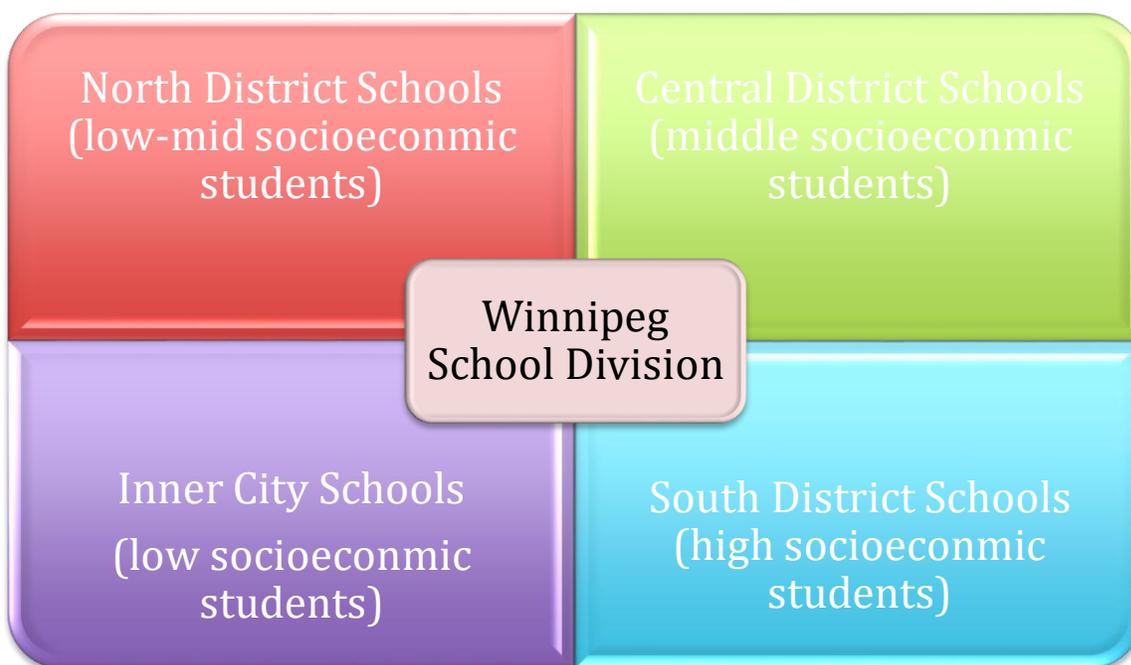


Figure 1. School locations in the Winnipeg School Division.

The researcher interviewed four guidance counselors, two from two separate schools in the North District and two guidance counselors from the same South District School which allowed the researcher to gain a better understanding of the diversified populations and their needs.

Middle years guidance counselors were selected to be participants as research has shown that all forms of bullying tend to peak during the middle years (Mark & Ratliffe, 2011; Kwan & Skoric, 2013; Moore et al., 2012; Volk et al., 2016). As someone who shares the same profession, it was very informative to capture how participating guidance counselors perceive and experienced cyberbullying and the various ways in which they dealt with the issue. This generated discussions in regards to their roles and responsibilities, effectiveness and ineffectiveness of current cyberbullying classroom instructions, the usefulness of the programs and curricula when dealing with cyberbullying, practices to support victims of cyberbullying, and, suggestions to improve awareness and classroom instruction for educators on cyberbullying.

Criteria for Participant Selection

Inclusion criteria were as follows:

1. Participants had to be certified permanent classroom teachers/guidance counselors.

Certified permanent classroom teachers/guidance counselors were interviewed, as they were most likely to address issues related to cyberbullying as well as other related topics within the health curriculum (Manitoba Education, n.d.-a).

2. Huang and Chou (2013) stated that regardless of a educator's gender, most educators are aware and are concerned about cyberbullying. Dedousis-Wallace, Shute, Varlow, Murrihy, and Kidman (2013) argued that the gender of the educator was not found to be

as critical of an issue as compared to the level of seriousness educators view the bullying in question. Moreover they found that, empathy towards the victim is important.

Therefore, gender was not considered when selecting participants for this study. Even though the gender and race of the participants may have had ramifications for the study, gender and race was not included in the criteria of the selection of the participants, as the main focus was on the experience of the educator regardless of their gender and race.

3. Research indicates that there is very little information on the perspective of the educator with regards to cyberbullying (Eden et al., 2013; Huang & Chou, 2013; Stauffer et al., 2012). For this reason, all guidance counselors who had experience with cyberbullying were considered for this study regardless of years of teaching experience, meaning the first guidance counselor from each of the four districts in Winnipeg School Division who met the criteria was selected as a participant.
4. In the case that there were a guidance counselor(s) who had the belief that cyberbullying is a “rite of passage” and believed that bullying or cyberbullying is simply teasing or joking, they were allowed to participate in the study as it was considered to be beneficial to explore their perspectives and determine if their methods for handling cyberbullying differed from other participants’ methods.
5. Substitute and term teachers were not selected for the following reasons:
 - a) Substitute teachers were excluded because their relationship to the classroom and the curriculum is external. They do not have the opportunity to create their own lesson plans and maneuver the curriculum to serve students’ needs.

- b) Term teachers were excluded as they only serve temporarily whether it is 2 weeks or 8 months, which means they do not invest in the teaching process compared to a permanent teacher.
6. To ensure the accuracy of the data being collected, practical experience was a requirement in the following areas:
- a) teaching the topic of bullying in the classroom, and
 - b) dealing with one or more cyberbullying incidence(s).

This information provides a recent snapshot of what is happening in the Manitoba schools around cyberbullying. The variations and similarities of experiences could guide curriculum writers and educators with suggestions in regards to classroom instruction, roles, and responsibilities and improving awareness in dealing with incidences of cyberbullying that may benefit both teacher and educator.

The participant recruitment process began by contacting the Winnipeg School Division, specifically the Director and Chair of the Winnipeg School Division's Research Advisory Committee, D. R. Edmond, to seek approval of the study. This was obtained through an application form set out by the Winnipeg School Division for all external research that is to be done on the Winnipeg School Division (see Appendix I). Upon approval from the Winnipeg School Division, the researcher asked that the Division contact potential participants by sending out an invitation e-mail on behalf of the researcher asking potential participants who fit the criteria if they would be interested in participating in the study. The researcher then contacted interested parties directly.

In the case that there was more than one potential participant from any of the four districts, the guidance counselor who had the most number of incidences in dealing with

cyberbullying was selected to participate in the study. Those who were not selected were notified via e-mail and thanked for their interest in the study.

Of those selected, a copy of the interview questions was provided to each potential participant. For the interview questions, please refer to Appendix J. Confidentiality was ensured using pseudonyms. Participants were informed of their right to withdraw from the study at any time without a penalty, and to have their comments stricken from the study. All protocols for confidentiality, anonymity, and ethical procedures, as outlined by University of Manitoba guidelines, were respected in this study. Individuals who responded were given a letter of consent, appointments were made through e-mail, and participants were asked to participate in semi-structured interviews that lasted no more than 1 hour. For the consent form, please refer to Appendix K.

Data Collection

Once the researcher received approval from the ethics board to conduct this study, the researcher performed a pilot test of the interview process on two middle years guidance counselors who were not a part of the study, but did fit the criteria required of the participants. The researcher followed the same procedures, as she would have in an actual interview process of this study, meaning that she explained the interview and ethical process that would be carried out. The researcher, however, did not transcribe the interviews, nor report on their responses, as the researcher's goal was to test the clarity and the effectiveness of the interview questions and refine these questions if necessary. The researcher invited the pilot participants to provide any feedback they had in regards to the interview process and more specifically the interview questions; however, no feedback was received in regards to the interview process and therefore

no changes were made to them. The pilot participants were very eager to discuss the topic of cyberbullying and thanked the researcher for the opportunity to speak on the subject.

Stake (2006) stated that the “most common methods of case study are observation, interview, coding data management and interpretation” (p. 29). For the purpose of this study, interview, documentation and archival records are the methods of data collection that are used (see Figure 2).

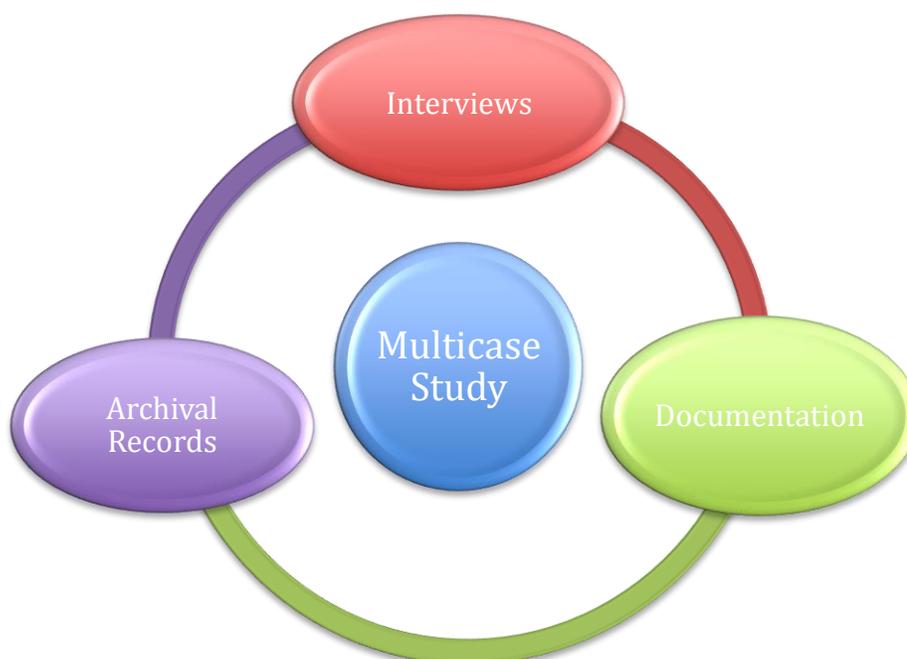


Figure 2. Methods of data collection.

Interviews

Interview questions are developed from the literature review. There are five key areas of the review of literature that provides the basis for the interview questions. The first key area has a brief introduction into bullying and cyberbullying as well as the theoretical framework that guides this study. The second key area is about the similarities and differences between face-to-face and cyberbullying in terms of definitions, origins, causes, and consequences. The third area involves examining cyberbullying in the school. More specifically, considering student and

educator's perceptions of cyberbullying and challenges that schools face when attempting to implement anti-bullying programs. The fourth key area pertains to the recommendations for the prevention of face-to-face and cyberbullying is offered. The fifth key area has a focus on what is happening on a transnational level, and more specifically what Manitoba schools are currently doing to address the issue of cyberbullying. The interview questions are open-ended; however, they are guided by the following questions and sub-questions.

Perceptions and experience with adolescents and cyberbullying. The following questions are aimed at guidance counselor's perceptions of cyberbullying:

1. Please walk me through a brief history of your teaching career and your background in relation to prior perspectives of bullying or cyberbullying.
 - a) What is your current understanding of aggressive behavior in adolescents?
 - b) Are there any strategies that you recommend using with adolescents who demonstrate aggressive behavior?
 - c) Are there any strategies that you do not recommend using with adolescents who demonstrate aggressive behavior?
 - d) What are thoughts around cyberbullying?
 - e) Have you dealt with cyberbullying before? If so explain the situation(s).
 - f) Based on you experience, do students regularly seek advice from teachers when facing cyberbullying? Please explain why.
 - g) What are your suggestions on encouraging students to be more open to school personnel in regards to cyberbullying?
 - h) Do you feel you are equipped to deal with cyberbullying? Please explain why.

Roles and responsibilities. The following questions pertain to guidance counselor's roles and responsibilities:

2. Please describe the role you played in the situation described in Question 1(e)?
3. Who do you think should be responsible for dealing with cyberbullying?

Teacher training and classroom instruction and practice. The following questions are aimed at educator's professional experience:

4. Have you received any training or professional development around anti-bullying?
5. What are your classroom instructions/practices in regards to cyberbullying?
 - a) How do you feel about these instructions/practices in terms of preventing, stopping and reporting bullying behavior incidences?
6. What do you rely on when planning for instruction and classroom practices in regards to cyberbullying?
 - a) How useful are these programs and curricula in helping you design and plan your instructions and classroom practices?
 - b) What strategies and interventions have you used when working with adolescents when you are teaching a cyberbullying unit/lesson in your class?
 - c) Do you have suggestions to improve the curricula or the instructions in regard to cyberbullying?
 - d) Are there any strategies/intervention methods that you have used that you feel are effective when dealing with cyberbullying?
 - e) Are there any strategies/ interventions methods that you have used that you feel are not effective when dealing with cyberbullying?
7. Is there anything else that you would like to comment on?

Interviews questions are derived from the literature review and framed within the theoretical framework of this study. Question 1 (a–h) and Question 5 (a–e) particularly deal with teacher’s perceptions and experience in understanding adolescents as well as adolescent’s aggressive behavior including cyberbullying. Question 2 (a and b) is directly related to guidance counselor’s perceptions around their roles and responsibilities and the challenges they face in regards to cyberbullying. Finally, Questions 3 and 4 focus on federal and provincial laws that mandate schools to provide a safe learning environment for all students. The purpose of these questions is to provide a snapshot of what is actually occurring in the Manitoba schools by closely examining guidance counselor’s instruction and practice around cyberbullying.

Semi-structured, face-to-face interviews were conducted in order to gain an understanding of the guidance counselor’s perceptions regarding educators’ experiences with cyberbullying. The questions are not preset and fixed. According to McMillan (2008), “The question is open ended yet specific in intent, allowing individual responses. . . . It allows for probing, follow up and clarification” (p. 177). Furthermore, the semi-structured interview provides the researcher with the flexibility to venture out of the predetermined set of questions when emerging questions arise during the interview, and thus provide more insight into the phenomenon under study (DiCicco-Bloom & Crabtree, 2006). A copy of the semi-structured interview questions was provided to the participants for their perusal prior to the interview. This enabled them to prepare for the specific questions. Prior to the interview, participants were informed of the researcher’s use of professional transcription services to transcribe the interviews in addition to the use of direct quotes from their interviews when reporting on their cases. However, the researcher took all the necessary steps to ensure confidentiality and to protect their anonymity. Names of any participants involved in this study are given pseudonyms. No

photographs were taken. All taped interviews were used for data collection only and not for dissemination purposes. Any hard copy data containing the real names of the participants were stored in a securely locked filing cabinet at the researcher's home. All transcriptions are password protected on a laptop that is securely stored in the researcher's home. Eventual destruction of data will occur 2 years after the research study is completed. The researcher will shred any paper copies and delete any digital files that pertain to the study. The researcher also informed the participants prior to the interview that she required access to both documentation (link to the school website, pamphlets, brochures, parental handouts), and whole-school archival records since the implementation of instruction or programs in regards to cyberbullying. Participants were assured that these records are in no way a reflection or an evaluation of their teaching practices, but rather outline what measures the school is taking in regards to cyberbullying.

After the completion of the interview process, an opportunity was provided for the participant to share any additional information they may have which was not previously covered in the interview. If the researcher deemed it necessary, one to two follow up interviews would have been scheduled to ensure the quality of the research, as these interviews will generate more in-depth data that will assist the researcher in gaining a better understanding of the phenomena under study. Guidance counselor participants were asked if they have any comments, questions, or concerns about the study. It was unlikely that these participants experienced any emotional distress from the interview; however, they were reminded that they may choose not to answer any question that may make them uncomfortable. The participants were also reminded that they may wish to withdraw from the study at any time.

Member checking was employed to increase the credibility of the data. The participants of this study received a copy of their interview transcripts to check the accuracy of the recorded data as well as the findings of this study (Creswell, 2007).

Documentation

Yin (2009) claimed that using documentation is beneficial as the information is static and can be reviewed repeatedly, and that the information given is exact, as it has been documented as the event was happening. Participants were asked to share any in-school documentation they felt comfortable imparting and had permission to reveal in terms of the following:

- a) names or electronic links of programs or curricula that guide their classroom instruction and practice;
- b) incident reports which outlined steps that were taken to deal with incidences of cyberbullying that were brought to their attention;
- c) personal documentation (journals/diaries) that describes cyberbullying incidences that they have encountered; or
- d) link to the school website, pamphlets, brochures, and parental handouts, etc. that are distributed around the topic of cyberbullying, which were requested from the school administrator via e-mail.

The participants were given full assurance that any documentation given to the researcher would be kept confidential and anonymous and would only be used to deepen the researcher's understanding of the guidance counselor's perceptions and experiences with cyberbullying.

Documentation was kept confidential by providing pseudonyms to any names which may have appeared in the documentation. Any hard copy data containing the real names of the participants is stored in a securely locked filing cabinet at the home of the researcher. Eventual destruction

of data will occur 2 years after the research study is completed. The researcher will shred any paper copies and delete any digital files that pertain to the study.

Archival Records

Similar to using documentation as a data source, using archival records is advantageous as the evidence is also static and can be reviewed repeatedly, as well as the information given, is exact as it has been documented as the event was happening (Yin, 2009). The researcher, via e-mail, requested permission from the school administrator to have access to any statistics that have been gathered over the past five years in regards to cyberbullying. Please see Appendix L for the administrator letter. Five years of records will allow sufficient time to effectively implement an anti-bullying program and chart its success. Archival records which the researcher looked for included the following:

- a) incident reports outlining steps taken by school personnel to deal with incidences of cyberbullying,
- b) whole-school records that outline an increase or decrease in the number of incidences that specifically pertain to cyberbullying since the implementation of anti-bullying programs used in the school,
- c) any reports that may contain the types of cyberbullying that are occurring (i.e., Facebook and YouTube posts, text messages, etc.), and
- d) records of types of professional development training that was attended either as a whole school or certain personnel of the school.

Participants are aware that that the researcher is in possession of these records and given full assurance that these are solely whole-school statistics and not guidance counselor's statistics, and in no way is a reflection or an evaluation of their teaching practices. Any names of either

educator or students found in the reports was deleted and the reports only contain information around the event of the cyberbullying incident.

Data Analysis of the Multi-Case Study

The researcher's aim for this section is to have the reader experience the step-by-step procedures and the rationale the researcher used to arrive at the interpretations of the findings in this study. The researcher will guide the reader through the process of the three stages of analysis and the procedures used to ensure validity and reliability of the data.

To ensure that each school remained an individual case, the researcher decided to only interview one school to maintain the school's distinctiveness. After the completion of each of the interviews, the researcher asked permission from the participants to have a few extra minutes alone to write down some final thoughts. In all cases, she was granted her request. The researcher took this time to fill out an interview reflection (see Appendix M), which was adapted from the Academic Pathways Study "Research Processes and Procedures" (Center for the Advancement of Engineering Education, 2009). This enabled the researcher to jot down her initial observations about the interview process as well as on the participants. Later in the day, the researcher reviewed the field notes that she took during the interview and added any further observations, thoughts, and questions about the interview. Finalizing field notes was always done on the same day of each interview to ensure that she accurately portrayed each case (see Appendix N for a sample of the field notes). The researcher also wrote reflective memos for herself to in regards to emerging themes. Please see Appendix O. Interviews were transcribed within a couple of days of each of the interviews. After interviewing each school, documentation and archival records were supplied by the school within a couple of weeks. Once this data collection process had been completed, data analysis of each of the cases commenced.

Originally, transcripts and rich text-based data from the interviews and documentation provided was going to be uploaded to NVivo, which is a computer software that enables researchers to classify the qualitative data in addition to several other services including sorting the relationship between the themes and codes and linking and modeling. Once the researcher began the data analysis process, she decided to manually analyze the data as she felt that it would deepen her understanding and assist her in the interpretation process. For this reason, the NVivo was not used as initially stated.

Stages of Analysis

The researcher used three stages of analysis when comparing the data collected from each of the case studies (see Figure 3). The stages are as follows:

- with-in case analysis,
- cross-case analysis, and
- analysis of the assertions or the meaning of the cases.

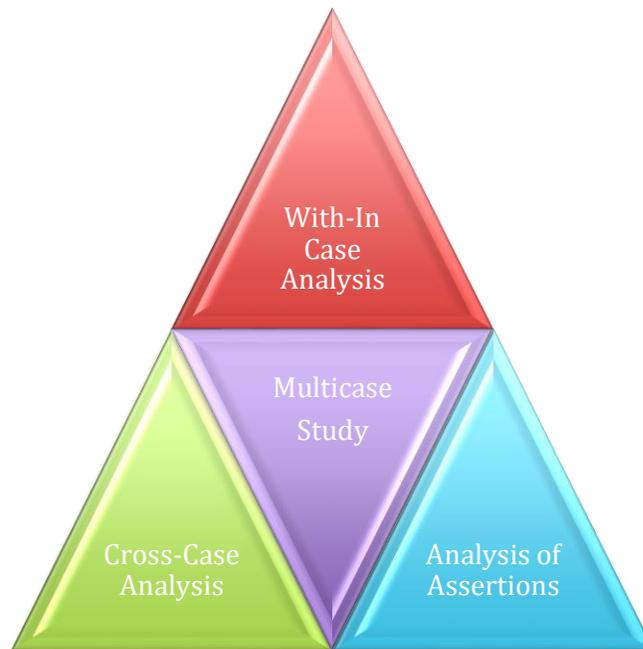


Figure 3. Stages of data analysis.

With-in case analysis. The researcher began with the *with-in case analysis* stage where each case was analyzed as a case in itself (Creswell, 2007). At this level, it was the researcher's aim to describe in detail each case and the issues that emerge from it. Analysis began with the researcher manually assigning shorthand designations or codes to the interviews, documentation, archival records, reflective memos, and field notes. She continued the coding process until all of the cases had been coded and categorized. Coding allowed the researcher quick access to the information needed for the analysis and the reporting of the findings in each of the cases. *Categorical aggregation* allowed the researcher to group the initial codes to form the main concepts. According to Stake (1995), categorical aggregation is the summation of the categorical data. Here, the researcher brings forth the themes that emerged from the case studies and compare them against any rival explanations that may be present. From the themes, the researcher is able to provide meaning to the findings.

Once coding was completed, the researcher employed the method of *triangulation*. This is the process where multiple sources are used to determine pertinent themes and ensure validity in the interpretation of the data (Creswell, 2007; Denzin & Lincoln, 2011; Merriam, 1998; Stake, 2006; & Yin, 2009). In this study, sources that were triangulated were that of interviews, documentation, archival records, reflective memos, and field notes.

When triangulation was completed the researcher used the analytic technique of *correspondence* (i.e., relationship of variable to another). Here, the researcher analyzed the data sources to determine if there were correlations between behaviors, issues, and/or contexts, and further deciphered the implication of them (Stake, 1995).

Direct interpretation was the fifth method that was used to analyze the data of this study. Direct interpretation (i.e., drawing key meanings from instances) was used to provide meaning to each of the cases. Here, the researcher analyzed key situations in each of the cases and assigned meaning to the situations as well as provided reasons for the significances of these situations (Stake, 1995).

Finally, the technique of *rival interpretations* more specifically rival theory was used in this study to determine which of the theories or model (cognitive development theory, psychosocial theory or Bronfenbrenner's bioecological human development theory) best explained the findings of the cases. In the case that none of the theories or models explained the findings, the researcher would have searched for another theory, or suggest further exploration of alternative theories. It is the researcher's responsibility to make known all alternative interpretations and determine if there is evidence to support the explanation of whether or not the explanation deserves further investigation (Yin, 2009).

Cross-case analysis. The second stage of analysis of a multi-case study is that of *cross-case analysis*. After each case had been analyzed as a separate entity, the researcher then studied common themes among the cases (Creswell, 2007; Stake, 1995; Yin, 2009). In this study, the researcher looked for similarities and differences amongst the cases and then provided interpretations of the findings. Again, as it was within the with-in case analysis stage, the researcher watched for patterns to emerge among all of the cases. These patterns or themes were discovered from both the coding process and by triangulating all of the data sources from all of three cases of this study.

The researcher's next step was to build a general explanation of the findings that fit all three of the cases examined in this study. This analytic technique is known as *explanation*

building. Yin (2009) stated, “In a multiple-case study, one goal is to build a general explanation that fits each individual case, even though the cases will vary in their detail” (p. 142). To conclude this stage of analysis, the researcher used the analytic technique of the *case-quintain dilemma* (Stake, 2006). Here, the researcher’s main goal was to report the differences and uniqueness amongst each of the cases.

Analysis of the assertions. The final stage of analysis in a multi-case study is the *analysis of the assertions* or the meaning of the cases (Creswell, 2007; Merriam, 1998). Interpretations of the findings were done similarly to the first stage of analysis where each case was individually studied. The researcher once again implemented the following analytic techniques:

1. categorical aggregation;
2. direct interpretation;
3. correspondence; and
4. patterns of behavior, issues, and contexts (Stake, 1995).

This time, however, the researcher was using the data collected from all three cases of this study and assigned meaning as well as provide interpretations of the findings. Table 1 demonstrates how themes emerged.

Quality and Trustworthiness of the Research

Several steps were taken to ensure the quality and trustworthiness of the qualitative component of this research. According to Lincoln and Guba (1985), there are four criteria that constitute rigorous qualitative research that they link or pair with four criteria used in conventional quantitative inquiry. The criteria are credibility, transferability, dependability, and conformability. Please refer to Figure 4.

Table 1

Emergence of Themes

Theme	Categories	Frequency of Codes
1. Pertinence of Roles and Responsibilities	<ol style="list-style-type: none"> Lack of guidance Absence of key players Educator's frustration 	<ol style="list-style-type: none"> School division's priorities (16) School division policies (25) Parental lack of involvement (26) Isolated teacher (22) Inaction of law enforcement (20)
2. Educator's Awareness and the Handling of Cyberbullying	<ol style="list-style-type: none"> Level of adolescence awareness Lack of social site awareness Handling cyberbullying 	<ol style="list-style-type: none"> Adolescent development (14) Pressure adolescent's face (10) Student empowerment (13) Lost in cyberworld (17) Educator credibility (5) Student/teacher relationship (11) Proactive vs. preventative measures (5)
3. Educator Training	<ol style="list-style-type: none"> Professional development Classroom instruction and practice Usefulness of programs 	<ol style="list-style-type: none"> Professional support (13) Preparedness and skills (9) Authentic teachable moments (11) Promote civility vs. antibullying programs (7) Program disconnect (8)
4. Building Culture for Positive Change	<ol style="list-style-type: none"> Suggestions to improve curricula Fostering positive school climate vs. anti-bullying programs Community-wide involvement 	<ol style="list-style-type: none"> Meaningful connections (6) Takes a village to raise a child (21) Community of caring (18)

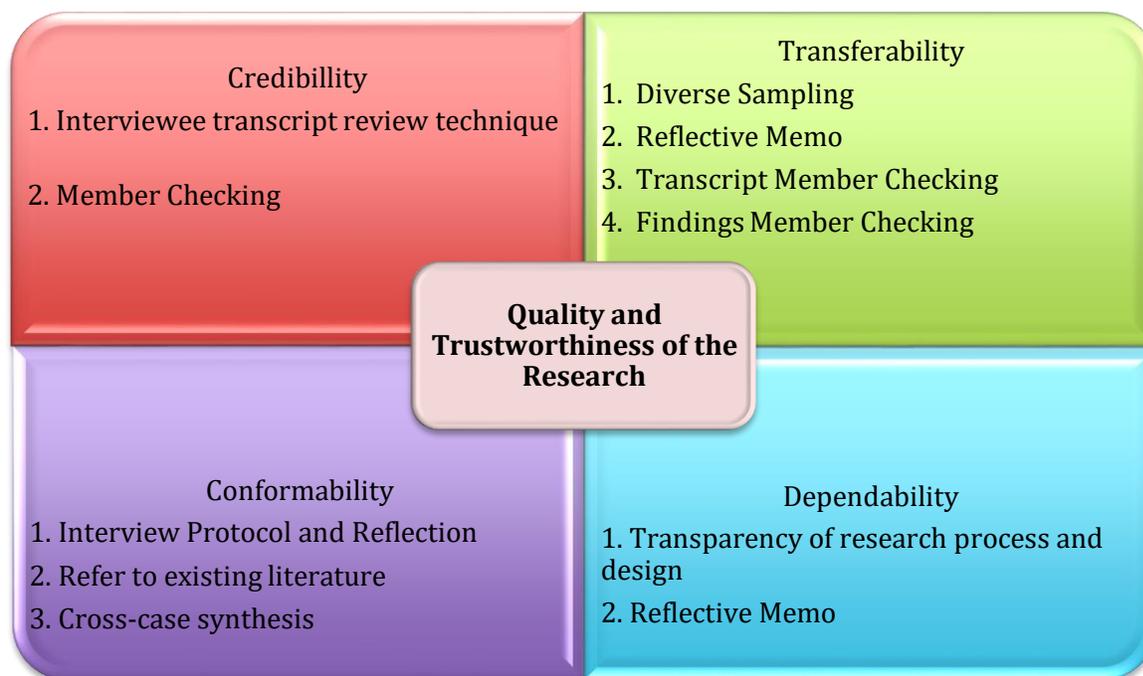


Figure 4. Quality and trustworthiness of the research.

The *credibility* of qualitative research, replaces the notion of internal validity (Lincoln & Guba, 1985). To begin with, the researcher employed the *interviewee transcript review technique* (Hagens, Dobrow, & Chafe, 2009). It is here participants are given the opportunity to validate what has been said during the interview process. Once the interviews of this study were transcribed, the participants were sent an e-mail alongside an electronic copy of their transcript inviting them to review their transcripts (Creswell, 2007; Locke, Spirduso, & Silverman, 2000). They were encouraged to make any changes or add comments that they felt were necessary, as well as provided feedback in regards to the accuracy of the transcription. In the case the participants had revisions, they were to e-mail back to the researcher within 2 weeks. If the researcher did not receive such notice after 2 weeks, she assumed that they did not want to make any changes, and proceeded with analysis (Locke et al., 2000). The researcher did not receive

any notice from any of the participants indicating that changes needed to be made. Please see Appendix P for a sample e-mail that was sent to the participants.

The researcher also ensured credibility through *member checking* (Creswell, 2007; Locke et al., 2000), where the participants received a copy of their findings to check the accuracy of the recorded data and welcomed the participants' views on the credibility of research findings and interpretations. Once again, participants were given 2 weeks to review the findings and provide feedback. The researcher did not receive any notice from any of the participants indicating that changes needed to be made nor did she receive any feedback (see Appendix Q). Table 2 demonstrates participants' involvement in the study.

Table 2

Participants' Involvement

Interview number	Length of Interview	Number of pages in Interview Transcripts	Review of Transcripts	Review of Transcripts and provided revisions	Review of Findings	Review of Findings and comments or feedback
1	44:57	14	Yes	No	Yes	No
2	1:06	21	Yes	No	Yes	No
3	1:09	26	Yes	No	Yes	No
4	1:09	26	Yes	No	Yes	No

Transferability, which refers to the concept of external validity, speaks to the ability to generalize the findings of the study in which they can be applied to other settings or a larger population (Lincoln & Guba, 1985). Even though qualitative research does not aim for generalizability, in this research, the researcher attempted to provide sufficient descriptive data such as the number of participants and data collection strategies, as well as provide a thick description of findings that will allow readers to make such a judgment (applicability of findings). One way to ensure transferability is through the use triangulation. Triangulation is

achieved through the use of qualitative methods and collecting various types of data was used to compensate for and diminish the limitations of using one single approach (Creswell, 2007; Locke et al., 2000). In this study, the researcher employed for techniques for achieving triangulation.

They are as follows:

1. **Diverse sampling:** The researcher interviewed four guidance counselors, two from two separate schools in the North District and two guidance counselors from the same South District School, which allowed the researcher to gain a better understanding of the diversified populations and their needs.
2. **Reflective memos of the researcher:** The researcher used the reflective memo to bring in her prior knowledge about her teaching and perceptions and experiences of cyberbullying. The reflective memo was an added data source that would lend to the validation of the data. Finally, the reflective memo was used to verify the researcher's understanding with the participant's perceptions and experiences around cyberbullying.
3. **Member checking of transcripts:** Allowed the participants to review their transcripts and to make changes accordingly. This analytic technique was used to corroborate the results from multiple sources and to ensure the credibility of the data collected.
4. **Member checking of the preliminary findings** allowed the participants the opportunity to review their findings and to ensure that the researcher accurately relayed their perceptions and experiences. Once again, this techniques validates the findings and adds further credibility to the analysis of the study.

Dependability, replaces the idea of reliability and revolves around the truth of the findings (Lincoln & Guba, 1985). The researcher has taken into account the transparency of the study and therefore has extensively described the research process including the documentation

of the data, methods, and decisions made about the data, so this study can be replicated if one chooses to do so. In addition, the sample of the researcher's reflective memo will allow the reader some insight of the researcher's thoughts throughout this study.

Conformability, which replaces the concept of objectivity, is concerned with the adequacy and the accuracy of the results reported in the research (Lincoln & Guba, 1985). The researcher provides detailed description of the data collection and analysis and acknowledges her own bias and personal beliefs to ensure that the results are derived solely from the participants' experiences. Please refer to Appendix R for the interview protocol and to Appendix M for interviewer's reflection. In addition, the researcher referred to the existing body of literature to establish outside support and validation of findings. Finally, cross-case synthesis is used so that each case can be studied as an individual case, and the synthesis of the data of each case strengthens the researcher's own case study data (Yin, 2009).

Limitations

Generalizability was one limitation that could be identified. Creswell (2007), Stake (2006), and Yin (2009) concur that the objective of a case study is to understand the complexity or particularization of the case(s) and is not in generalizing beyond the case(s). Due to the small sample size in this study, specifically a total of four Winnipeg School Division guidance counselors, one cannot say for certain if all guidance counselors have had the same experiences in regards to dealing with cyberbullying. Although generalizability could not be attained, this study might have applicability for both policy and practice.

Ethics and Confidentiality

Upon approval of this study from the researcher's committee members, the researcher sought approval from the University of Manitoba Ethical Review Board as well as the Winnipeg

School Division. According to Locke et al. (2000), informed consent should and was implemented as follows:

1. Participants were informed of the purpose and nature of the study (Locke et al., 2000).
2. Participants were informed of the procedures used to ensure confidentiality and to protect their anonymity. No photographs were taken. Names of any participants involved in this study were given pseudonyms. The only individuals who had access to the anonymous data were an official transcriber and the researcher. Hard copy data containing the real names of the participants were stored in a securely locked filing cabinet and electronic data that was password protected. Eventual disposition of all data will occur 2 years after the research study is completed (Locke et al., 2000). The researcher will shred any paper copies and delete any digital files that pertain to the study.
3. Participants were required to sign a consent form stating that they understood the information regarding participation in the research project, and that they agreed to participate. Participants signed consent forms, which in no way waived their legal rights, nor did they release the researcher from her legal and professional responsibilities. They were also informed that they were free to withdraw from the study at any time, and/or refrain from answering any questions they preferred to omit, without prejudice or consequence (Locke et al., 2000).
4. Participants were given the researcher's contact information if they wished to withdraw from the study. Any data collected from them would have been deleted or shredded immediately. Their continued participation should be as informed as their initial consent, so they were encouraged to ask for clarification or new information throughout their participation (Locke et al., 2000).

5. Participants were informed of any benefits they may have received for participating in the study (Locke et al., 2000).
6. After the completion of the interview process, participants were offered an opportunity to share any important information which was not previously covered in the interview, as well as any comments, questions, or concerns about the study. Participants also received a copy of the typed transcription which was sent to them to review by e-mail. Upon review they had the opportunity to edit, add, or delete information as they saw fit to ensure that the researcher had factually described their experience. In the case the participants had revisions, they were to e-mail back to the researcher within 2 weeks. If the researcher did not receive such notice after 2 weeks, she assumed that they did not want to make any changes, and proceeded with analysis (Locke et al., 2000).

Significance of the Thesis

Living in a fast-paced digital world, it is necessary that students and educators are equipped with a plethora of digital skills including digital etiquette and safety. Educators must promote awareness and responsibility of one's actions and teach students to respect each other as digital citizens.

Even though substantial research has been conducted in regards to students' perceptions on face-to-face and cyberbullying, very little is found on educator's perspectives and perceptions of their experiences dealing with cyberbullying. Gaining an understanding of the guidance counselor's experiences can play a significant role in assisting educators in creating a positive learning environment that will support both educators and students.

The researcher would like to add to the existing body of literature by examining and understanding the experiences and perceptions of Manitoba middle years educators in hopes to

create safe and trusted learning environments and effective classroom instructions that will assist in dealing and preventing cyberbullying.

Summary

In order to examine the perceptions and experiences of permanent Manitoba middle years guidance counselors when dealing with the issue of cyberbullying, the researcher used a qualitative approach, more specially a multi-case study to investigate these educators' multifaceted experiences and perceptions. The researcher collected qualitative data using in-depth, open-ended interviews with four research participants—two from the north district and two from the south district schools within the Winnipeg School Division. These interviews were transcribed, coded, and analyzed using a multi-case approach to explore meanings and themes that emerged from the raw data. The researcher also collected documentation and archival records to determine themes and ensure the validity in the interpretation of the data. Finally, results were compiled to provide a detailed analysis of one or more cases that can be shared and reported to a larger academic and professional audience.

Chapter Four: School Profiles—Description and Interpretations

In this chapter the researcher examines three schools. Initially, the researcher sought to study middle years classroom teachers' position and obligations regarding cyberbullying, and to explore recommendations for improving awareness of cyberbullying among teachers and students. As the researcher began data collection in these schools, it quickly became evident that middle years classroom teachers were not the individuals responsible for dealing with cyberbullying issues. Rather, the responsibility lay primarily with the middle years guidance counselors. As a result, guidance counselors were interviewed.

In this chapter, the researcher presents the demographics of each school and a brief background of each of the guidance counselors interviewed, including their teaching/counseling career. Following this, the researcher presents the participants' perceptions and experiences of cyberbullying, specifically regarding whose responsibility it is to deal with this, and how it is being dealt within each of their schools. Current teacher training and instructional practices within each school are also discussed. The researchers interpretations of the findings of each school are presented afterwards.

As part of the data collection process, the participating schools were also required to supply the following representative documentation to the researcher: (a) names or electronic links of programs or curricula that guide classroom instruction and practice; (b) incident reports outlining steps taken to deal with incidences of cyberbullying that were brought to the attention of the school; (c) personal documentation (journals/diaries) containing descriptions of cyberbullying incidences that the guidance counselor encountered and felt comfortable sharing; (d) links to the school websites, pamphlets, brochures, and parental handouts that are distributed to raise awareness about cyberbullying; and (e) demographics describing the population of the

school. The middle years guidance counselor was given full assurance that all documentation would be kept confidential and anonymous, and would only be used to deepen the researcher's understanding of the guidance counselor's perceptions and experiences of cyberbullying.

School A

School Demographics

School A is a considered an average size middle years school (Grades 7–9) located in north Winnipeg and is home to 420 students and 50 school personnel. There is a principal, a vice principal, one guidance counselor, two school secretaries, 23 teaching staff (four of which concentrate on special education), three specialist teachers who focus on band, art, and choir, and one resource teacher. In addition, there are 18 educational assistants (15 of whom are designated to special education). As per the information provided by *Manitoba Child Health Atlas Update* (Brownell et al., 2011) and the locations of the schools in this division, this school is comprised of low-mid socioeconomic status students who are primarily immigrants.

Guidance Counselor Background and Teaching Career

Sophie is the pseudonym given to the female guidance counselor for this school, and she is in her ninth year of teaching. During her first 5 years of teaching, she was a sixth grade teacher and dealt with many bullying issues which she handled primarily in the form of discussions with her class. From there, Sophie took a leave of absence and spent 2 years in China at a Manitoba curriculum school teaching Grades 6, 7, and 8 language arts. Sophie pointed out that it was informative for her as an educator to witness cyberbullying occurring on a global level. Although the programs that the Chinese students used to cyberbully were different versions of the programs that are used here in North America, according to her the nature of the cyberbullying experiences remained the same. Sophie's teaching experience in China

demonstrated that regardless of where in the world one may be, cyberbullying is a global issue. Kumar (2013), Merritt (2013), Shariff (2008), and Shetty (2012) concur with Sophie's conclusion.

Perceptions and Experiences of Cyberbullying

Currently, Sophie is back in Canada and is in her second year in School A as the guidance counselor. She points out that students who are having personal issues might not be inclined to come forward and seek help from the school staff, as she would hope. She did state that there are instances when a student will approach a trusted adult when he/she is struggling with a personal problem, but for the most part, the majority of students keep their issues to themselves. For this reason, Sophie makes it a priority to visit each classroom within the first 2 to 3 days of school to encourage students to come and talk to her if they need support.

Sophie's experience with bullying is that it has moved from traditional face-to-face bullying to that of cyberbullying. She believes the reason for this is the student's easy accessibility to their phone. Sophie reported that cyberbullying usually originates outside of the school when parents may not be supervising their children online. This bullying then extends into the school during class time, in the bathroom, or during lunch hours. Sophie believes that the school is responsible for dealing with these issues regardless of where the cyberbullying originates, as the conflict that arises from the cyberbullying usually takes place during school hours.

Sophie described the importance of social media and online connection to the middle years student. In the case that the online connection is broken or the student is cyberbullied, the well-being of the student is compromised: "The more that I am learning about this generation, spending time with them, particularly middle school kids, that's [cell phone] their lifeline and

how many likes you get on Instagram will make or break everything. That determines your popularity.”

According to Sophie, because the student’s device tends to be their lifeline, they often do not take any action to stop the bullying behavior. As stated by Sophie,

I think that was, perhaps, frustrating for us as we were really encouraging the girls: “You have the power to delete the app off your phone. You have the power to walk away from that—to not to respond to that,” and this is one example of many—and they wouldn’t. I think again, it goes back that that’s their lifeline. It’s their phone.

Cyberbullying Roles and Responsibilities

In order to effectively deal with cyberbullying, Sophie believes that there should be a triangle approach between school, parent, and student, but ultimately the onus must fall upon the division. She further states that once the division acknowledges that cyberbullying is a reality of modern day students and makes it a priority, the schools will follow suit. It will be up to the division to educate the teachers, who can then educate the parents about strategies to discuss cyberbullying with their children.

Sophie asserts that parents should be aware of what their children are doing on the Internet, as her experience has been that cyberbullying begins outside of the school. For the past 2 years, Sophie and her vice principal have considered setting up a parent information night to raise awareness about the needs of the middle years student. This parent night would not specifically pertain to cyberbullying, but rather to the world of the middle years student.

Educator Training, Classroom Instruction, and Practice

Sophie states that she feels somewhat equipped and does her best when it comes to dealing with cyberbullying. However, she feels that trying to stay on top of it is a difficult and

monumental task, as there is still a lot to learn with the ever-changing world of digital technology and cyberbullying. In regard to professional development within the school, Sophie indicates that there are some in-services that are required but many are optional. When asked if she had any training around anti-bullying or cyberbullying, she said she did; however, that training dated back to her time as a classroom teacher. She did specify that while she may not have any current professional development specifically pertaining to cyberbullying, it had been touched upon in other in-services.

Because cyberbullying in-servicing is not mandatory for educators to attend, Sophie feels that the best way to train educators about cyberbullying is to have a speaker come to the school and to require mandatory attendance. This would ensure that all educators would hear the same information, learn the same language, and acquire the same strategies. At the same time, Sophie also expresses that educators' biggest resource may be in the hands of the students themselves, rather than in professional development. She explains that because the students are immersed in this digital world, educators need to talk to these students to gain insight into their world and be able to assist them.

When asked which resources she relies on when dealing with cyberbullying, either in individual counseling or when she is in a collaborative role with the classroom teacher, Sophie did not refer to any in particular. She did indicate that the Internet has quick and handy informational sites that she has at her fingertips. She also comments that the divisional resources that are available for teachers to use are often outdated, such as the health curriculum, or are too immature for the middle years students. Sophie notes that program developers need to be more cognizant of maturity level when developing new informational materials on cyberbullying for students.

As needed, Sophie relies on guest speakers such as the school resource officer and a speaker from *Teen Talk* to come and speak to the students. Sophie also has access to a group of other guidance counselors who meet throughout the year to collaborate and strategize on common issues and concerns. When Sophie enters a classroom, she likes to have candid talks with the students as she feels that this is an effective approach to engage young learners. She likes to frame these discussions around common sense and safety, and the repercussions of not looking at the big picture when it comes to how students use their digital devices.

School A Interpretation

From the onset of this study, it was very clear that participating schools would have to agree to provide the necessary documentation in order to participate. School A agreed to these terms; however, they would not produce incident reports, personal documentation, or links to the school website, pamphlets, brochures, and parental handouts that are distributed about the topic of cyberbullying. In addition, archival records including whole school records that longitudinally track bullying behavior, and reports that may contain the types of cyberbullying that has occurred in the school such as putdowns or sharing of personal information/pictures/texts were also withheld with the explanation that the information was confidential. The guidance counselor was reminded that everything would be kept strictly confidential and all identifying information such as names could be blacked out prior to the researcher receiving the documentation. However, she declined once again. As such, the researcher was only able to interpret according to the interview and the partial documentation with which was provided.

It is the researcher's opinion that pamphlets, brochures and parental handouts should be made accessible to the public. This information was freely available by the two other schools that were a part of this study. The researcher questions why the divisional policy is not clear on

having pamphlets, brochures, and parental handouts obtainable to the general public. When the researcher looked on the school website, there was only one link that invited parents to an anti-bullying workshop that was being offered at another school. It was interesting to note that this workshop was held in 2014. It appears that nothing has been offered to parent for the past 3 years.

Olweus and Limber (2010) defined school readiness as the time when schools and school personnel wholeheartedly recognize the need to implement an anti-bullying program. In order for a cyberbullying prevention program to work in a school, it requires the full participation of all staff members, or the effectiveness of the program may be compromised (Kowalski & Limber, 2007; Milsom & Gallo, 2006; Olweus & Limber, 2010; Patchin & Hinduja, 2012; Strohmeier & Noam, 2012; Wong-Lo et al., 2011). Olweus and Limber further asserted that a lack of time allotted to instructing untrained staff, as well as a lack of curricular time designated to training students, results in the demise of a successful anti-bullying program. Lastly, it is imperative for all staff to utilize the same strategies when addressing bullying issues, and to implement the entire program as it was intended, rather than “cherry-pick” elements of the program.

School A is an example of a school that realizes that cyberbullying is an issue but may be unsure of where to start addressing the problem. This school has many good intentions, but does not have a concrete plan in place when a cyberbullying incident is brought forward. Although there is a zero-tolerance policy within this division, schools such as School A are unaware of how to effectively enforce the policy and will continue to use haphazard approaches to defuse the situation until the next one arises. School A tends to be more reactive than preventative, and this is due to the lack of trained personnel within this school. School A’s guidance counselor

refused to divulge documentation regarding attendance to professional development pertaining to anti-bullying/cyberbullying, and the guidance counselor would only speak for herself, stating, “I cannot speak for other teachers in the building. We have an internal online system which keeps track of our workshops we attend so I would not be able to give you access to that” (Personal Communication, September 23, 2016).

Sophie’s professional development is presented in Figure 5.

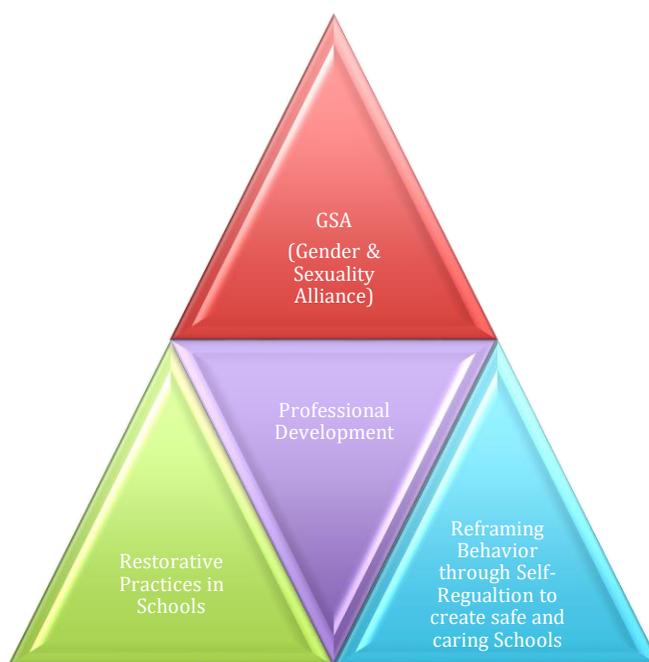


Figure 5. Sophie’s professional development training.

The researcher theorizes that there has been a lack of consistent educator training throughout School A, as Sophie indicated that it is optional to attend most professional development training opportunities such as cyberbullying in-servicing. Currently, School A is implementing arbitrary methods such as bringing in a school resource officer, a speaker from Teen Talk, or a co-teaching effort between classroom teacher and guidance counselor in the hopes of dissuading unhealthy habits such as cyberbullying. These efforts are admirable, but

without a systematic anti-bullying program in place, School A's efforts will simply pacify the situation rather than preventing further occurrences.

Without properly trained school personnel in School A, it is almost impossible to empower students with the tools necessary to deal with cyberbullying. When asked if anti-bullying/cyberbullying instruction was being carried out in the school, the answer was that it was not a specific topic of discussion, but rather that it may emerge in other discussions regarding the middle years students. For example, healthy habits, healthy relationships, and the health curriculum were considered. When pressed about who was responsible for the health curriculum, it was stated that the physical education teachers were in charge of it, but other educators in the building may have to administer some health classes due to scheduling conflicts. In the documentation that was supplied by School A, there was not a specific anti-bullying/cyberbullying program that was being utilized by the entire school; however, parts of programs were sifted through and chosen to guide instruction. See Figure 6 for the names of programs which guide School A's classroom instruction and practice.

Again, all of these programs are excellent resources but they are being sifted through and do not necessarily target cyberbullying. The guidance counselor of this school sees the effects of cyberbullying on our youth not only here in Manitoba, but also on a global level. Sophie identifies the significance the cell phone has among the students, even to the point of their detriment, and she is frustrated that the students are unable to empower themselves enough to stop the bullying behavior. The lack of cohesive programming in this school does not lend itself to empowering students with strategies required to prevent cyberbullying.



Figure 6. Programs which guide School A’s classroom instruction and practice.

Sophie would like parents, educators and students to be more active participants in the effort to stop cyberbullying in School A. Based on the information provided to the researcher, brochures or pamphlets are not handed out and student open forums or parent information nights are still ideas that have yet to become a reality. In order for parents and students to become active participants in the prevention of cyberbullying, these open forums for parents and students must be made available for them. At the same time, there must be trained personnel available to host these events, and brochures and pamphlets must be distributed in order to raise awareness of the cause. These pamphlets have been made available by the division and need to be distributed.

Although there is a zero-tolerance policy currently in place within the division, there seems to be a lack of direction regarding how to enforce the policy. School A does not have a concrete plan in place to deter cyberbullying from occurring in the school. While professional development opportunities arise for staff in the division, these are optional rather than mandated.

As stated earlier, the willingness and training of the entire staff is required if School A desires to become proactive in dealing with this globally increasing issue.

School A's Rival Interpretation

Rival interpretation can be done on School A. Piaget's cognitive development theory discusses that often adolescents are between the concrete operational stage where the adolescent requires tangible evidence to interpret his/her world and the formal operational stage where an adolescent is beginning to grapple with abstract thought and is beginning to think similarly to that of an adult (Brubaker, 2016; Lefa, 2014; Woolfolk et al., 2012). The Internet provides a barrier for students to see the effects of how their online behavior is affecting the person on the receiving end. As often the perpetrator has the option to remain anonymous in their online communications, the victim is not able to gauge if their attacker is in fact bullying or has a poor sense of humor. Both perpetrator and victim have a very good chance of being at the concrete operational stage and absolutely require real evidence to make sense of their world. It is easy to understand why often adolescents especially ones involved in cyberbullying often seem confused when tangible evidence is not in front of them.

School A's lack of a concrete anti-bullying plan most likely leaves students at the concrete operational stage rather than progressing them further to the formal operational stage. Students from School A, have not had consistent solid discussions and training around cyberbullying, and undoubtedly these students do not possess the necessary skills required to deal with it. Because abstract thought is something adolescents are just beginning to toy with, these students may not be able to problem solve their way through the cyberbullying incidence. It is for this reason, that a definitive anti-bullying or positive focus program is essential if

educators are to assist students to move from the concrete operational stage to that of the formal operational stage.

Erikson's psychosocial theory also applies to School A. Erikson claimed that a person's personality was molded through a sequence of psychosocial crises, which either has a positive or negative influence on them. Erikson stated that adolescents belong to the identity versus confusion stage and an adolescent's social environment is crucial in determining who they will become as adults (Erikson & Schlein, 1987). It is key that students understand who they are when it comes to cyberbullying. Without a strong sense of self according to Erikson, it is common for the adolescent to suffer from an *identity crisis* (Woolfolk et al., 2012). Educators are in a position to provide the stage for these discussions to occur and administer lessons on self-esteem and cyberbullying prevention. School A's insufficient student training in this area may in fact lead a student victim of cyberbullying to become confused and believe everything that is being posted about them is true and therefore identify as someone that is inadequate in the eyes of their peers.

Finally, Bronfenbrenner's bioecological model of human development also can be applied to School A. Like Erikson, Bronfenbrenner also believed that an individual's social context influenced their human development (Bronfenbrenner & Morris, 2006; Cibrián & Aguirre, 2016). Bronfenbrenner explains that these contexts are nested within the next and ultimately what happens in one context will have a reciprocal ripple effect on each of the contexts. For this reason, it is vital that adolescents feel a sense of security and belonging in some context of their life. From the data the researcher has gathered, it does not appear that School A at this point, is wholly and consistently able to provide a safe environment and adequate training needed for the middle years student to work through the confusion of being an

adolescent especially in the age of cyberbullying, and find positive ways to self-identify who they are as an individual.

If in the future, School A is able to provide an environment where students feel a sense of belonging and feel safe enough to stand up for themselves in a positive manner towards their perpetrators then, according to Erikson's and Bronfenbrenner's theory, they may have a chance to become a well-adjusted adult. The cognitive development theory, psychosocial theory, and bioecological human development model all can be applied to School A, as it appears that the application of all of the theories would provide much needed support to the educators from School A in assisting their middle years students through the daily challenges of being an adolescent.

Each theory in itself holds merit with the psychology of the adolescent student and therefore the researcher sees the benefit in including all theories when planning for the adolescent student. However, in saying that, if one was expected to choose only one theory to guide instruction, then the researcher feels that Bronfenbrenner's Bioecological human development model would be best suited for the adolescent student. This model seems to be the umbrella where Erikson's psychosocial theory and Piaget's cognitive development theory could fall under. The bioecological human development model emphasizes the importance of an individual's social context and during adolescence students are very much interested in their social environments. It then only makes sense to for educators to meet students in the mind-frame that they are focused in and provide opportunities for positive social interactions and growth, which ultimately gives the students a sense of belonging and sets these students up for adulthood. Once this connection is built, there is also a certain level of trust that is also created between educator and student. It is here where educators are able to assist students with the

identity versus confusion stage that Erikson refers to which could lead to an adolescent experiencing an identity crisis and/or guide students to explore their identity in a safe or positive way. Again with having established a trusted connection with the students, educators are also in a better position to guide students out of their concrete operational stage as Piaget's theory suggests and move the students into the formal operational stage in a safe and secure environment. It is here where students may feel safe enough to explore their thoughts and feelings, thus beginning to grapple with abstract thought (Brubaker, 2016; Lefa, 2014; Woolfolk et al., 2012).

School B

School Demographics

School B is a large French immersion school which houses both elementary and junior high students (Grades N–8) located in north Winnipeg. It is home to 1,054 students and 85 school personnel. There is a principal, two vice principals, two guidance counselors, four school secretaries, 50 teaching staff, eight specialist teachers, two resource teachers, one English-as-an-additional-language teacher, and 15 educational assistants. As per the information provided by *Manitoba Child Health Atlas Update* (Brownell et al., 2011) and the locations of the schools in this division, this school is comprised of low-mid socioeconomic status students who are primarily immigrants.

Jeremy is the pseudonym given to the male guidance counselor for this school, and he is in his 12th year of teaching. According to Jeremy, his first 2 years of teaching were at a small school, teaching Grades 5 and 6, where there was not much bullying occurring as it was an inclusive and accepting school. After 2 years, he moved to School B for a teaming situation that was created to build community within the classrooms. The idea was that two teachers would

share two classes to build a closer relationship with the students as a proactive measure for anything that may arise. Jeremy was in this role for 7 years. For the past 2.5 years, he has been in the role of the middle years guidance counselor.

Perceptions and Experiences of Cyberbullying

Jeremy feels that although there are many things we can do to deal with cyberbullying, he also feels that it is impossible to stop. In traditional face-to-face bullying where once the victim was able to escape to the safety of their own home, he/she was free from his/her bully until their next encounter, unlike that of cyberbullying where a victim is unable to escape. According to Jeremy, this is no longer possible. He feels that today's youth have the strange perception that whatever is said online at night does not follow them to school the next day as they think it is two different worlds. It is an opportunity for them to air their grievances about others and then come to school as if nothing has happened. Jeremy also believes that youth today become addicted to the attention online. Regardless of whether it is positive or negative, it is the fact that someone is thinking about them. He states that if a student is feeling alone yet keeps hearing and seeing their name online, they are reassured that people are still thinking about them.

Jeremy has dealt with approximately 30 cases of cyberbullying over the past 2.5 years. In one particular case, he dealt with the victim of the cyberbullying incident, which turned into a 2-year process. Jeremy recounts that this student, who recently moved to another school, desperately wanted to fit in. The reason for his move is unknown to the researcher, as it was not stated during the interview. According to Jeremy, he saw this student as a nice kid, but was seen as socially awkward. If other kids were goofing off and making jokes at each other, he would want to get involved and joke as well. However, they would immediately turn on him, both in person and online. He went through quite a few situations in which many students were

threatening him and calling his mom a whore, and he would threaten back. The school got the police involved and worked extensively alongside them. They also had mediation services come in and Jeremy worked with this student every two weeks on work-related issues such as self-esteem and standing up for your beliefs without creating more issues. For the duration of this time, they were also in constant contact with the mother of this student.

According to Jeremy, this is an example of a student who hears their name online and thinks people are always thinking about them. Although this student had made mistakes, Jeremy asserts, so did the students who were attacking him because they were doing it to advance their own social status. It took a lot of time and resources to help this student, Jeremy states, along with a recommendation to the school that received this student not to give up on him. This was time well spent according to Jeremy.

Jeremy feels that students have access to a significant piece of technology at their disposal and these pupils do not understand how to use their cell phones responsibly because nobody is showing them how to do it. Educators are doing a disservice, he asserts by not properly training students on the ethics and responsibility of digital technology. This lack of training he attributes to educators' own fears and inability to use the digital devices as effectively as they could. He concluded this part of the discussion by stating that if one looks at history, banning something does not make it go away, it just shoots it underground and then educators have lost control of it.

Cyberbullying Roles and Responsibilities

Jeremy feels that in order to get a hold on cyberbullying, it needs to be dealt with in partnership. He believes the responsibility lies in the hands of the government, the school division, the parents, the school, and the student. The lines of the roles and responsibilities he

regards as being blurred. He feels that if presently, everyone including government, the police, Center for Child Protection, and divisional curriculum developers are all developing programs, then he questions who is responding to and implementing these programs. Jeremy perceives that the response and implementation are inadequate and needs to be more fully developed in schools throughout the Winnipeg School Division.

Parents have one of the most significant roles to play Jeremy states in regards to deterring cyberbullying. Like Sophie from School A, Jeremy asserts that cyberbullying does not originate in the school:

The cyberbullying doesn't happen at school; the fixing of the cyberbullying happens at school. The tough part is what do we do when that student leaves the school? I don't feel comfortable telling a student not to go online. I don't think that's fair for the reality that I have confronted. The other piece is, and I'll throw it in, is how much of it is our responsibility? Again, we can educate. We can react. We can show the kids we are here for them. We can make plans. We receive the phone calls from parents when their child is being bullied, but when their child is being bullied, their child is not with us. We're concerned with our students when they are here. We want them to be safe and we want them to be happy. That's the only way they're going to learn and be engaged in school so we react to them. But the other side is it's not happening on our watch. The media wants to flip it and say that the schools don't want to deal with it, but I can flip it and say the parents don't want to deal with it. I hear it in the media a lot, the schools are being blamed for not doing a lot of things when it really feels to me like those are either things we should be doing in unison or they're parent responsibilities first and if they want to phone the school for guidance or support we're more than willing to do that.

Jeremy also believes that law enforcement has a responsibility when it comes to cyberbullying. He states that he understands that law enforcement is overburdened, but continues to say that cyberbullying is against the law so therefore it is the law enforcement's responsibility to follow through on what the law is. Outside of having a school resource available, Jeremy currently has not seen law enforcement playing a role in deterring cyberbullying.

Jeremy concludes the discussion on roles and responsibility regarding cyberbullying by stating that if schools are expected to defuse cyberbullying incidents, then he would like clearer direction from the division:

For instance, we [the division] say that we have a no bullying policy and you can't bully. It's that simple. But there's no consequences set up. There is no one willing to follow through on consequences. We have a zero-tolerance policy. What is that? What does it look like? Because we do not. We have a huge tolerance policy. We deal with it every single day so we are being tolerant of it.

Educator Training, Classroom Instruction, and Practice

Educator training and classroom practices Jeremy asserts have been more reactionary rather than proactive. He would like to see a shift happening here. There are many professional development opportunities offered by the division he maintains and, for the most part they are helpful, especially regarding ways to respond and strategies. Jeremy feels that in-servicing for teachers should be focused on educating teachers about websites and how to navigate through them, rather than on how to implement certain programs for students. This would be an enormous learning curve for most educators he believes, but is very much needed, as educators currently do not have credibility with the students. Students do not come to school personnel for

assistance surrounding cyberbullying he states because they don't believe that educators understand their digital world.

Jeremy believes that the programs that are available to teach students are ineffective. While the programs are set up with the right intention, the content he claims is too immature for the students. Additionally, the curricula are outdated he contends because the technology world is changing so rapidly. Jeremy also cautions that program writers need to be mindful about using buzzwords like cyberbullying, as it creates a frenzy amongst the students wherein everyone is now experiencing that phenomenon. In the future, he would like to see the focus change from focusing on key words to focusing on symptoms and reactions.

When planning a cyberbullying lesson, Jeremy does not use specific programs but rather gathers information from a variety of resources including the Internet and often collaborates with classroom teachers. He likes to keep his lessons raw and real, and uses experiential education to manufacture real-life situations that will engage students. Often these lessons contain a shock value to hold the students' attention. Real-life consequences such as students being arrested or parents being charged with a crime are presented so the students see the ramifications that come with the misuse of technology.

Preventative lessons are crucial Jeremy argues and should not just be offered during anti-bullying week but rather throughout the entire year. According to Jeremy, these preventative measures may not stop cyberbullying, but they do lower the amount of nit-picking and putdowns, and foster a sense of community where the goal is for everyone to learn tolerance and acceptance for each other and their differences.

School B Interpretation

School B is an example of a school in which educators realize that cyberbullying is an issue and although there does not seem to be a clear directive from the division on how to enforce the zero-tolerance policy, educators do what they can to lower the number of incidences in their school. Although the guidance counselor feels that the professional development and programs offered by the division are reactionary in nature, this school has many proactive measures in place to foster community and respect in their school.

Upon entering the school, it is evident that this school has purposeful intentions. Posters decorate the walls stating:

- Be a learner
- Be responsible
- Be safe
- Be respectful

During a walk through the school with Jeremy he explains that the school is a positive behavioral interventions and supports (PBIS) school. According to Jeremy, the purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. PBIS help students learn the desired behaviors in each part of the school, by training students in these behaviors, by rewarding positive behavior, and by gathering data on challenging areas in order to work on targeted solutions. PBIS implementation includes school-wide training in common areas such as hallways, the office, washrooms, the centrum, lunchrooms, and stairs. This year, formal training took place in September with a refresher in January.

School B is starting on their second year as a PBIS school. They systematically chart the types of undesirable behaviors and the students who are acting in this manner. School B

provided their PBIS data for their first year and tracked such behaviors such as: noncompliance, putdowns/teasing, inappropriate physical contact, disruptive behavior, inappropriate language, electronic devices, skipping school, physical assault, threats, repetitive misconduct, verbal assault, repetitive defiance, vandalism, and other categories. The school librarian is responsible to enter the data from incident reports she receives onto a spreadsheet. At the end of each year, educators from School B are able to identify what behaviors have the most incidences and which students require extra support with behavioral issues.

A second data source that educators from School B utilize is a survey entitled “Tell Them From Me,” which is a survey that is completed by the students electronically and anonymously. This survey is aimed at giving the students a venue to voice their concerns and get the perspective from the students around bullying in School B. This survey has a focus on items such as prevalence of bullying, types of bullying, where and when bullying is occurring, how students respond to bullying, measures to prevent bullying, students who feel excluded, and feeling safe at School B. Since the 2012–2013 school year until the present, educators from School B have administered this survey. Please see Figure 7 for reports that track student’s behavior.

In addition to the data that tracks bullying behavior, educators from School B also use programs when planning for classroom instruction in regards to bullying/cyberbullying. Some of the resources they use can be seen in Figure 8. School B is also vigilant in raising awareness when it comes to bullying/cyberbullying. In his office Jeremy has many pamphlets and posters that he pulls off his shelves that are at his disposal to present to any student who may require them. These pamphlets and brochures are also handed out to students in the classroom as a

whole. The list of the pamphlets and brochures School B hands out to raise awareness can be seen on in Figure 9.

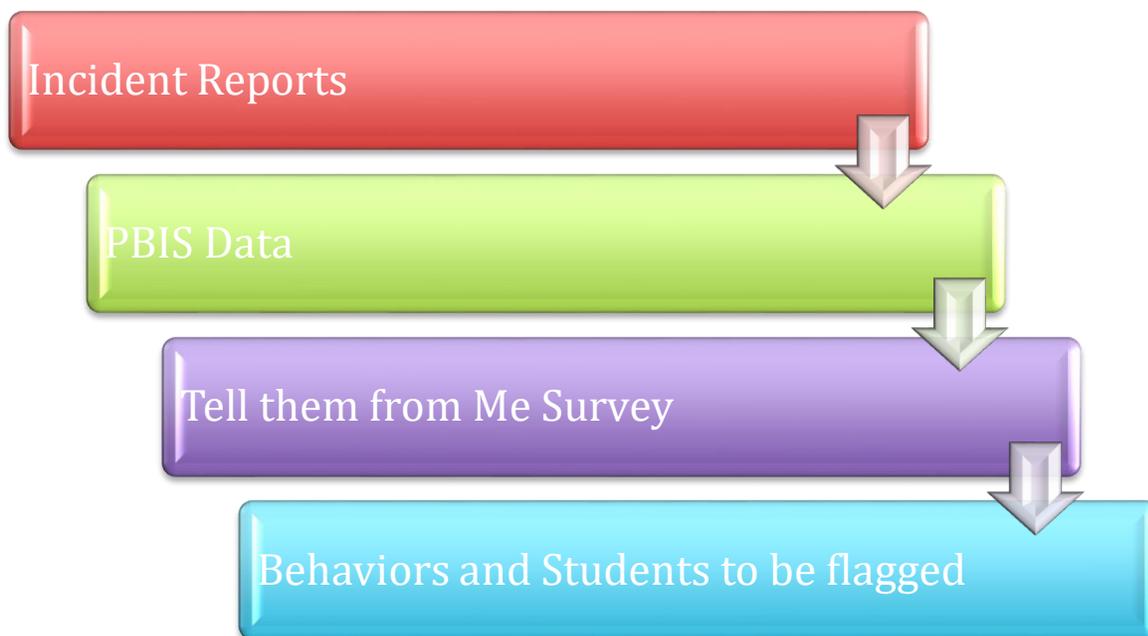


Figure 7. Reports that guide School B's behavior incidences.



Figure 8. Programs or links that guide classroom instruction and practices in School B.



Figure 9. Pamphlets and brochures to raise awareness in School B.

With the documentation that School B provided and through the interview with Jeremy, it is quite evident that educators from School B are being preventative when it comes to undesirable behaviors such as bullying/cyberbullying and setting up systems that are proactive rather than reactive in nature. Although Jeremy would like to see clearer direction from the division, he alongside the staff at School B are taking matters into their own hands and doing what they can to deter bullying/cyberbullying from happening in their school.

School B's Rival Interpretation

Rival interpretation can also be done on School B. In contrast to School A, where it is beneficial for school A to better understand the psychology of the adolescent student in order to better program for them, School B on the other hand utilizes what they know about adolescents and programs for them both in and out of the classroom. Once again, the researcher emphasizes that if one had to choose only one theoretical framework to guide middle years planning, then

Bronfenbrenner's bioecological human development model would be chosen. However, School B does a phenomenal job in demonstrating how the union of all three theories present a well-rounded framework to guide middle years instruction. School B's understanding that students need opportunities to move from Piaget's concrete operational stage and wade in the waters of the formal operational stage is what has educators from School B providing the stage for open and honest conversations around cyberbullying. Here, the students are asked to think abstractly and critically reflect on the ramifications of cyberbullying within real life contexts.

Although educators from School B cannot be wholly responsible for what students are exposed to in their adolescent life, they can however be responsible for what students are exposed to in the classroom. During the numerous social-emotional lessons administered to the students of School B, educators from this school do what they can to eliminate the confusion related to Erickson's theory, and encourages students to recognize their strengths and skills. Also during these lessons, students are asked to roleplay bullying scenarios and practice standing up to the bully, thus empowering them and hopefully shedding a positive focus on the student's sense of self and giving them the opportunity to see who they are capable of being.

As previously stated, Bronfenbrenner discussed how the social context which a person is exposed to ultimately affects the type of adult they will be. School B educators understand the principle of this theory and the notion that they can have an enormous positive impact on the lives of their students, especially because this may not be happening anywhere else in the adolescent's life. Therefore, they do what they can to provide a positive learning environment for them. The hope is that the skills these students receive from the school-wide PBIS training will ultimately shape students in a positive and accountable manner, one in which they will take into adulthood.

School B is an excellent example of how all three of the theories that frame this study work well together in the best interest of the students. Understanding the psychology of the middle years student is paramount not only for effective programming, but also in molding these young minds in a positive manner which will assist in the type of citizens they will become.

School C

School Demographics

School C is an average size French immersion middle years school (Grades 7–8) located in south Winnipeg. It is home to 496 students and 85 school personnel. There is a principal, a vice principal, two guidance counselors, three school secretaries, 32 teaching staff, seven specialist teachers, and seven educational assistants. As per the information provided by *Manitoba Child Health Atlas Update* (Brownell et al., 2011) and the locations of the schools in this division, this school would be considered to have high socioeconomic status students.

Guidance Counselors' Backgrounds and Teaching Careers

Pseudonyms are given: the male guidance counselor will be known as Greg and the female counselor will be known as Sarah. Sarah is in her 17th year of teaching. She has experience in elementary classroom teaching as well as some resource teaching of the deaf and hard of hearing. This is her third year in the role of guidance counselor in School C. Greg, on the other hand, has been at School C in the role of guidance counselor for the past 6 years and has been teaching for 15 years. He has also held the position of vice principal at School C.

Perceptions and Experiences of Cyberbullying

Sarah feels that the anonymity of the Internet provides students with a false sense of security. She asserts it is easy for students to say what they would perhaps not say if they were face-to-face with their victim. Cyberbullying incidences she further adds, have escalated at a

much quicker rate than face-to-face bullying ever has in the past. Greg supports Sarah's comment of cyberbullying being easy, stating that if the student is ever caught in the act, they often come up with the excuse that someone other than themselves has logged into their account, rather than taking responsibility for their actions.

Greg also mentions that most cyberbullying is occurring outside of the school when students should be under the watch of their parents. He notes that some of the cyberbullying is time stamped at 2:00 a.m. or 3:00 a.m. in the morning. Greg further states that cyberbullying at the school was more of an issue in previous years before a no cell phone policy during school hours came into play. He further states that students would often go to unsupervised areas such as the bathroom and throw out nasty texts. The decline of cyberbullying incidences in School C he attributes not only to the no cell phone policy within the school, but more significantly to the school culture of self-respect and respect for others that is being fostered amongst the students.

Greg and Sarah agree that more and more students are seeking support from school personnel than they have in the past. Greg states the following:

I think it is also the perception in this building that we will do something about it, that there are consequences for that type of behavior [and] that adults will step in and do something immediately. I think our kids genuinely have that impression that if they bring something to us, it will be handled in a way that is fair and consistent and there will be consequences.

Sarah adds that School C encourages students to disclose cyberbullying occurrences to school personnel regardless of where they originate because they impact students and necessitate a response.

Greg feels more equipped to deal with cyberbullying than does Sarah. He feels that cyberbullying is not much different than face-to-face bullying. As with face-to-face bullying, he believes that it is important to be present, to be aware of all dynamics in the school, and most importantly, to be ahead of the course. According to Greg, the same principles apply to cyberbullying, even though the premise has slightly shifted. Sarah agrees with everything Greg said, however, she does not feel as comfortable around social media. She states the following:

I feel like I am not equipped with knowing the ins and outs of the different social media venues. I don't have Instagram and I am not on Twitter, I am not on SnapChat. I try and talk to the kids and I always find that I am trying to pretend that I know the ins and outs a little bit so that they know they can't pass something completely by me. I am not familiar with each of those.

Greg states that being consistent is vital in regards to cyberbullying, even with repeat offenders. He reiterates the need to have more stamina than the students who are engaging in cyberbullying behavior. In his experience, students tend to get tired of the repetition of the consistent consequences they receive from the school when they engage in cyberbullying, and therefore eventually lose interest in that sort of behavior. Both Greg and Sarah agree that dealing with cyberbullying is a complex issue, but they fear that the issue will become monumental if they leave it unaddressed. With the anonymity the Internet provides as well as the unsupervised nature of the Internet, Greg and Sarah do not believe they will ever be able to stop the ongoing battle of cyberbullying in its entirety, but they are willing to do what they can to mitigate it.

Cyberbullying Roles and Responsibilities

Greg feels that the division is very clear in terms of cyberbullying. He asserts that the policies are in place and that there are severe consequences if cyberbullying occurs. Greg feels it

is up to the educators in schools, to connect with the students, which will address and effectively deal with the issues around cyberbullying.

Greg and Sarah agree that they would like to see parents take more responsibility for cyberbullying than they have seen in the past. Once again, these guidance counselors echo the guidance counselors of School A and B in stating that cyberbullying originates outside of the school and usually on the parent's watch. They would like to see parents more engaged with their children while they are on social media sites. They suggest that parents add themselves to their children's social media accounts to view their children's online behavior.

Presently, Greg and Sarah feel that they are playing both the parental and school roles. Greg feels that once parents become active participants in trying to mitigate cyberbullying, the school can add more focus to the Internet ethics, safety, and responsibility that they already touch upon. This also would demonstrate to the students the unity between parents and school that would leave less room for students to believe that they would be able to get away with the act of cyberbullying.

Educator Training, Classroom Instruction, and Practice

Both Greg and Sarah state that they have anti-bullying training but indicate that it was more beneficial to have training around positive behavior, rather than focusing on negative behavior. Greg indicates that School C is a PBIS school. He further emphasizes that creating a positive climate in the school in which students can feel a sense of belonging and feel comfortable and safe was more valuable than focusing on the negative. According to Greg, having a positive inclusive climate in the school is achieved through the proactive PBIS training. Reactive training comes in the form of classroom presentations done either by the school resource officer, guest speakers from different agencies, or by the guidance counselors

themselves. Greg highlights that the physical education curriculum also has a focus on healthy habits. Greg feels that both proactive and reactive training assist in slowing down cyberbullying and other negative behaviors, but probably will not eradicate them altogether. Sarah further adds that the training that occurs at School C is empowering students to report negative behaviors because they know they can trust the adults in the building to assist the students accordingly. This proves beneficial for School C as they are creating a culture of caring amongst the students in the school.

School C Interpretation

Educators at School C acknowledge that cyberbullying is an issue and they are adamant to be ahead of it. School C has a clear cyberbullying policy set out by the division and it is up to the administrators and educators to follow through on this policy. Although both guidance counselors from this school don't feel as though cyberbullying will ever cease to exist, they do feel the urgency to deal with it in any possible way that may deter incidences from further escalating. This school also has preventative measures in place to promote a sense of belonging and respect in the school.

Upon entering the school, it is evident that educators have been working on fostering respect for oneself and others. For example, a student who could tell that the researcher was a guest in the school asked me who I was looking for and directed me to the office. Immediately, the researcher had the sense that this school works on positive behavior.

School C is a PBIS school. As mentioned in the School B interpretation, the goal of school-wide PBIS is to create a community where appropriate behavior is the standard. This school-wide training assists students in acquiring preferred behaviors in each common area of the school including hallways, the office, washrooms, the centrum, lunchrooms, and stairs. By

acknowledging desirable behavior for example and by collecting data on challenging areas through the PBIS documentation and the “Tell Them From Me” survey, the teachers at this school target manageable and feasible solutions. This survey provides a voice to the students by allowing them to anonymously notify school staff about their thoughts and feelings pertaining to school safety. Although educators at School C have not included the topic of cyberbullying directly in the “Tell Them From Me” survey, there was discussion around tailoring a portion of the survey to accommodate this in the future (see Figure 10).

Educators at School C also use programs and curricula to guide their classroom instruction and practices, which address issues such as bullying and cyberbullying. These preventative programs are used alongside the guidance counselors and guest speakers coming into the classroom to give presentations. Figure 11 presents the programs that School C implements.



Figure 10. Reports that guide School C’s behavior incidences.

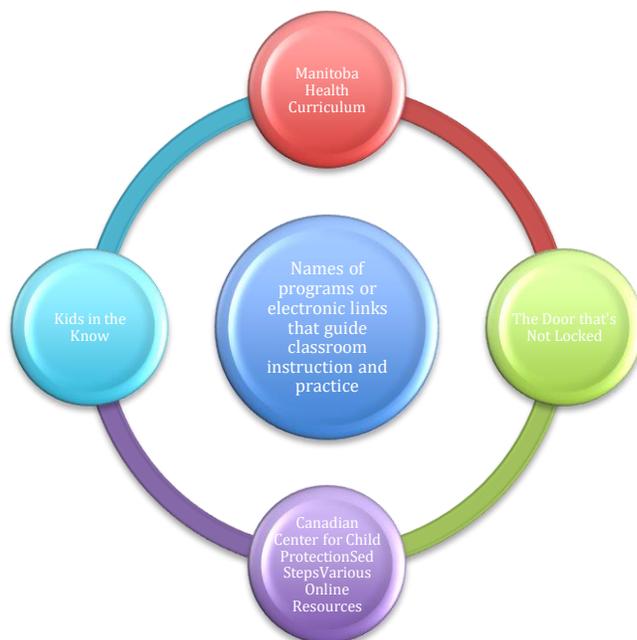


Figure 11. Programs or links that guide classroom instruction and practices in School C.

Although parents have poorly attended parent information nights that School C has held in the past, School C continues to raise awareness about the topic of cyberbullying by presenting students with pamphlets and brochures. The list of these is presented in Figure 12.



Figure 12. Pamphlets and brochures to raise awareness in School C.

From the interview and the documentation the researcher received from School C, a strong effort is put forward by educators and administration of this school in its attempt to prevent cyberbullying. Both proactive and reactive measures are used to decrease the amount of cyberbullying that occurs among their students. Additionally, educators and administrators at School C believe that building a sense of belonging and rapport with the students is extremely beneficial in deterring cyberbullying amongst School C students.

School C's Rival Interpretation

Much like School B, School C demonstrates how well Piaget's, Erikson's, and Bronfenbrenner's theories work in unison. Students from this PBIS-trained school are often asked to think outside of the box, both in and outside of the classroom, especially when discussions of cyberbullying emerge. Educators from School C embrace Piaget's notion of moving students from the concrete operational stage to that of the formal operational stage, where they are able to explore their thinking and are encouraged to make positive choices for themselves much like they would do if they were an adult. If poor choices are made, the educators from this school are there to guide the students back on track. Student self-empowerment is one of the many goals the educators from School C hope to achieve.

Educators from this school also pride themselves on being able to create an atmosphere of belonging for all of their students. As previously stated, Bronfenbrenner's theory highlights the importance that the impact of either positive or negative social context's an adolescent experiences will ultimately contribute to who these students will become as adults. School C educators discuss the importance of having positive experiences and a sense of belonging for their students especially since the digital world can be so cruel and often leaves students feeling isolated and confused. This confusion, which adolescents often face, is one element of Erikson's

theory. School C educators work diligently towards eliminating the confusion and providing positive experiences where students are able to explore their identity in a safe and nurturing environment.

Summary

When the researcher interviewed educators from School A, B, and C, they all had similar perceptions and comparable cyberbullying experiences. Educators all acknowledge that cyberbullying is very much a “hot” relevant and persistent issue in today’s schools.

Cyberbullying usually originates outside of the school, they all agree and often occurs at home with the absence of parental supervision. From participants interviewed, they concur that building relationships and having candid conversations with students is often more useful than administering lessons from a program, which are often outdated and too childish for middle years student. In order to control cyberbullying, all educators interviewed maintain that it will take a group effort working together to address it between parents, schools, and students.

Although there are some common threads, there are also some differences regarding how cyberbullying is dealt with in each school. Educators from School C see a very clear policy and directive from the division, whereas, educators from School B acknowledge that there is policy but they have no clear direction on how to enforce it; however, individual teachers take it seriously and have taken matters into their own hands in order to alleviate cyberbullying within their school. Very different from School B and C, educators from School A do not feel that the division has made cyberbullying a priority and therefore it is not a focus for the school.

Although these schools belong to the same division, they have received varying degrees of anti-bullying training. As such, the approaches they use to educate students fluctuate from school to school. The division has set out policy around cyberbullying, but is not adopted as a school-wide

policy amongst all schools. This policy should be consistently implemented amongst all divisional schools and the divisions should provide consistent and comprehensive training for all administrators and educators involved.

Chapter Five: Cross-Case Analysis

In Chapter 4, the researcher examined and profiled each of the participating schools as a separate entity. The reason for this was to provide the reader with an in-depth look into educators' multilayered experiences and perceptions of cyberbullying within the modern context of social media usage. The researcher's main research question is as follows: What are Manitoba middle years guidance counselors' perceptions regarding the ways in which they deal with cyberbullying? The researcher hones in on this research question by examining recurring themes and patterns found in the data. The researcher compares each of the participating schools to better understand the full range of the participants' complex experiences. Four specific themes emerged from the participants' interview, as well as from the data collected from Schools A, B, and C through documentation and archival records. These themes are as follows: (a) Pertinence of Roles and Responsibilities, (b) Being Knowledgeable and Handling Cyberbullying, (c) Educator Training, and finally, (d) Building Culture for Positive Change. Examining these themes will address the main research question of this thesis.

Pertinence of Roles and Responsibilities

The roles and responsibilities of cyberbullying are a key concern that consistently emerged amongst all of the participants interviewed in this study. There is a difference of understanding and some confusion among the participants on the following:

1. Is cyberbullying actually a priority within the division?
2. What is the implementation process to effectively enforce the divisional zero-tolerance policy?
3. Who is accountable to deal with cyberbullying, and is anyone actually dealing with it?

From the data provided, there are some contributing factors that impact the lack of clarity around the roles and responsibilities in cyberbullying. They are as follows: (a) the lack of direction from the school division, and (b) absence of key players. As a result of the lack of direction there is inadequate or no follow through whatsoever.

The School Division's Lack of Direction

There are many reasons for this lack of clarity regarding the roles and responsibilities when dealing with cyberbullying. The first reason that emerges from the data is whether or not cyberbullying is actually a priority set out by the division.

Sophie from School A does not feel that the division has made cyberbullying a priority and articulates the following:

I think it's from the top, down. I think probably, overall, when the division, acknowledges that this is the reality of our students and makes it a priority. I think it's educating all those parties and having some good open communication.

Although each participant acknowledges that there is a zero-tolerance policy within the division, it seems that this policy is not necessarily translating to educators that they are accountable to deal with cyberbullying. Further to this, the following key area needs to be addressed: What degree are educators responsible to manage it?

Jeremy from School B feels confusion with the role he should play in handling cyberbullying matters:

I don't know what zero-tolerance policy means because no one is following through with it in my opinion. If the school has a role to play, that's fine. That needs to be clarified.

If it's not the school's role, that also needs to be clarified. Again, I am not trying to make

it sound like we don't want to deal with it; we just need help with what the zero-tolerance means. It sounds good in media, but I don't know what it means.

Half of the participants interviewed felt a lack of direction from the division. This was either because cyberbullying did not seem to be a divisional priority or because the policy currently in place did not clearly define the implementation procedure required for the prevention of cyberbullying. In contrast, Greg and Sarah felt that the division was extremely clear on what was required of educators when dealing with cyberbullying incidences. Greg offered the following words, to which Sarah also agreed:

But in terms of the clarity of cyberbullying, the division is clear. Like, the policy are [sic] if there's cyberbullying going on, there's consequences for that and they are severe. But that's policy. But the nitty gritty goes on in these offices and what we do in the hallways with the teachers connecting with the kids—that's where all of the hard work is being done.

The difference in understanding among these participants suggests a lack of direction from the school division. Menesini and Salmivalli (2017), codirectors of the Cyberbullying Research Center; Patchin and Hinduja (2012); and Wong-Lo et al. (2011), counsel that it is not enough for policies simply to be in place, but rather school divisions should be well-informed about these policies and should further clearly alert and train all educators within their division on cyberbullying procedures. This is to ensure that everyone has received the same information and is speaking the same language, which does not seem to be happening with the participants in this study.

Absence of Key Players

The second reason for the lack of clarity concerning the roles and responsibilities of when dealing with cyberbullying is the absence of key players. The guidance counselors that were interviewed all understood that they had an obligation to address cyberbullying, as it surfaces in the school setting. These educators collectively would have liked to see a joint effort between all parties who have a vested interest in cyberbullying which, in their opinion, included the school division, law enforcement, school educators, parents, and the students. During the time of this study, this was not happening to the degree these educators would have liked. In the future, they would like all parties to be liable and take a more active role in dealing with cyberbullying events. Figure 13 demonstrates the vital players that all participants in this study felt had a role to play in the deterrence of cyberbullying.

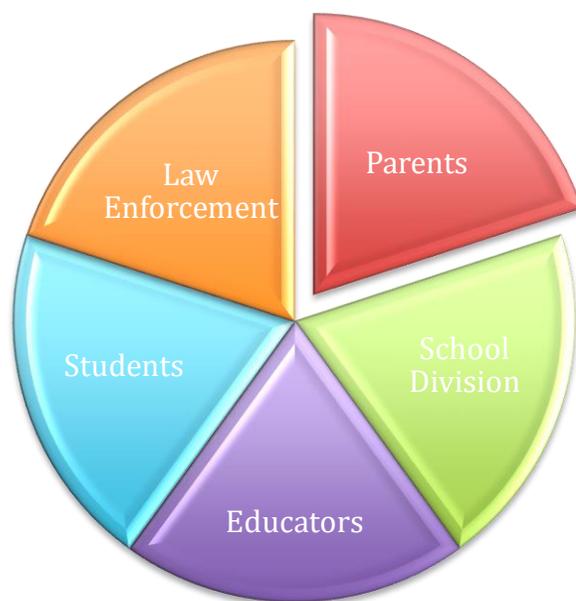


Figure 13. Pertinence of roles and responsibilities.

Sophie from School A stated the following:

A lot of it [cyberbullying] occurs during the evenings and weekends but we see our kids during the day and this is where they are with their friends. Even if things are happening outside of school, we're responsible here because these kids are in the building and this is often where the conflict happens. I think parents are responsible. I think students are responsible. I think it's a bit of a triangle approach.

Jeremy from School B offered the following:

I hear it in the media a lot that schools are being blamed for not doing a lot of things when they really feel, to me, like those are either the things that we should be doing in unison or they are parental responsibilities first. If you [parents] want to phone the school for guidance or support, we are more than willing to do that. So, whose responsibility is it? It's all of ours. We have to kind of deal with it by committee and go from there. It's everyone's responsibility. We just have to be aware of who is doing what in whose role.

Sarah from School C expressed the following:

Well, I just remind the kids that even though it's [cyberbullying] happening at home or in the evening, it still impacts us and that we still want to know about it here even though it's not happening in our building, because it still impacts us. So, we want to know about it. That's what I try and remind them and to remind them that we will do something about it—that it is not going to be ignored.

Collectively, all participants agreed that the school resource officers have proven to be beneficial in the past and in the few situations where there have been extreme cases in which

police had to be involved. Jeremy wanted to see law enforcement step up when it comes to cyberbullying, stating:

It's time for law enforcement—and I know they're overburdened—but if it's the law, then follow through. Make an example of somebody. I hate to say it that way, but you're not making an example, you're actually just following through on what the law is.

Sophie would like to see students take on more of an active role in eradicating cyberbullying:

I think that's the other part of cyberbullying too. The child, at the end of the day, they are the ones who have to make the change. Going back to those girls that were being cyberbullied, they were very hesitant at that point in time to remove themselves from that situation despite the fact that some kids were saying some terrible things about them. It's the kids that need to change the behavior.

With the absence of key players, it makes it extremely difficult to manage the colossal issue of cyberbullying. Researchers all concur that there are many suggestions for the effective deterrence of face-to-face and cyberbullying (Menesini & Salmivalli, 2017; Milsom & Gallo, 2006; Navarro & Serna, 2016; Palfrey & Gasser, 2008; Patchin & Hinduja, 2012; Tapscott, 2009). However, in order for that to occur, there needs to be a collaborative effort between home, school, and the community at large. Government, school districts, schools, teachers, students, parents, and community members all have a crucial role to play and their obligation to their responsibilities is an integral component in reducing cyberbullying issues. They need to work together.

Educators' Frustration

When key players are absent in the stand against cyberbullying, frustration tends to surface. Unanimously, these participants felt a sense of annoyance, as it often seemed to them

that they were the ones who were solely dealing with the issues surrounding cyberbullying. Jeremy wanted all those who are impacted by cyberbullying to become more involved in trying to dissuade incidences from occurring. He felt that the schools are the ones that are left to deal with the entire issue of cyberbullying. He stated the following:

We all need to know where we stand on this [cyberbullying]. Whose roles and responsibility do we have so we don't all create the same thing? Is the school supposed to be implementing both the proactive stuff? And the reactive stuff? And the parent communication? And, we are regulating phones and computers and all these things? Where does everyone's roles fit it? That has to happen too. We need help with that. We can't do it all and we can't do it under ultimatums either. It's hard to respond to an ultimatum phone call at 8:30 in the morning that says this has happened to my child and I need to get it solved right away. It's like "Well, I didn't know that was a service that we provided," but I guess it is now.

Jeremy, Greg, and Sarah discussed their frustration with the lack of parental involvement in preventing cyberbullying incidences. Jeremy argued,

I don't know if it needs to be a legal directive or what, but number one, parents should be responsible. It's their cell phones. It's their computers. Frankly, if it's becoming systematic, you charge the parents. It's the parents' phones. You charge that parent with some petty misdemeanor and it will stop or you hope it will stop.

Greg from School C asserted the following, and Sarah concurred:

The parental piece is critical for us. Once we have reached our limits in terms of our controlled variables, if the parents aren't, at the end of the day, taking the device away, we don't stand a chance. You'd be surprised; maybe you're not surprised, but [they] are

only a week without it, and then boom they have it back! Of course, you're back on. It gets to the point of, why did you give them the phone back? Why do they even have a phone? Limit the control so we can at least begin to address the problem. Like, I don't buy this whole idea that they're going to do it anyways. Well, they're going to do it, but cancel a few steps in there so we can get ahead of it. We can say, "Hey, here's the time that they did it because they were at someone's friend's house; now we can hold the other parents responsible." We can track some of those variables. But, when you hand back that phone, the kid's up to 3:00 a.m., so now what are we going to do?

In trying to strengthen the ties between home and school, all participants have discussed their dismay regarding the lack of effort parents put forward. Sophie remembered a time when parents were invited to parent nights to discuss the world of the middle years students and they were poorly attended. Greg and Sarah also corroborated Sophie's experience: "We've had workshops put on by Kids In The Know that involved cyberbullying and they are poorly attended by our parents." According to Jeremy, Greg, and Sarah, the only channel left to raise awareness for parents and students is by handing out brochures (some of which are produced by the division) aimed at parents and students alike. Please see Figures 7 and 10 for a list of these brochures.

Participants argued that parents are the key players in the prevention of cyberbullying and this coincides with the research. Tapscott (2009) stated that according to a survey conducted by iSAFE, just under half of U.S. teens under the age of 18 that were surveyed said that their parents were oblivious of what they did online, and 38% of high school students confessed to hiding their online activities from their parents. Hinduja and Patchin (2010), Kircaburan and Bastug (2016), Kowalski and Limber (2007), Navarro and Serna (2016), Palfrey and Gasser (2008),

Shariff, (2008), Tapscott, and Wong-Lo et al. (2011) believed it is vital for parents to alert themselves about what their children are doing online. Tapscott (2009) stated that parents need to get back into the habit of the previous generation of parents who taught safety to their youngsters when they went outdoors unaccompanied by adult supervision. The same safety training needs to take place before children are on the Internet as they too are unaccompanied by adult supervision.

The analysis of the pertinence of roles and responsibilities when it comes to this division suggests that there is a lack of direction from the division, that the roles in dealing with cyberbullying have not been clearly assigned, and that responsibilities have not been outlined. This leads to the absence of key players and educators feeling frustrated and unsure of how to proceed. Any chance for a successful divisional anti-bullying program becomes almost unattainable if this school division continues to handle cyberbullying in the schools in this fashion.

Educators' Awareness and the Handling of Cyberbullying

Level of Awareness

Students' social media demands. All participants concurred that once a student is free to be on their devices, they are on them nonstop. They are constantly engaged in social media, and according to Greg, these social demands put a huge amount of stress on the adolescents. He felt that cyber access allows adolescents to be repeatedly engaged in interpersonal conflict around the clock. He continued by stating that there is no "down time" to step away from social media and, therefore, students incessantly engage in the stress and drama that accompanies the cyber world. Sophie proposed the notion that students accept being belittled by their peers because of the new norm of social media. An example that Sophie provided was that of the

abbreviation TBR, which means “to be rude.” She stated that often students will preface a putdown with this acronym and they then follow it up with “but I still love you.” So, for instance, “TBR, that shirt makes you look fat, but I still love you.” Using TBR to preface the putdown and then following it with the endearment of acceptance should not make the putdown acceptable to the adolescent but habitually these students let the insult slide because social media dictates that this is the new standard. Here is an excellent example of a student being at Piaget’s concrete operational stage as the student who is putting down the other student more than likely does not realize that they are hurting their peer, but merely sees it as simple teasing. If this slur hurts a student, as Sophie stated, he/she is expected to be tolerant of it, thus adding pressure in the adolescent’s life.

Sarah from School C experienced the same behavior among her students. Noticing one of their friends is experiencing online distresses, Sarah stated that she often has bystanders come and report the incident to both her and Greg. Sophie from School A also reported that the victim’s friends are often the ones that alert her of negative online behavior. Jeremy discussed that students are unaware of how to stand up for themselves online, which increases their anxiety. Somehow, as Jeremy asserted, these students are receiving the erroneous message that there is something wrong with them rather than that the problem is actually bullying and the issue to be addressed is the cyberbully’s behavior.

Educators’ perceptions of stress that social media puts on adolescents matches Mark and Ratliffe’s (2011) findings. They found that almost half of cyberbullying sufferers reported feeling furious and unhappy. One third felt humiliation, one fifth felt anxious and frustrated, one tenth of them felt puzzlement as to why this was happening to them and reported that they believed their grades dropped because of being cyberbullied. Overall, the demands of social

media seem to afflict students, specifically the victims of cyberbullying who report feeling isolated and powerless.

Lack of social site awareness. Unanimously, the guidance counselors in this study agreed that they have been dealing with bullying behavior from the onset of their careers. They did, however, feel that cyberbullying has added a new and serious dimension to bullying. Although the premise of the bullying remains the same, the management of the issue changes somewhat. Three of the four participants did not feel well versed in social media: more specifically they did not feel they had adequate knowledgeable about apps students are using to interact with each other. In the case where educators are aware of the apps students use, these teachers often find themselves unable to navigate through them. These apps are simply not a part of educators' day-to-day life.

Sophie and Sarah both admitted that they had feigned understanding of an app in order to keep the lines of communication open with students. All four of the participants emphasized that in order to have credibility with their students, they at least needed to have a basic understanding of the social media world: They felt they did not. These educators believed it would be extremely beneficial to them and their students for educators to receive up-to-date training around social media used by their students. Social media awareness, knowledge, and skills related usage, coupled with the knowledge these educators already possess about bullying behavior, would prove advantageous in bridging the gap between student and educator.

Educators' disclosures of their inexperience with social media sites overlaps with Collins and Halverson's (2009) work. These authors stressed that there is concern about educators' unawareness of what actually takes place on social sites, yet they are expected to instruct their students about their social and ethical responsibility when visiting such sites. This unfamiliarity

influences any intervention approaches, which may be used to successfully deal with cyberbullying.

Handling Cyberbullying

Reactionary measures. All four participants agreed that cyberbullying is very difficult to manage. The anonymity and the fast-paced and ever-changing nature of the Internet makes it almost impossible to keep track of what is being said and by whom. Often, these educators found themselves spending copious amounts of time playing the role of detective in order to piece together the exchanges between the cyberbully(s) and the victim(s). The four guidance counselors collectively referenced that often, students have no means to escape the cyberbullying experience once they become targets and posts about them that have gone viral.

Jeremy and Sarah both pointed out that students view the cyberworld and the real world as one entity. These adolescents become so immersed in the virtual reality of the cyberworld, they often find themselves misinterpreting the virtual world for the real world. A conflict begins in the cyberworld where adolescents feel a sense of freedom to say things that they may not normally say if they were in person. Once they do come into contact with one another, they do not know how to handle the awkwardness of the situation because the shield of the Internet has been removed. All four participants agreed that students regularly find themselves remaining in the conflict because they do not know how to resolve the situation. It is now up to educators to put aside their detective role and assume their conflict manager role. Their job is to diffuse the situation and assist the students in either repairing the relationship or severing their ties, because both parties acknowledge they do not like each other and need to stay away from each other. Jeremy, Sarah, and Greg stated that this aspect of dealing with cyberbullying often takes more

time and effort, not to mention a safe environment, but they have found in their experience that this has been the most effective method to use when it comes to students' interpersonal conflicts.

The procedure mentioned above is an outline of the typical steps these educators used when confronting a cyberbullying concern. Occasionally, the situation included a student suspension if the act occurred during school hours or police involvement if the situation was deemed severe enough. These educators relied on past experience and conflict resolution techniques they learned throughout their careers. From speaking to these educators, there was no set of guidelines set forth by the school division that each school is expected to follow specific to cyberbullying, so they had created their own.

Kowalski and Limber (2007) stated that it is essential for schools to have guidelines and school procedures around bullying and cyberbullying. Ang and Goh (2010), Hinduja and Patchin (2007), Menesini and Salmivalli (2017), Milsom and Gallo (2006), and Yerger and Gehret (2011) all agreed that it is vital to cultivate a positive school climate where expectations and consequences are clear in the prevention of face-to-face bullying and cyberbullying. It is critical for students to comprehend that any form of peer harassment will not be accepted. If students believe that educators and administrators will take their experience seriously, they may be more apt to report the incident rather than taking it into their own hands.

Proactive measures. Regardless of their inexperience, with social media apps and the lack of specific guidelines provided by the division, these educators forged forward the best they could. All participants agreed that proactive measures to dissuade cyberbullying begins with raising awareness in the classroom around the issue. Lessons on self-esteem, social engagements, social friendships, and the hierarchies of how those work, are common classroom focuses. These principles lay the foundation for building positive culture among the students and

will encourage them to have positive relationships in their future. These soft skill lessons are ideal to set the stage for the hot topic of cyberbullying.

Each school addresses cyberbullying differently within the classroom. Sophie teamed up with a social worker and, together, they concentrated on healthy habits and relationships. It is here in School A that if the theme of cyberbully surfaced, then it would be up for discussion with the students. School A did not systematically deal with cyberbullying in the classroom, but it was left to circumstances in which a specific need arises. In this school, cyberbullying was usually dealt with in reaction to an incident occurring and was usually handled by the guidance counselor.

In contrast to the guidance counselor and social worker from School A teaching the soft skills, classroom teachers from Schools B and C educated students in the classroom on friendship and healthy habits while guidance counselors Sarah, Greg, and Jeremy made scheduled classroom visits to deal with the more trending topics such as cyberbullying. Jeremy felt that this dynamic worked well, as he could come into the classroom and provide the shock value often needed to gain students' attention to important matters such as cyberbullying. Again, without having specific training aimed at delivering effective cyberbullying lessons, Sarah, Greg, and Jeremy resorted to instinct and past experiences that had proven successful when planning a lesson. According to these educators, authenticity is what students are seeking in a cyberbullying lesson. These educators presented genuine consequences, such as students committing suicide, because of being cyberbullied or the cyberbully being arrested to demonstrate to the students the life-altering effects that come with the misappropriation of technology. Precautionary lessons are central, and these participants argued that it is crucial to

foster a sense of community where the goal is for everyone to learn tolerance and acceptance for each other and their differences.

Educators from Schools B and C were huge supporters of creating a positive school climate and therefore are PBIS schools. In addition to the classroom work that focuses on integrity of oneself and others, PBIS training is also conducted throughout the school year in all areas of the schools, including being addressed at school assemblies.

Jeremy from School B felt it essential that social media usage be allowed into the school day. He argued that it would better serve the students if educators were able to instruct students on acceptable etiquette regarding these social sites rather than banning them during the school day. Sarah and Greg agreed with Jeremy. School C recently has begun using Twitter in the school where staff members post school-day activities or send messages out to the community. Greg and Sarah noted that they would like to have students involved as part of this process in the future. All three of these educators felt it would go a long way in bridging the divide between teacher and student.

The way that cyberbullying is handled in a school really seems to depend on the level of awareness and training educators possess. School A's casual approach and the lack of documentation provided to the researcher in tracking cyberbullying incidences demonstrates the random and reactionary nature of how it is addressed in this school. Sophie had been very articulate from the beginning in stating that once the division makes cyberbullying a priority, it will motivate the schools to follow suit. School A is one of these schools that has not made cyberbullying a priority and, therefore, it is dealt with using arbitrary approaches that are delivered at random intervals. Although educators at School A were aware that cyberbullying is

a reality for their students, they were unaware of how to effectively deal with the issue and, as a result, found themselves unprepared when an incident arose.

Schools B and C demonstrated a high level of awareness when it comes to cyberbullying; the documentation they provided demonstrates that systematically delivering cyberbullying instruction and fostering a positive school climate has reduced the number of cyberbullying incidences over the years. Educators at these two schools are not simply handling cyberbullying incidences, they are actually managing them through effective proactive measures, such as PBIS training for students and planned authentic classroom instruction. School C is on the verge of integrating the use of social media sites for students which is a goal Jeremy from School B would like to see materialize in his own school.

Olweus and Limber (2010) described faculty readiness as the time when schools and school personnel appreciate and see the need to implement an anti-bullying program. If there is opposition from even a few staff members, the success of the program may be compromised. They claimed that a shortage of time allocated to instruct inexperienced staff, as well as the absence of curricular time designated to train students, results in the breakdown of a successful anti-bullying program. Please refer to Figure 14, which demonstrates School A, B, and C's level of awareness and measures taken to handle cyberbullying. There was an imbalance in educators' awareness and how cyberbullying was handled. Raising educators' awareness will impact the ways in which they approach cyberbullying in their schools.

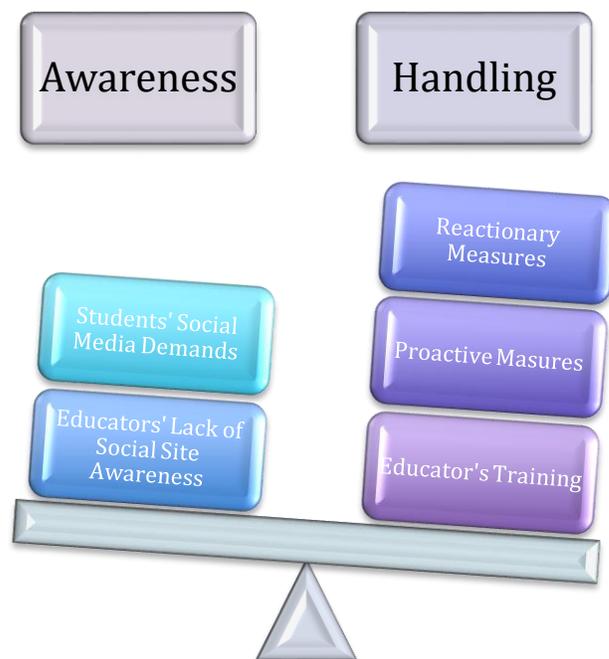


Figure 14. School A, B, and C's level of awareness and measures taken to handle cyberbullying.

Educator Training

It is critical that educators receive up-to-date cyberbullying training if the Winnipeg School Division is to become a part of the stand against cyberbullying. The educators interviewed in this study unreservedly stated that the ever-changing nature of the Internet makes it almost impossible to keep up with current trends. However, educator training is vital if the division hopes to have a chance in mitigating this social epidemic.

Although the Winnipeg School Division does have a written anti-bullying policy, there does not, however, seem to be a strategy in place for the execution of these policies. Currently, this division does not have a compulsory training regime set in place to instruct all educators on the topic of cyberbullying. According to these participants, anti-bullying programs are voluntary for divisional staff to attend. This optional system leads to a varying degree of training among the divisional staff, which results in the unpredictable ways in which cyberbullying is handled

within the division. It appears that only a handful of educators are receiving the anti-bullying in-servicing and as a result only a handful are accessing the resources the division provides.

Palfrey and Gasser (2008) claimed that when all divisional teaching staff engross themselves in concern over cyberbullying, they then become an effective part of the solution. Kowalski and Limber (2007), Menesini and Salmivalli (2017), Milsom and Gallo (2006), Mura and Diamantini (2014), Olweus and Limber (2010), Patchin and Hinduja (2012), Strohmeier and Noam (2012), and Wong-Lo et al. (2011) agreed that in order for any anti-bullying program to work, the school needs to be prepared to apply the anti-bullying program and permit for ample time required in instructing all staff. It is also imperative that schools employ consistent procedures when addressing bullying.

Three of the four participants in this study did not feel they had received adequate training when it comes to discouraging cyberbullying. Sophie, Jeremy, and Sarah stated that they would like to receive up-to-date training in social media usage from a consultant. Sophie claimed that having a consultant come into the school would ensure that all staff members are receiving the same information and training. Jeremy wanted the consultant to be on the cutting edge of social media. He believed that this expert would be able provide the teaching staff with the ins and outs of social media and answer the many questions educators will surely have around social media. It appears clear that school divisions should make cyberbullying in-service training a mandatory requirement within school divisions.

A Shift Needs to Occur in Professional Development

According to this study's participants, the division's current training and professional development regarding cyberbullying is inadequate. To begin with, all educators interviewed unanimously agreed that the curricula in place are outdated and the existing programs in place

that have a focus on anti-bullying are often too childish for the adolescent student. These guidance counselors deemed the two main resources the division encourages within schools are useless.

Second, the participants strongly believed that the focus of the in-services should shift from introducing programs to students, to concentrating on advancing teacher knowledge by providing educators cyberbullying training. These educators argued that, given the appropriate training, they would be able to strengthen their connection to the students in more authentic ways.

Third, Jeremy and Sophie wanted their roles to be clearly defined during the professional development. Jeremy reasoned that unless educators clearly know what is expected of them, there will continue to be a gap between educators who deal with cyberbullying and those who do not. Sophie concurred that there are so many social issues out there that require attention, that unless the division clearly outlines that cyberbullying is one of the key concerns needing to be addressed, then cyberbullying will only be dealt with if the educator deems it necessary.

According to researchers, the most crucial element for educators is proper training and to be provided with universal training within the school district. It is only here, when all educators are speaking the same language regarding traditional and cyberbullying, will there be change with this issue (Hinduja & Patchin, 2007; Huang & Chou, 2013; Menesini & Salmivalli, 2017; Mura & Diamantini, 2014; Olweus & Limber, 2010; Palfrey & Gasser, 2008; Tapscott, 2009). According to Huang and Chou (2013) and Yerger and Gehret (2011), once educators have been sufficiently trained, they will be able to deliver a classroom climate where students are encouraged to speak up for themselves and others. Added to this, fostering students'

knowledgeable about the respectful and proper etiquette of Internet usage and civil engagement will prove beneficial in the prevention of all forms of bullying (MECY, 2006).

Fostering Positive School Climate Versus Anti-Bullying Programs

Participants from Schools B and C emphasized that, according to their experience, it is more valuable to focus on the positive rather than the negative aspects of bullying. All three participants felt that anti-bullying programs tend to be ineffective and simply perpetuate the issue since so much emphasis is placed on the conflict. These educators from Schools B and C belonged to PBIS schools and had documentation that supports the claim that positive school focus alongside having clear expectations and consequences for educator and students aids in deterring cyberbullying. These participants claimed that if the division were to mandate educator training in the area of cyberbullying, then they wanted to see this training aimed at educators acquiring skills to foster positive school climate rather than being walked through a commercial systematic text program. Once educators have this knowledge, they then can train their students accordingly.

Sarah believed that setting up a safe environment where students have a sense of belonging assists in the deterrence of negative behaviors. Once this platform is in existence, Sarah felt that students would be more empowered. Greg and Jeremy agreed with this notion; Jeremy added that these students want to become a part of the solution. Greg felt that making meaningful connections with the middle years students is paramount in eradicating negative behaviors.

All four participants of this study agreed that often it is a peer that brings the bullying incident to teaching staff's attention since the victim is often unable to come forward themselves. According to Sarah, this peer vigilance, concern and caring behavior most likely stems from a

sense of community these students feel within their schools. Greg wanted his students to feel a sense of acceptance when they come to school. He was proud to report that his school runs many different clubs that is based on acceptance. It is in this atmosphere that these educators believe that students thrive and want to protect their school community and individuals within it.

Jackson (2013), Palfrey and Gasser (2008), Patchin and Hinduja (2015), Shariff (2008), and Tapscott (2009) assert that the best way to alleviate Internet-safety risks is by beginning with the students themselves. Palfrey and Gasser (2008) explained that this is because students are often in the best position to choose whether to engage in cyberbullying or turn a blind eye to it. It is crucial to give students skills and tools to make the right choices in cyberbullying prevention. They feel that this preventative guidance should come through peer learning and social activism as well as guidance from parents and teachers.

All of the participants in this study acknowledged that there needs to be a shift in the ways educators are trained to deal with cyberbullying in the middle years. Figure 15 depicts what is currently happening and the shift these participants would like to see in the future.

Building Culture for Positive Change

Participants in this study unanimously agreed that mitigating cyberbullying is not the sole responsibility of the school, but is rather a communal effort. This is crucial to build a culture for positive change. Cyberbullying, according to these educators in this study, is a social epidemic and, therefore, a collaborative venture needs to take place between government, school division, educators, law enforcement, parents, and middle years students. (Refer to Figure 16 for a depiction of the theme, Building Culture for Positive Change Hierarchy.)

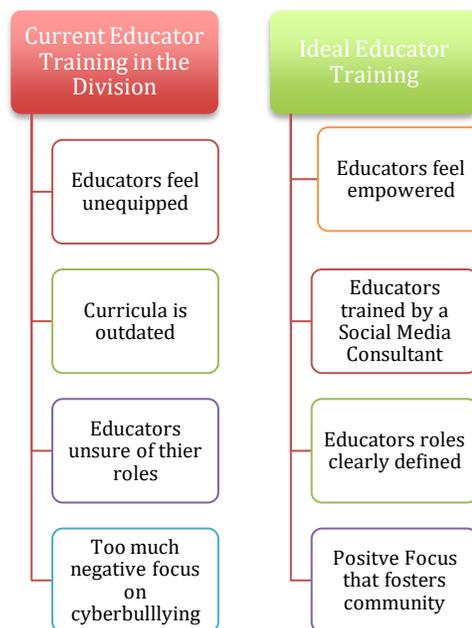


Figure 15. Current and ideal educator training.

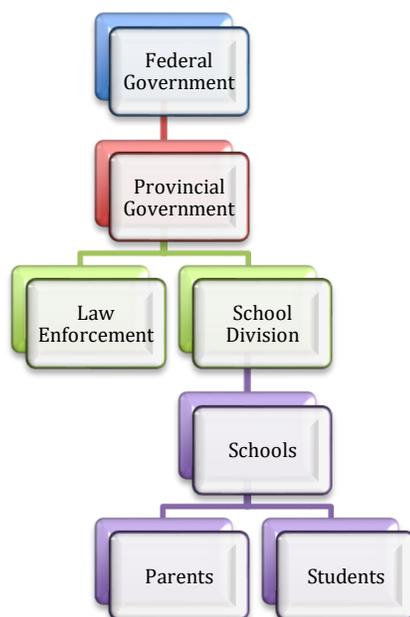


Figure 16. Building culture for positive change hierarchy.

The Canadian federal government began addressing cyberbullying seriously through legislature in November 2013 by introducing the law known as C-13 (see Appendix C), which prohibits any individual from possessing intimate digital images and spreading these images

through the Internet using social media (Mayer, 2013). In 2013, Manitoba Minister of Education, Nancy Allen, passed Bill 18, a Manitoba anti-bullying law requiring school personnel to report any cyberbullying incident regardless of where the incident occurred. Bill 18 necessitates that all Manitoba public schools create a safe and inclusive environment for all students, as well as to accommodate students who establish anti-bullying groups, such as gay–straight alliances (Gibson, 2013).

Up to this point, the federal and provincial governments have begun the process of addressing cyberbullying throughout Manitoba. The idea of building positive focus culture to combat negative behavior is paramount in the eyes of Jeremy, Sarah, and Greg. This partnership includes all level levels of governments, law enforcement, and all those associated with the school, including parents. The first sign of a weak link in this partnership to combat cyberbullying seems to begin at the division level. Although the school division in this study has a written anti-bullying policy in place, there seems to be some disagreement among the four participants on whether there is clear direction on how to enforce these policies. This lack of clarity, Jeremy and Sophie claimed has a domino effect on the rest of the key players involved (schools, parents, and students) in the stand against cyberbullying. Jeremy and Sophie argued that if cyberbullying is a priority for the division, then that must be clear; otherwise, the remaining key players will be unsure of their roles and responsibilities.

Building a positive culture to deter cyberbullying cannot simply occur at the school level without it including school divisions. According to the educators in this study, having mandated positive focus educator training set forth by the division is the first step to encouraging a positive culture within the school. Once all educators have this understanding, they can work in unison to

provide a safe and tolerant learning environment where the students feel empowered, have a sense of belonging, and have mutual respect for one another.

To build culture in School A, Sophie stated that she likes to make herself visible in all of the classrooms within the first few days of school. In doing this, she hopes to send the message to the students that they are not alone and are able to come to her for anything that may be troubling them. Further, Sophie worked on healthy habits and relationships when she had classroom instruction time. Her goal was to empower students to stand up for themselves and others. Sophie had confidence in students' abilities to encourage change in this world, especially around cyberbullying. When needed, Sophie discussed calling upon the school resource officer assigned to her school to come into the classroom to further emphasize the community relationship between law enforcement and the school. She did this to make students aware that their school community is part of a larger social community where individuals are held responsible for their actions and consequences. She discussed wanting them to understand that consequences for such negative behavior not only occur at the school level, but also possibly at the community level.

Sophie believed that having a close connection with students and parents was crucial. Allowing students a forum to enlighten educators of the reality of the adolescents' world is a goal Sophie wanted to see materialize in the near future. With the knowledge Sophie and other educators from her school receive from their students, Sophie hoped to hold parent nights to educate parents and guardians of the actual experiences of the adolescent child and instruct them on how to manage these experiences. According to Sophie, a partnership between law enforcement, educators, parents, and students would be effective at deterring bullying behavior and building positive culture within the school.

Jeremy, Greg, and Sarah agreed with Sophie that it is imperative for educators to understand the reality of the adolescent world if educators hope to get a handle on cyberbullying. Jeremy argued that it is time for educators to teach students according to the students' reality, and not to the educators'. Participants from Schools B and C agreed with Sophie that students are an integral part of the solution to build culture in order to mitigate cyberbullying. Hearing what these students have to say about cyberbullying would shed much needed light into the digital world of adolescents.

One approach that Schools B and C used to give voice to these students was by administering the "Tell Them From Me" survey. This survey lets students know that educators in their school value what they have to say about problematic issues including cyberbullying. Greg and Sarah claimed to foster not only a positive climate in their school, and develop educators' appreciation of students' opinions, but also to nurture the understanding that school personnel will consistently address cyberbullying by working alongside students to attempt to eradicate it in School C is important.

Schools B and C also used classroom time to hear from students. Jeremy set up real-life cyberbullying scenarios that had students engaging and working collaboratively with one another as well as educators working through dramatic possible real-life solutions. Greg and Sarah stated that often the English language arts curriculum was the perfect vehicle to give voice to students, either through writing or producing a play that youths share with their class.

Together, students and educators brainstorm to find the best possible strategies to effectively deal with cyberbullying. Erik Erickson's psychosocial stages of development often have the adolescent student categorized into the stage of identity versus confusion. It is here that adolescents struggle for a sense of their own identity and if that is not achieved, they experience

identity crisis (Weiten & McCann, 2010). Adolescents will be faced with making deliberate choices regarding who they want to be as a person in terms of work, values, ideology, and commitments to people, and ideas. If they are not able to develop this sense of self in a constructive way, they may experience role confusion (Woolfolk et al., 2012). Setting up a positive school culture where students experience a sense of belonging and have a voice in deterring cyberbullying allows them to create an identity that they can be proud of and lays the foundation of who they will become as an adult.

School C is an exemplary illustration of B. F. Skinner's operant conditioning, using more specifically, positive/negative *reinforcement*. Essentially, behavior, which is reinforced, tends to be repeated or strengthened, whereas behavior, which is not reinforced, tends to die out or become weakened (Woolfolk et al., 2012). The Skinner box is a well-known experiment. Skinner displayed how positive reinforcement worked by placing a hungry rat in a box, which has a lever on the side. As the rat moved about the box, it would unintentionally knock the lever. When this happened, instantly a food pellet would drop into a container next to the lever. Rats quickly learned to go straight to the lever after only a few times in the box. The consequence of obtaining food after pressing the lever assured that rats would replicate the action again and again. Contrarily, *punishment* is described as the opposite of reinforcement because it is intended to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behavior that it follows. Like reinforcement, punishment can work either by directly employing an unpleasant stimulus or by eliminating a potentially rewarding stimulus (Woolfolk et al., 2012).

Educators from School C prided themselves on their connection to their students. Building culture in this school is a priority, as the teachers believed that so many negative

behaviors cease to exist because of the sense of belonging and the respect students have for themselves and others. Students are aware that educators respect their opinions and suggestions. Here, School C positively reinforced students' positive behavior and rewarded them with a climate of belonging and respect.

According to Greg and Sarah, students in school C were also well aware that when negative behavior was exhibited, there would be consistent consequences for those actions. Greg claimed that when a student engaged in any type of bullying behavior, educators from School C immediately and consistently dealt with that behavior, regardless of the number of times the students exhibited the same behavior or a variation of the behavior. Sarah and Greg reported that often students got so tired of having to face the consequences of their actions that they eventually stopped engaging in the behavior. Greg stated the following:

So, if a kid is engaged in cyberbullying they will continue until a point where you almost have to out last them because they are going to go back to cyberbullying. It's their go-to . . . it's easy. They can attack and get attention online so the more you can say, "Yep, here we go again. We're just going to deal with it. We are going to call the police. We're going to make sure your device gets taken away, [and] we're going to call your parents in." It's basically repeat and do it again until that kind of peters out the behavior. Eventually, kids get tired of that kind of repetition. Never let it slide. Always deal with it, even if it's a repeat of what we have done before, [for] at least it's being addressed.

School C's operant conditioning approach rewarded positive behavior being and punished negative behavior.

Schools B and C also built culture by having students involved in various clubs that celebrate diversity. Clubs, such as GSA and the Butterfly Effect Club, built upon the idea of

positive culture by embracing individual differences and creating a community in which tolerance was the norm. Greg and Sarah undoubtedly believed that moral lessons taught in the school had positive impact on students' behavior. All participants noted that there was low parental involvement in students' digital activity and negative behaviors associated with the Internet.

Parents seemed to be the second weak link in building culture for positive change. Throughout the analysis, it was evident that participants felt that parents were a crucial piece of the puzzle in deterring cyberbullying. Educators felt it was impossible to mitigate cyberbullying without the active support of parents. Unanimously, all four participants noted that in order for students to discontinue engaging in bullying behavior, they needed to see a strong alliance between home, school, and law enforcement; otherwise, they felt they could find loopholes for the continuation of cyberbully. Consequently, parents need to be a part of building culture for positive change. Greg mentioned that moral teachings must happen not only at school, but also in the home. Similar to School C, parents need to encourage positive behavior with their adolescents and provide consequences for negative actions. Building culture for positive change will prove powerful when all key players form an alliance, speak the same language, and have the same consequences for both positive and negative behavior.

Summary

The first theme the researcher examined was Pertinence of Roles and Responsibilities. The majority of participants discussed their frustration with the absence of guidance from the division, which plays a vital role in assisting educators in understanding their positions and defining their responsibilities, which would contribute to implementing effective

anti-bullying programs. Moreover, the participants pointed out the significant role parents play and identified them as key players in helping their kids dealing with cyberbullying.

The second theme the researcher analyzed was Educators' Awareness and the Handling of Cyberbullying. Participants recognized the high pressure and demands placed on kids by social media these days. They identified the need for training to help them combat cyberbullying professionally. The issue is the lack of knowledge causing educators to take reactionary measures rather than proactive ones. Participants stated that the more training and knowledge they receive, the more effective their approaches to dealing with cyberbullying.

The third theme delineated was Educator Training. Rather than receiving an anti-bullying manual or an old-fashioned booklet, participants expressed their desire to have mandatory professional training in dealing with current up-to-date cyberbullying and in social media usage which could help them feel well equipped to deal with the issues and help them forge strong connections with their students. According to the participants, when this bond is formed, creating a positive climate at school becomes an easy process and it is a much better alternative to establishing anti-bullying programs.

The final theme the researcher evaluated was Building Culture for Positive Change. Cyberbullying is a huge societal issue and thus, cannot be managed on an individual level. To deal with cyberbullying properly, the government, law enforcement, the school division, educators, students, and parents must cooperate. The hierarchy begins with the government that must create laws to prevent and stop cyberbullying. These laws must be promoted and enforced by law enforcement and the school divisions. Administration, educators, and parents must play their role in executing moral obligations and enforcing consequences of any disruptions of the rules and laws. Finally, students must work on respecting the rules,

collaborating with educators by reporting incidents or educating school personnel on the “do’s and don’ts” of social media, and forming a strong community with a positive attitude toward one another.

All of the themes that emerged demonstrate the absolute necessity for Brofenbrenner’s bioecological human development model, Erikson’s psychosocial theory and Piaget’s cognitive development theory to guide a division-wide bullying prevention program. From the interview process and the data the researcher gathered, it was evident that there was variation among participants in the amount of consideration given to adolescent psychology when planning social-emotional based lessons or when dealing with incidences of cyberbullying.

The theme of Pertinence of Roles and Responsibilities specifically demonstrated a lack of direction from the school division and therefore there was no indication that the educators were truly bearing in mind the psychology of the middle years student. What are the guiding theories that make up their lessons? Having the division purposely integrate Brofenbrenner’s bioecological human development model, Erikson’s psychosocial theory, and Piaget’s cognitive development theory into a bullying prevention program would first of all ensure that all educators are receiving the same information and secondly would help to address the psychological needs of the adolescents.

The second theme, Awareness and the Handling of Cyberbullying, and third theme, Educator Training, speak specifically to the lack of training educators receive within the Winnipeg School Division. Once the division makes it a priority to instruct educators on bullying prevention methods, it will be of utmost importance that they include Erikson’s psychosocial theory as presently there is no evidence to suggest that educators are aware of how these theories impact the adolescent student.

The participants in this study recognized the viciousness of the cyberworld and the confusion it is causing the middle years student. Erikson addressed this confusion as an adolescent's inability to come to terms with their identity because they do not have the chance to discover their sense of self in a safe and positive way. When this occurs, the adolescent is suffering from an identity crisis (Erikson & Schlein, 1987).

With the current lack of training that educators have, they are unable to assist their students through this confusing adolescent time and with the added demand of the cyberworld, it makes the job of the educator that much more difficult.

The final theme, Building Culture for Positive Change, requires the integration of Bronfenbrenner's bioecological human development model and Piaget's cognitive development theory in order to work. Currently, there is no platform where all parties interested in eradicating cyberbullying are able to come together. Without this, it is difficult for educators to join together and develop instruction that will be delivered to the student in a safe and meaningful way.

Embracing Bronfenbrenner's notion that students require positive and nurturing environment in order to mature in positive manner only further validates the absolute necessity to provide safe learning communities for students. When students can rely on educators in the school to comprehend the digital world that they are part of, then trust can be established between student and educator. Presently, few educators have built this rapport with their students and therefore lack this credibility. This is problematic when educators are trying to move students out of Piaget's concrete operational stage, where students rely on tangible evidence to make sense of their world, as they do not believe that educators have any sense of the cyberworld and therefore do not take their advice. Thus, many students remain for quite a while in the concrete operational stage and lack critical thinking skills.

In the next chapter, the researcher discusses limitations, overall conclusions, and recommendations for educators and future research.

Chapter 6: Conclusion

What were the reasons that initiated this research in cyberbullying? Primarily, I am a visible-minority Canadian citizen who experienced face-to-face bullying throughout my elementary years, while no one in my community or school setting did anything to assist my family in stopping this behavior. In addition to this, in my professional career, I have assumed the role of an early and middle years educator and have seen firsthand how both face-to-face and cyberbullying continues to be an issue that students face. Lastly, I am a mother whose child is a part of this new digital world and combined with my own personal experience of bullying and my professional experience as an educator, I see the absolute necessity to address face-to-face bullying and cyberbullying. It is for these reasons, I embarked on this study to explore cyberbullying in the Manitoba schools.

Cyberbullying is a global issue as Sophie previously stated and Kumar (2013), Merritt (2013), Shariff (2008), and Shetty (2012) agreed with the notion that globalization and new technologies are rising at an accelerating rate not only in North America but also in Asian countries. Cyberbullying is ongoing and increasing issue, which must be addressed.

Jeremy believed that students do not come to teachers for assistance with cyberbullying issues because the students do not believe that educators understand the digital world and therefore educators do not have credibility with the students. Jenkins and Boyd (2006), Prensky (2007), Tapscott (2009), all support Jeremy's claim. As a result, researchers and those with a vested interest in addressing cyberbullying must be cognizant of this dichotomy.

Sarah previously brought forward the notion that that cyberbullying may in fact be more detrimental than face-to-face bullying because of the anonymity that the Internet provides. Researchers Beran and Li (2005), Kwan and Skoric (2013), Mark and Ratliffe (2011), Moore et

al., (2012), Palfrey and Gasser (2008), Patchin and Hindjua (2017), Slonje and Smith (2008), Tapscott (2009), Wingate et al., (2013), Ybarra and Mitchell (2004), and Yerger and Gehret (2011), corroborate Sarah's viewpoint. As a result, researchers and the individuals involved in student welfare need to recognize and address this issue. One way to remove the barrier that the Internet provides, as Greg proposed, is to have parents links themselves to their children's social media apps as well as provide schools with their child's profile information.

Morality is a central concern as School C pointed out. We must have schools that have "educational cultures of caring" on an international level where we educate students on moral responsibility and ethical behavior. Researchers Ang and Goh (2010), Huang and Chou (2013), Menesini and Salmivalli (2017), Palfrey and Gasser (2008), Patchin and Hinduja (2012), Wong-Lo et al. (2011), and the MECY (2006) all agreed that these teachings are fundamental if cyberbullying is to be eradicated.

Creswell (2007), Stake (2006), and Yin (2009) explained that the goal of a case study is to understand the complexity or particularization of, and not in generalizing beyond the case(s). Although the aim of the researcher undertaking this study was not to attain generalizability, it is still an identifiable limitation. Due to the study's small sample size, specifically a total of four Winnipeg School Division middle years educators, one cannot make claims that all Manitoba educators have had the same experiences in dealing with cyberbullying. Nonetheless, the researcher's aim was to obtain as diverse a sample size as possible. For this reason, the researcher chose to sample the Winnipeg School Division, as it is the largest school division in Winnipeg and is socioeconomically mixed.

It was found that participants of the three schools involved in this case study research expressed concern with current policy and practice within the Winnipeg School Division. The

majority of participants interviewed for this research found that the bullying/cyberbullying directives and procedures were ineffective within this division. Researchers Creswell (2007), Stake (2006), and Yin (2009) claimed that case study research is often beneficial in allowing the researcher involved in reviewing and amending both policy and practice.

For this thesis, the researcher examined Manitoba guidance counselors' perceptions and experiences regarding the ways in which they deal with cyberbullying. The key issues the researcher investigated were (a) specific cyberbullying incidences and the role the educators played in resolving the incidence; (b) educators' perceptions of what does not work to improve cyberbullying; (c) classroom measures adopted to prevent, stop, and report the bullying behavior; and d) suggestions to improve awareness of cyberbullying to better serve both educators' and students' needs.

Throughout this study, the researcher found that educators were very much aware of the impact that cyberbullying had on the middle years student, yet not all educators had the knowledge base and training to deal with cyberbullying effectively. Guidance counselors were key, as they had the skills base to deal with psychological issues. Guidance counselors were able to guide students from Piaget's concrete operational stage to the formal operational stage, where the students are able think abstractly and begin processing information similar to that of an adult (Weiten & McCann, 2010). School personnel, especially guidance counselors, are vital in setting up a positive and caring school environment where students experience a sense of belonging and are active participants in mitigating cyberbullying. This may allow them to bypass Erikson's identity crisis stage (Erikson & Schlein, 1987) and create a strong sense of character that they can be proud of which also sets them up to become the adult they will be in

this digital age. School personnel, especially guidance counselors and teachers, play a key role on the frontline.

Many factors play into the inadequate training of Manitoba educators. In the following section, the researcher will review the study's emergent themes and draw conclusions from these themes. Finally, the researcher will provide recommendations that she believes will improve the way in which cyberbullying is dealt with in Manitoba schools and will thus hopefully prevent more cyberbullying from occurring.

Summary of Findings and Conclusions

The major findings of this study and conclusions provide insight into the manner by which cyberbullying is presently dealt with in three schools within the Winnipeg School Division. The three individual cases studied in this thesis as well as the cross-case analysis performed among the three schools provides us with the educator's perceptions and experiences around the issue of cyberbullying.

Educator Training

The most significant finding was that of Educator Training. It was found that educator in-service pertaining to bullying prevention is optional for divisional staff even though the division has a zero-tolerance policy in place. As such, this elective system leads to a varying degree of training among the divisional staff, which results in the capricious ways in which cyberbullying is controlled within the division. All educators interviewed collectively agreed that the curricula in place were outdated and the existing anti-bullying programs in place were often too childish for the adolescent student. The researcher also found that participants would rather receive mandatory social media training aimed at educators from a trained expert rather than the current practice of being walked through an anti-bullying manual to educate their

students. All of the participants in this study acknowledged the need for modification in the ways educators are instructed about cyberbullying in the middle years. Once proper training is in place within this division, it would assist with the other three major themes that emerged in this study (Ertesvag & Erling, 2015; Hinduja & Patchin, 2007; Huang & Chou, 2013; Menesini & Salmivalli, 2017; Mura & Diamantini, 2014; Olweus & Limber, 2010; Palfrey & Gasser, 2008; Richard et al., 2011; Tapscott, 2009; Wang et al., 2015). It is thus recommended that more trained experts teach educators within the middle years school and this is mandatory for all educators within the division.

Educators' Awareness and the Handling of Cyberbullying

The second theme discussed is Educators' Awareness and the Handling of Cyberbullying. This relates to the first theme. If educators are trained well it was found that they handle cyberbullying in a more informed and effective manner.

During the data analysis, the researcher established that the way cyberbullying is handled in a school ultimately depends on the level of awareness and training educators have received in cyberbullying. Educators with minimal knowledge and training tend to rely on reactionary measures, such as detentions and suspensions, and often only deal with cyberbullying when the need arises. Moreover, these educators tended to deal with cyberbullying using arbitrary measures, as they were often unacquainted with methods to effectually deal with the issue and, as a result, found themselves ill-equipped when an incident arose.

By contrast, participants at schools with high awareness levels were not simply handling cyberbullying incidences, but they were actually managing them through effective proactive measures, such as positive behavior training for students and planned authentic classroom instruction. Regardless of their inexperience, with social media apps and the lack of specific

guidelines from the division, these educators reported trying to handle cyberbullying issues to the best of their abilities. All participants agreed that proactive measures to dissuade cyberbullying begin with raising awareness around the issue in the classroom (Lazuras et al., 2012; Menesini & Salmivalli, 2017; Palfrey & Gasser, 2008; Patchin & Hinduja, 2012; Perkins et al., 2011; Tapscott, 2009; Wang et al., 2015).

Pertinence of Roles and Responsibilities

Pertinence of Roles and Responsibilities was also a central concern that consistently arose among all of the participants. As stated in Chapter 5, there is a lack of clarity regarding roles and responsibilities in the handling of cyberbullying that stems from the following: (a) the lack of direction from the school division; and (b) the absence of key players such as law enforcement, parents, and students.

The division has not clearly delineated roles in dealing with cyberbullying and, therefore, educators do not understand their positions. Additionally, key players, such as law enforcement, parents, and students, may not realize their responsibility in dealing with cyberbullying issues. The researcher determined that educators feel frustrated, as they are the ones who are left to deal with this important and colossal issue of cyberbullying. Any chance for an effective divisional bullying/cyberbullying prevention program becomes almost unachievable if this school division continues to handle cyberbullying in the schools in this manner. The “isolated teacher” model that is currently being used to deal with cyberbullying is ineffective and needs to be eliminated. With proper training of all key players (i.e., law enforcement, educators, parents, and students), this would assist in eliminating the confusion of the roles and responsibilities when dealing with cyberbullying. It is only when all parties have been educated and trained in bullying/cyberbullying prevention methods that we can look to come together and build a culture for

positive change (Menesini & Salmivalli, 2017; Milsom & Gallo, 2006; Palfrey & Gasser, 2008; Patchin & Hinduja, 2012; Tapscott, 2009).

Building Culture for Positive Change

The final emergent theme the researcher evaluated, Building Culture for Positive Change, is based on participants' common assertion that managing cyberbullying should be a cooperative undertaking among government, school division, educators, law enforcement, parents, and students. The hierarchy begins with the government, which must create laws to prevent and stop cyberbullying. These laws must be promoted and enforced by law enforcement and the school divisions. Administration, teachers, and parents must play their role in executing moral obligations and enforcing consequences of any disruptions of the rules and laws. Educators must receive required positive focus training set forth by the division. Parents must understand the magnitude of their responsibility in managing cyberbullying. Parents are, in fact, an essential part of building a culture for positive change and without their active support, attempting to get a handle of cyberbullying, the researcher has found from the data that it will prove fruitless. Finally, the findings indicate that students must work on respecting the rules, collaborating with educators by reporting incidents, or educating teachers on the "do's and don'ts" of social media, and forming a strong community with a positive attitude toward each of its members. It is important that all members of society from the division directors down to the students and parents and those in the community must become involved in actively addressing cyberbullying in positive ways.

Theoretical Implications

The themes that have emerged demonstrate how vital it is that educators have a strong understanding of adolescent psychology. Using the theoretical framework presented in this

study would prove extremely beneficial in devising a division-wide cyberbullying prevention program. If one were asked to choose only one specific theory or model to guide this division-wide bullying prevention program, it would make the most sense to use Bronfenbrenner's bioecological human development model, as it addresses the bigger concerns of the adolescent student. However, using Bronfenbrenner's bioecological human development model, Erikson's psychosocial theory, and Piaget's cognitive development theory in unison allows for a more comprehensive theoretical framework to guide a division-wide bullying prevention in the Winnipeg School Division.

Authority figures at the Winnipeg School Division must come to understand the significance of Bronfenbrenner's bioecological human development model, Erikson's psychosocial theory, and Piaget's cognitive development theory for the middle years student. According to the participants in this study, presently there is very little guidance from the school division and therefore there is no evidence that the educators are actually considering the psychology of the middle years student when dealing with social-emotional based lessons or occurrences of cyberbullying. School A is a prime example of a school that acknowledges that cyberbullying is an issue in the school but does not know where to start to address this colossal issue. Therefore, educators from School A are presently turning to haphazard and reactionary approaches when a cyberbullying incidence occurs.

The participants in this study acknowledged the cruelty of the cyberworld and how it is playing havoc on the middle years student's psyche. These participants specifically asked for cyber training; however, this training must include Bronfenbrenner's bioecological human development model, Erikson's psychosocial theory, and Piaget's cognitive development theory, as these theories would assist in addressing the psychosocial impact of cyberbullying. According

to Erikson, adolescence is a crucial time in an individual's development, as they are establishing their identity in this world (Erikson & Schlein, 1987). If adolescents do not have the opportunity to explore their sense of self in a safe and positive way, then they are in jeopardy of having an identity crisis. One only has to look at today's youth to see how apparent it is that so many are confused and unsure of who they are.

Specifically understanding Bronfenbrenner's bioecological human development model is crucial when developing a bullying prevention program within the Winnipeg School Division. By acknowledging Bronfenbrenner's claim that an individual operates from many social contexts and that these social contexts are contained within each other, one can see why Bronfenbrenner concurred that each social context had a ripple effect on the other. The microsystem is the small, immediate environment in which the adolescent lives. Adolescents' microsystems include any immediate relationships or organizations they interact with, such as their immediate family or caregivers and their school. The organization of these groups will impact how the individual grows; the more positive and nurturing these relationships and places are, the better the individual will be able to grow. Furthermore, how an adolescent acts or reacts to the people in the microsystem will affect how they come to treat people (Bronfenbrenner & Morris, 2006; Cibrián & Aguirre, 2016).

Understanding this concept demonstrates why it is so crucial to have safe learning environments for students where they feel they can depend on the educators in the school and, more importantly, that these educators understand the cyberworld in which students live. Once this trust has been established between educator and student, educators can move students out of Piaget's concrete operational stage, where students rely on tangible evidence to make sense of

their world, to that the formal operational stage, where they are able to begin to explore abstract thought and think more like adults.

This critical thinking is crucial for students especially in terms of cyberbullying. Adolescents are unsupervised on the Internet and therefore need the skill of abstract thought and critical thinking to understand the ramifications of their actions without having immediate tangible evidence. Students need to be taught how to be forward thinkers and not give in to impulses that may have lasting negative consequences for them. It is for these reasons that it is vital for the Winnipeg School Division to take the lead and develop a bullying prevention program that is guided by the above-mentioned theories and models. This would give educators from this division the guidance they are so desperately seeking and, more importantly, educate middle years students in manner consistent with their psychological development.

Recommendations for the Prevention of Cyberbullying

Appointing a Manitoba Cyberbullying Consultant

Although Manitoba has begun the process to deter cyberbullying in the schools by introducing Bill 18; an anti-bullying law that necessitates school personnel to report any cyberbullying incident regardless of where the incident occurred (Gibson, 2013), it is vital for follow through to continue. Because cyberbullying is such a significant, expansive and almost unmanageable societal issue, it only makes sense for the Department of Education to appoint a cyberbullying consultant to monitor and guide all schools efforts directed at cyberbullying in Manitoba schools.

It is crucial for the government to be involved in mitigating this virtual digital crisis. One of the most effective and efficient ways to do this, the researcher believes, is for the Department of Education to appoint a committee, supervised by the cyberbullying consultant. The consultant

and the committee's role would be to evaluate the schools' social and psychological climate, observe possible triggers, and gather significant data that would guide their recommendations for best practices in Manitoba schools. The country of Norway, which is known for conducting groundbreaking research on bullying in the 1970s and now in 2013 with cyberbullying, has similarly appointed a cyberbullying ombudsman (Erickson, 2017).

According to SRSGVAC - the Office of the Special Representative of the Secretary General on Violence Against Children (2015), the Norwegian government in 2010-2011 conducted a national audit on student's psychosocial environment. Results demonstrated that many schools did not comply with legislation to ensure that students were working in favorable psychosocial environments. Much of this is attributed to the fact that schools are not mandated to use accessible bullying prevention programs provided to them by the Ministry of Education. Regardless of Norway's innovative research, the people of this country came to the conclusion that they were not performing as well as they could be, and in 2013 the Norwegian government appointed a committee to look deeper. The intention was to further assess school's psychosocial climate as well as the preventative and reactionary procedures being used to mitigate bullying and cyberbullying. This committee reported over a 100 recommendations including (a) that there be new legislation; (b) consequences for schools who did not adhere to their legal obligations; (c) a child-friendly complaint system; (d) as well as appointing an ombudsman to supervise bullying/cyberbullying in the Norwegian schools and daycares. Beginning June 2017 an appointed ombudsman began to work with the city's public schools and daycares. This model makes sense as it is crucial that an informed and knowledgeable person in cyberbullying to oversee the complexity of this societal problem.

Appointing a Divisional Cyberbullying Consultant

The researcher further recommends that once Manitoba's Department of Education has received the recommendations from the selected cyberbullying committee, it would be beneficial for each school division in the province to appoint a divisional cyberbullying consultant such as a guidance counselor or teacher who has expertise and experience with adolescent psychology and digital media to supervise and train superintendents, administrators, educators and all individuals who play a role in a student's life. In addition, school administrators would be required to attend scheduled meetings with the Cyberbullying Consultant and other administrators in the division and report about the climate of their schools as well as have open round table discussions on successful intervention approaches. Once again it is imperative for each school division within Manitoba to have a long term follow through program to evaluate the success of the cyberbullying prevention methods being utilized within each division.

Similarly, upon examination of the role of the Norwegian ombudsman, it is apparent that the ombudsman oversees more than 80,000 students and work directly with schools on their bullying prevention programs. In addition, parents are encouraged to use this ombudsman as a resource, and the ombudsman acts as a liaison between parent and school. Norwegian schools have seen a 50% reduction in bullying following the implementation of the Olweus Bullying Prevention Program. The Olweus Bullying Prevention Program is a comprehensive program comprised of definitive rules of acceptable and unacceptable behavior regarding bullying. Norwegian School administrators are expected to regularly evaluate the bullying atmosphere in their schools, and educators have regularly scheduled meetings where they examine effectiveness of their intervention methods and any concerns they may have (Erickson, 2017).

According to *The Local* (“Oslo Appoints First ‘Daycare Bullying Ombudsman,’” 2017) the ombudsman’s role is not only to engage with school-age children and educators, but also with preschool children and their teachers. The hope is that by educating preschoolers in a positive environment early on in the student’s life will lead to positive learning and socializing later on and hopefully prevent some of the bullying that is seen in schools today.

Implementation of Division-Wide Bullying Prevention Program

The researcher highly recommends that a division-wide bullying prevention programs be created and educators be trained on how to effectively deal with cyberbullying so we can eradicate cyberbullying and provide a safer school environment where the focus in on learning and not on adolescent peer conflict. The researcher further suggests that this division-wide bullying prevention program contain current social media training as well as positive behavior interventions. Finally, this training protocol must have a well-defined set of rules of acceptable behaviors and the consequences for unacceptable behaviors (Patchin & Hindjua, 2017).

Programs such as the PBIS that two of the three schools in this study are currently using have proven to be effective in reducing the amount of bullying incidences in the schools. Programs such as PBIS utilize proactive approaches, which assist student’s social-emotional and academic well-being. The goal of this program is to outline, educate, and encourage suitable behaviors in students to produce positive school climates. The PBIS program requires outlining clear expectations, implementing practices that are evidence-based, and vigilant data tracking to guide further practices (PBIS, 2017).

According to Hinduja (2016), it is vital that school divisions look to both policy and practice handle cyberbullying effectively. They claimed that

Schools desperately care about stopping all forms of bullying, and are trying a variety of things—from random assembly speakers, to random documentaries and “teachable moments.” YouTube videos, to random curricula they hear about from unsolicited emails or tweets, to random programs that capitalize on a quick emotional reaction but fail to effect meaningful, long-lasting change that carries on not only through the school year, but beyond. (Hinduja, 2016, p. 10)

Hinduja (2016) discussed how these random one-off teachable moments prove ineffective, as there is very little follow through. Thus, having a division-wide implementation protocol in place would address the issue of randomness, as all educators would receive the same training and would therefore be speaking the same language.

Hinduja (2016) further stated that the energy and focus should be on educating educators who work in the schools, as they are in the best position to reach a large segment of adolescents and have the biggest impact on them. Norwegian expert Dan Olweus (2012), known for bringing the issue of bullying into the spotlight, does not fully support cyberbullying. Olweus noted that there is insufficient data to support the claim that cyberbullying is as prevalent as many people believe it to be. Rather, Olweus argued that traditional face-to-face bullying continues to prevail today over cyberbullying. He does, however, agree with Hinduja (2016) that educators are in the best position and would have the greatest impact to reach students. He further agrees with Hinduja that it would be beneficial to teach parents, educators, and students netiquette, or Internet safety, proper technology usage, and appropriate etiquette while on the Internet. Olweus suggested that in addition to teaching key players netiquette, it would also be advantageous to implement a division-wide prevention program that clearly delineates

expectations of acceptable behavior and strictly enforces consequences for not abiding by these rules.

Manitoba's Department of Education has provided a comprehensive document, *A Continuum Model for Literacy With ICT Across the Curriculum* (MECY, 2006), which targets kindergarten to Grade 8, and is available for Manitoba Schools to use. It was interesting to note that none of the participants in this study identified this document as a resource they use with their students. Currently, it is expected that all kindergarten-to-Grade 8 educators infuse this continuum as a part of their classroom practices. So, rather than banning information and knowledge about cyberbullying like Jeremy previously stated, it is crucial—as researchers Collins and Halverson (2009), Hinduja (2016), Lazuras et al. (2012), Palfrey and Gasser (2008), and Tapscott (2009) indicated—to address it openly. Greg from School C suggested an innovative alternative to the traditional pamphlets and posters to educate students. Greg recommended bridging the digital divide between educators and students by using the social media apps that students use readily to educate and inform them. This is an ideal avenue to teach and develop the skills of the students to become more knowledgeable and ethical digital citizens.

One of the key components of use *A Continuum Model for Literacy With ICT Across the Curriculum* is to educate students on how to respectfully interact with other digital citizens (MECY, 2006). In this digital age with cyber suicide on the rise, it is vital now more than ever for students to be educated in a moral, ethical, and social manner. It is highly recommends that all Manitoba educators must use *A Continuum Model for Literacy With ICT Across the Curriculum* as a working document and not allow it to collect dust on the bookshelves of the Manitoba classroom.

Building Culture Through Home School Connection

Hinduja (2016), Navarro and Serna (2016), Milsom and Gallo (2006), Olweus (2012), Palfrey and Gasser, (2008), Patchin and Hinduja, (2012), and Tapscott (2009) all emphasized the necessity for key players, such as the federal government, educators, mental health professionals, law enforcement officials, youth-serving organizations, parents, and kids to be a part of the solution. Key players—specifically educators, parents, and students—must come to realize that they play a role in diffusing cyberbullying.

The researcher recommends that the Manitoba Department of Education begin a community initiative, which fosters building culture for positive change. The current isolated teacher model has proven ineffective and in fact, a collaborative communal effort is required if there is any hope to mitigate cyberbullying. The researcher proposes a cyberbullying model (see Figure 17) that would distribute the roles and responsibilities for all key players. Responsibilities are divided up into three central categories: (a) overseer, (b) frontline, and (c) cultural community for positive change.

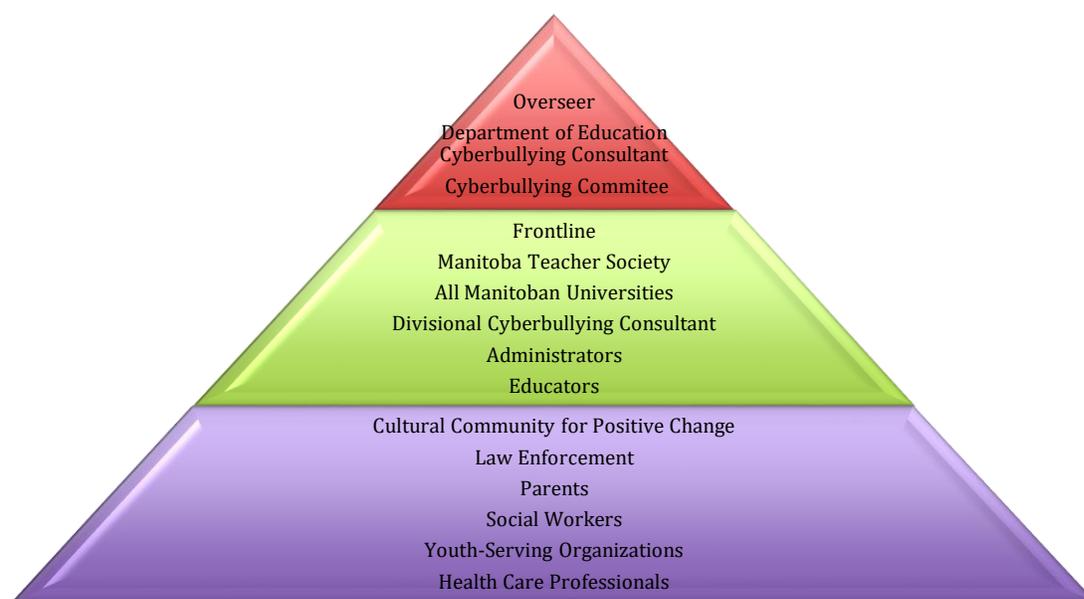


Figure 17. Proposed Manitoba cyberbullying model.

Overseers would include the Department of Education, the cyberbullying consultant and the cyberbullying committee. As stated, the Department of Education would be accountable for managing the entire cyberbullying community initiative, whereas the cyberbullying consultant would supervise the cyberbullying committee in gathering pertinent data and making recommendations for change at the school and community level as well as in-service and guide the committee and educators.

The frontline would include the divisional cyberbullying consultant, superintendents, administrators, and educators working at the ground level. In addition, it would be beneficial to include the Manitoba Teacher's Society to be a support to both administration and to educators as well as all of the universities in Manitoba to educate teacher candidates in social media that also included a component in cyberbullying prevention. The divisional cyberbullying consultant would serve as a liaison between home and school. As the cyberbullying consultant would train superintendents, administrators, and educators, they too would train parents either through open forums, one-on-one meetings, or simply be a resource for parents. The administrators would report the climate of their schools and their successful intervention procedures to both the cyberbullying consultant and the superintendents who would then report their findings to the Department of Education. Administrators and educators would work directly with students to become responsible digital citizens.

The cultural community for positive change would include law enforcement, parents, students, social workers, youth-serving organizations, and health care professionals. Law enforcement, specifically school resource officers, would be required to play a more active role than they have in the past. Parents would be expected to be vigilant and held accountable for what their children are doing online. Social workers, youth-serving organizations, and health

care professional would be required to be properly trained to handle cyberbullying issues so they can be of support to both the cyberbully and the victim. Finally, students are in best position to deter cyberbullying, as they are immersed in the digital world. Researchers Jackson (2013), Lazuras et al. (2012), Olweus (2012), Palfrey and Gasser (2008), Shariff (2008), and Tapscott (2009) argued that students need to be trained in Internet safety and etiquette and the importance of reporting online harassment to an adult. Palfrey and Gasser, Perkins et al. (2011), and Tapscott (2009) stressed educating students to use social media for good by sharing responsible and ethical social cues while online. This would, in turn, establish new positive social norms among students on the Internet and go a long way in combatting both traditional and cyberbullying, thus breaking the cycle of violence.

A noteworthy key player that needs to join the cultural community for positive change is that of the teacher candidate. Some universities such as the University of Manitoba do not require the mandatory enrollment of the teacher candidates in an education technology course, as they see these courses as being ubiquitous. It is crucial for teacher candidates around the world to receive useful training at the bachelor's level, as cyberbullying is a serious issue that is escalating. Teacher candidates must be informed on how to handle this social epidemic ethically and morally so they are able to transmit this knowledge to their own students. Researchers agree that when the home, school, and community are collectively involved, cyberbullying is more likely to be contained or prevented (Milsom & Gallo, 2006; Patchin & Hinduja, 2012; Tapscott, 2009).

Future Research

In conclusion, with the arrival of the Internet Age, traditional face-to-face bullying is branching out and taking a new form, known as cyberbullying. This new form of harassment

uses digital media such as e-mail, text messaging, websites, chat rooms, and social media sites to deliberately hurt others. It uses indirect forms of bullying, such as spreading rumors, posting inappropriate pictures or videos, or simply invading one's privacy (Beran & Li, 2005; Kwan & Skoric, 2013; Mark & Ratliffe, 2011; Moore et al., 2012; Patchin & Hinduja, 2015; Palfrey & Gasser, 2008; Tapscott, 2009; Wingate et al., 2013; Yerger & Gehret, 2011). Although many educators have been dealing with bullying behavior from the onset of their careers, many agree that cyberbullying is a phenomenon with which they are unfamiliar and feel unequipped to tackle.

Because research on cyberbullying is in its infancy stage, the researcher recommends further research be conducted on cyberbullying in schools. As mentioned earlier, Olweus (2012) noted the inadequate research to support the sheer prevalence of cyberbullying that many purport. It is evident from this study that there are inadequacies in the ways that cyberbullying is handled in the school. Lip service needs to be eradicated; merely putting up posters in the school or handing out pamphlets is sorely inadequate. We need to address this through research, as it is key in paving the way for future skill development, knowledge, and positive actions.

Conducting research is crucial. There are many areas that need to be addressed. The researcher recommends:

1. Further positive teaching models.
2. Useful teacher candidate training internationally at the bachelor's level.
3. Effective educator training that bridges the digital divide between educator and student.
4. Successful cyberbullying management guided by Skinnerian theory in public, private, and alternative school settings.

5. Information such pamphlets, posters, and website links should be distributed to the public on an ongoing basis. As was seen with School A, schools need to rethink their policy and retrain staff so that this information is readily available.
6. Examination of changing social norms where putting down peers through acronyms such as TBR, followed by a term of endearment (e.g., “but I love you”), are no longer tolerated.
7. Effectual educator and administrator roles and responsibilities in the handling cyberbullying.
8. Further examination of how to build cultures for positive change in an effort to create more effective school cultures that are equipped to handle cyberbullying.
9. Consider cultures of crisis in relation to cyberbullying.
10. Examine how cyberbullying is being handled in other schools across the globe in terms of programs that allow an individual to safely report bullying as well as rehabilitation programs for the bully.
11. Draw upon models such as the Olweus Bullying Prevention Program and the PBIS model, which have been proven to be effective in decreasing negative behavior in schools.

Research developing and implementing effective programs to combat bullying/cyberbullying is of utmost importance. It is time to create systemically schools that are educational cultures of caring. The researcher proposes an educational culture of caring program throughout all school divisions within Manitoba. There are cases of suicides—Ghyslain Raza, a 15-year-old boy from Trois River, Quebec (Gofin & Avitzour, 2012); Amber Cole (Mathur, 2011); 13-year-old Megan Meirer (Palfrey & Gasser, 2008); Rehtaeh Parsons (Kemp, 2013);

Ryan Halligan (“The Top Six Cyberbullying Cases,” 2013); and Amanda Todd (Kelley, 2013)—to name just a few. Bullying and cyberbullying affect our students’ self-worth and often leave them feeling unsupported and despondent. It is time to address this through research and the implementation of key programs so that our youth can overcome bullying in order to become the morally, ethically, and socially exceptional adults and global citizens of tomorrow.

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Appendix A: Suicide Prevention Websites

- The National Institute of Mental Health (NIMH): www.nimh.nih.gov/suicideprevention
- Suicide Awareness Voices of Education (SAVE): <http://www.save.org/>
- American Foundation for Suicide Prevention (AFSP): <http://www.afsp.org>
- Suicide Prevention Resource Center (SPRC): <http://www.sprc.org>

Appendix B: Winnipeg School Division Policies

Foundations and Basic Commitments

- Human Rights (2004) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/AC.pdf>
- Educational Philosophy (1991) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/AD.pdf>

Personnel

- Workplace Safety and Health (2008) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/GBE.pdf>
<https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/GBE.pdf>
- Violence Prevention (2012) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/APPROVED-PUBLIC05-07-12GBEAAViolencePreventionPolicy.pdf>
- Harassment Prevention (2012) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/GCPDA-HarassmentPrevention.pdf>

Instruction

- Diversity and Equity Education (2012) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/IGAB-DiversityandEquityEducation.pdf>
- Health Education (2003) <https://www.winnipegssd.ca/administration%20services/policy/wsd-policies/Documents/IGAE.pdf>

- Integration of Computer and Telecommunications Technology into Education and Administrative Practices (1999) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/IIBG.pdf>

Students

- Appropriate Use of Communication Devices and On-line Information Resources (2011) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/JFCBAFeb2011.pdf>
- Student Search and Seizure (1999) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/JFG.pdf>
- Safe Schools (2006) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/JG.pdf>
- Suspension of Students (2006) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/JGD.pdf>
- Reporting Children in Need of Protection (2004) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/JHF.pdf>

Community Relations

- Community Involvement Education (1988) <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/KMA.pdf>

Education Agency Research

- Relations with Education Research and Service Centres <https://www.winnipeg.ca/administration%20services/policy/wsd-policies/Documents/LC.pdf>

Appendix C: Federal Laws Pertaining to Cyberbullying

Parliament of Canada: Protecting Canadians from Online Crime Act (in part)

Complete Act can be found at <http://www.parl.gc.ca/HousePublications/Publication.aspx?DocId=6311444&File=27&Col=1>

C-13

Second Session, Forty-first Parliament, 62 Elizabeth II, 2013
House of Commons of Canada

Bill C-13

An Act to amend the Criminal Code, the Canada Evidence Act, the Competition Act and the Mutual Legal Assistance in Criminal Matters Act
FIRST READING, NOVEMBER 20, 2013
90708

Summary

This enactment amends the Criminal Code to provide, most notably, for

- (a) a new offence of non-consensual distribution of intimate images as well as complementary amendments to authorize the removal of such images from the Internet and the recovery of expenses incurred to obtain the removal of such images, the forfeiture of property used in the commission of the offence, a recognizance order to be issued to prevent the distribution of such images and the restriction of the use of a computer or the Internet by a convicted offender;
- (b) the power to make preservation demands and orders to compel the preservation of electronic evidence;
- (c) new production orders to compel the production of data relating to the transmission of communications and the location of transactions, individuals or things;
- (d) a warrant that will extend the current investigative power for data associated with telephones to transmission data relating to all means of telecommunications;
- (e) warrants that will enable the tracking of transactions, individuals and things and that are subject to legal thresholds appropriate to the interests at stake; and
- (f) a streamlined process of obtaining warrants and orders related to an authorization to intercept private communications by ensuring that those warrants and orders can be issued by a judge who issues the authorization and by specifying that all documents relating to a request for a related warrant or order are automatically subject to the same rules respecting confidentiality as the request for authorization.

The enactment amends the Canada Evidence Act to ensure that the spouse is a competent and compellable witness for the prosecution with respect to the new offence of non-consensual distribution of intimate images.

It also amends the Competition Act to make applicable, for the purpose of enforcing certain provisions of that Act, the new provisions being added to the Criminal Code respecting demands and orders for the preservation of computer data and orders for the production of documents relating to the transmission of communications or financial data. It also modernizes the provisions of the Act relating to electronic evidence and provides for more effective enforcement in a technologically advanced environment.

Lastly, it amends the Mutual Legal Assistance in Criminal Matters Act to make some of the new investigative powers being added to the Criminal Code available to Canadian authorities executing incoming requests for assistance and to allow the Commissioner of Competition to execute search warrants under the Mutual Legal Assistance in Criminal Matters Act.

Available on the Parliament of Canada Web Site at the following address:

<http://www.parl.gc.ca>

Bill C-13

An Act to amend the Criminal Code, the Canada Evidence Act, the Competition Act and the Mutual Legal Assistance in Criminal Matters Act

Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

Short Title

1. This Act may be cited as the *Protecting Canadians from Online Crime Act*.

Criminal Code

2. Section 4 of the *Criminal Code* is amended by adding the following after subsection (7):

Means of telecommunication

(8) For greater certainty, for the purposes of this Act, if the elements of an offence contain an explicit or implicit element of communication without specifying the means of communication, the communication may also be made by a means of telecommunication.

3. The Act is amended by adding the following after section 162:

Publication, etc., of an intimate image without consent

162.1 (1) Everyone who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty

(a) of an indictable offence and liable to imprisonment for a term of not more than five years; or

(b) of an offence punishable on summary conviction.

Definition of “Intimate Image”

(2) In this section, “intimate image” means a visual recording of a person made by any means including a photographic, film or video recording,

(a) in which the person is nude, is exposing his or her genital organs or anal region or her breasts or is engaged in explicit sexual activity;

(b) in respect of which, at the time of the recording, there were circumstances that gave rise to a reasonable expectation of privacy; and

(c) in respect of which the person depicted retains a reasonable expectation of privacy at the time the offence is committed.

Defence

(3) No person shall be convicted of an offence under this section if the conduct that forms the subject-matter of the charge serves the public good and does not extend beyond what serves the public good.

Question of fact and law, motives

(4) For the purposes of subsection (3),

(a) it is a question of law whether the conduct serves the public good and whether there is evidence that the conduct alleged goes beyond what serves the public good, but it is a question of fact whether the conduct does or does not extend beyond what serves the public good; and

(b) the motives of an accused are irrelevant.

Prohibition Order

162.2 (1) When an offender is convicted, or is discharged on the conditions prescribed in a probation order under section 730, of an offence referred to in subsection 162.1(1), the court that sentences or discharges the offender, in addition to any other punishment that may be imposed for that offence or any other condition prescribed in the order of discharge, may make, subject to the conditions or exemptions that the court directs, an order prohibiting the offender from using the Internet or other digital network, unless the offender does so in accordance with conditions set by the court.

Duration of Prohibition

(2) The prohibition may be for any period that the court considers appropriate, including any period to which the offender is sentenced to imprisonment.

Court may vary order

(3) A court that makes an order of prohibition or, if the court is for any reason unable to act, another court of equivalent jurisdiction in the same province may, on application of the offender or the prosecutor, require the offender to appear before it at any time and, after hearing the parties, that court may vary the conditions prescribed in the order if, in the opinion of the court, the variation is desirable because of changed circumstances after the conditions were prescribed.

Offence

(4) Every person who is bound by an order of prohibition and who does not comply with the order is guilty of

(a) an indictable offence and is liable to imprisonment for a term of not more than two years; or

(b) an offence punishable on summary conviction.

1993, c. 46, s. 3(1); 1997, c. 18, s. 5; 2005, c. 32, ss. 8(1)(F) and 8(2)

4. (1) Subsection 164(1) of the Act is replaced by the following:

Warrant of Seizure

164. (1) A judge may issue a warrant authorizing seizure of copies of a recording, a publication, a representation or of written materials if the judge is satisfied by information on oath that there are reasonable grounds for believing that

(a) the recording, copies of which are kept for sale or distribution in premises within the jurisdiction of the court, is a voyeuristic recording;

(b) the recording, copies of which are kept for sale or distribution in premises within the jurisdiction of the court, is an intimate image;

(c) the publication, copies of which are kept for sale or distribution in premises within the jurisdiction of the court, is obscene or a crime comic, within the meaning of section 163; or

(d) the representation, written material or recording, copies of which are kept in premises within the jurisdiction of the court, is child pornography within the meaning of section 163.1.

2005, c. 32, s. 8(3)

(2) Subsections 164(3) to (5) of the Act are replaced by the following:

Owner and maker may appear

(3) The owner and the maker of the matter seized under subsection (1), and alleged to be obscene, a crime comic, child pornography, a voyeuristic recording or an intimate image, may appear and be represented in the proceedings in order to oppose the making of an order for the forfeiture of the matter.

Order of Forfeiture

(4) If the court is satisfied, on a balance of probabilities, that the publication, representation, written material or recording referred to in subsection (1) is obscene, a crime comic, child pornography, a voyeuristic recording or an intimate image, it may make an order declaring the matter forfeited to Her Majesty in right of the province in which the proceedings take place, for disposal as the Attorney General may direct.

Disposal of matter

(5) If the court is not satisfied that the publication, representation, written material or recording referred to in subsection (1) is obscene, a crime comic, child pornography, a voyeuristic

recording or an intimate image, it shall order that the matter be restored to the person from whom it was seized without delay after the time for final appeal has expired.

2005, c. 32, s. 8(4)

(3) Subsection 164(7) of the Act is replaced by the following:

Consent

(7) If an order is made under this section by a judge in a province with respect to one or more copies of a publication, a representation, written material or a recording, no proceedings shall be instituted or continued in that province under section 162, 162.1, 163 or 163.1 with respect to those or other copies of the same publication, representation, written material or recording without the consent of the Attorney General.

(4) Subsection 164(8) of the Act is amend-ed by adding the following in alphabetical order:

“intimate image” has the same meaning as in subsection 162.1(2).

2005, c. 32, s. 9(1)

5. (1) The portion of subsection 164.1(1) of the Act before paragraph (a) is replaced by the following:

Warrant of Seizure

164.1 (1) If a judge is satisfied by information on oath that there are reasonable grounds to believe that there is material — namely child pornography within the meaning of section 163.1, a voyeuristic recording or an intimate image within the meaning of subsection 164(8) or computer data within the meaning of subsection 342.1(2) that makes child pornography, a voyeuristic recording or an intimate image available — that is stored on and made available through a computer system within the meaning of subsection 342.1(2) that is within the jurisdiction of the court, the judge may order the custodian of the computer system to

2005, c. 32, s. 9(2)

(2) Subsection 164.1(5) of the Act is replaced by the following:

Order

(5) If the court is satisfied, on a balance of probabilities, that the material is child pornog-raphy within the meaning of section 163.1, a voyeuristic recording or an intimate image within the meaning of subsection 164(8) or computer data within the meaning of subsection 342.1(2) that makes child pornography, the voyeuristic recording or the intimate image available, it may order the custodian of the computer system to delete the material.

2005, c. 32, s. 9(3)

(3) Subsection 164.1(7) of the Act is replaced by the following:

Return of Material

(7) If the court is not satisfied that the material is child pornography within the meaning of section 163.1, a voyeuristic recording or intimate image within the meaning of subsection 164(8)

or computer data within the meaning of subsection 342.1(2) that makes child pornography, the voyeuristic recording or the intimate image available, the court shall order that the electronic copy be returned to the custodian and terminate the order under paragraph (1)(b).

Appendix D: Prevention and Intervention Educational Resources

- Conflict Resolutions (2011)
- Towards Inclusion: Supporting Positive Behavior In Manitoba Classrooms (2011)
- A Whole School Approach To Safety and Belonging: Preventing Violence and Bullying (2005) When Words are Not Enough: Precursors to Threat: An Early Warning System for School Counselors (2005)
- Towards Inclusions: From Challenges to Possibilities-Planning for Behaviour (2001)
- Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities (2004)
- Manitoba Sourcebook for School Guidance and Counseling Services: A Comprehensive and Development Approach (2007)
- Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas Kindergarten to Grade 12 (2007)

Appendix E: Manitoba Educational Policies

<http://web2.gov.mb.ca/laws/statutes/2013/c00613e.php> (also listed below)

**The Public Schools Amendment Act (Safe and Inclusive Schools (2013))
C.C.S.M. c. P250 amended**

1 *The Public Schools Act is amended by this Act.*

2 *Subsection 1(1) is amended by adding the following definition:*

"**bullying**" means bullying as defined in section 1.2; (« intimidation »)

3 *The following is added after section 1.1 and before Part I:*

Interpretation: "bullying"

1.2(1) In this Act, "**bullying**" is behaviour that

- (a) is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property; or
- (b) is intended to create, or should be known to create, a negative school environment for another person.

Characteristics and forms

1.2(2) Bullying

- (a) characteristically takes place in a context of a real or perceived power imbalance between the people involved and is typically, but need not be, repeated behaviour;
- (b) may be direct or indirect; and
- (c) may take place
 - (i) by any form of expression, including written, verbal or physical, or
 - (ii) by means of any form of electronic communication — also referred to as cyberbullying in section 47.1.2 — including social media, text messaging, instant messaging, websites or e-mail.

When does a person participate in bullying?

1.2(3) A person participates in bullying if he or she directly carries out the bullying behaviour or intentionally assists or encourages the bullying behaviour in any way.

4(1) *Subsection 41(1) is amended*

(a) *by replacing clause (b.2) with the following:*

(b.2) ensure that a written policy is established respecting the appropriate use of

- (i) the Internet, including social media, text messaging, instant messaging, websites and e-mail, and
- (ii) digital cameras, cell phones — including cell phones equipped with digital cameras — and any other electronic or personal communication devices identified by the board;

(b) by adding the following after clause (b.3):

- (b.4) establish a written policy concerning respect for human diversity, and ensure that the policy is implemented in each school in the school division or school district;

4(2) *The following is added as subsections 41(1.5) to (1.8):*

Appropriate use policy for Internet, etc.

41(1.5) An appropriate use policy established under clause (1)(b.2) may include provisions that prohibit the accessing, uploading, downloading, sharing or distribution of information or material that the school board has determined to be objectionable or not in keeping with the maintenance of a positive school environment.

Respect for human diversity policy

41(1.6) A respect for human diversity policy is to

- (a) promote and enhance
 - (i) a safe and inclusive learning environment,
 - (ii) the acceptance of and respect for others, and
 - (iii) the creation of a positive school environment; and
- (b) address training for teachers and other staff about
 - (i) bullying prevention, and
 - (ii) strategies for promoting respect for human diversity and a positive school environment.

Regard for principles of human rights

41(1.7) In preparing its respect for human diversity policy, a school board must have due regard for the principles of *The Human Rights Code*.

Student activities and organizations

41(1.8) A respect for human diversity policy must accommodate pupils who want to establish and lead activities and organizations that

- (a) promote
 - (i) gender equity,
 - (ii) antiracism,
 - (iii) the awareness and understanding of, and respect for, people who are disabled by barriers, or
 - (iv) the awareness and understanding of, and respect for, people of all sexual orientations and gender identities; and
- (b) use the name "gay-straight alliance" or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all pupils.

5(1) *Subsection 47.1(2) is amended*

- (a) *in subclause (b)(i.1), by striking out ", including cyber-bullying"; and*
- (b) *by replacing clause (d) with the following:*

(d) a statement that pupils and staff must adhere to school board policies and the provisions of the code of conduct respecting the appropriate use of

- (i) the Internet, including social media, text messaging, instant messaging, websites and e-mail, and
- (ii) digital cameras, cell phones and other electronic or personal communication devices identified in the code of conduct or the policies of the school board; and

5(2) *Subsection 47.1(2.1) is repealed.*

6 *Clause 47.1.1(6)(b) is replaced with the following:*

(b) bullying another pupil.

7 *The following is added after section 47.1.1 and before the centred heading that follows it:*

Expanded duty to report cyberbullying

47.1.2(1) A person who is subject to a duty under subsection 47.1.1(1) must, if they become aware that a pupil of a school may have

- (a) engaged in cyberbullying; or
- (b) been negatively affected by cyberbullying;

report the matter to the principal of the school as soon as reasonably possible.

Application

47.1.2(2) Subsections 47.1.1(2) to (5) apply in respect of a principal who believes that a pupil of the school has been harmed as a result of cyberbullying.

8 *Subsection 48(4) is amended by striking out "welfare of the school" and substituting "school environment".*

Coming into force

9 *This Act comes into force on a day to be fixed by proclamation.*

Appendix F: Understanding Cyberbullying: A Critique of the Literature

Table F1

Critique of Literature on Cyberbullying

Author, Year, Title	Country of Study	Purpose	Sample Size	Gender	Methodology	Critique of Methodology	Sample Results
Beran, T. & Li, Q. (2007). The relationship between cyberbullying and school bullying	Canada	To determine the relationship between school bullying and cyberbullying.	432 junior high students from grades 7–9	Both male and female (193 males and 239 females)	Likert scale questionnaire with both open-ended and closed ended questions	Although random sampling was selected, the researchers admit that few students returned consent forms and therefore results could not be generalized. In addition, when this study was taken place, students were only beginning to possess mobile phones and therefore the researchers of this study feel that the number of cyberbullying incidences may increase. For this reason further investigation should be conducted in this area.	Results indicated that students who were bullied in cyberspace were also likely to bully their peers in cyberspace and be bullied in school. In addition, students who were bullied in cyberspace only, and students bullied both in cyberspace and at school, experienced difficulties at school such as low marks, poor concentration, and absenteeism. These results suggest that bullying that occurs either at or outside the school can have an impact on school learning.
Kwan, G. & Skoric, M. (2013). Facebook bullying: An extension of battles in	Singapore	To examine the phenomenon of cyberbullying on Facebook and how it is related to school bullying	1676 secondary students from two secondary schools	Both male (48 %) and female (52%).	Convenience Sampling	When using a non-probability sample in statistical analysis it is recommended that a comparison between convenience sampling and the population	Findings indicated that the intensity of Facebook use and engagement in risky Facebook behaviors were related to Facebook victimization

school		among secondary students ages 13-17.				across a range of variables be used to strengthen the case for representativeness. This study did in fact that. This study used the demographic information from the sample and that of official national data, which indicated the sample, was found to be a reasonable approximate to the Singapore population.	and Facebook bullying. Moderately strong positive relationships between school bullying and Facebook bullying as well as school victimization and Facebook victimization were also uncovered.
Mark, L. & Ratliffe, K. (2011). Cyber worlds: New playground for bullying	United States	To demonstrate the experiences of 247 middle year students around cyberbullying.	247 middle year students from three middle year's school. 70% of female completed the survey, whereas only 30% males did.	Both male (30%) and female (70%) participated	Convenience Sampling	Convenience sampling form three participating schools may not be representative of all school of those types and therefore difficult to generalize. The unequal distribution of males and females, external evidence of validity is limited.	Results included a non-linear relationship between Internet use and cyberbullying and the increase in cyberbullying through middle school. Also, students perceived that neither teacher nor parents were prepared to assist students with cyberbullying issues.
Moore, P., Huebner, E., & Hills, J. (2012). Electronic bullying and victimization and life satisfaction in the middle years students	United States	To examine the nature and prevalence of electronic bullying and victimization of middle years students. In addition, relationships among measures of	855 7th and 8th grade students.	Both male and females participated. (409 males and 466 girls)	Convenience Sampling	The use of convenience sampling in this study may lead to over or underrepresentation of particular participants characteristics, and bias results. When the effects of demographics variables were controlled, the relationship between electronic victimization	The results suggested modest but pervasive relationships between experiences of electronic bullying and victimization and adolescents life satisfaction reports across a variety of domains.

electronic bullying and victimization and global and domain-specific life satisfaction were also investigated.

and global life satisfaction became non-significant, suggesting that global life satisfaction reports may mask the effects of specific life satisfaction domains.

Appendix G: School Intervention Strategies for Cyberbullying

Table G1

School Intervention Strategies for Cyberbullying

Author, Year, Title	Country of Study	Purpose	Sample Size	Gender	Methodology	Critique of Methodology	Sample Results
Hinduja, S. & Patchin, J. (2010). Bullying, cyberbullying and suicide.	United States	To examine the extent to which cyberbullying is related to suicide ideation among adolescents.	1963 middle years students (Grades 6–8) from one of the largest school districts in the United States	Both male (49.8) and female (50.1)	Convenience sampling	The primary shortcoming stems from the cross-sectional nature of the data. Since the data was not collected over time, it is impossible to conclude that experience with bullying causes one to have suicidal thoughts. Future research must include collecting information from adolescents at multiple times points to endure proper temporal ordering. It would also be useful to replicate this study among a nationally representative sample to provide more general findings and to use samples from other countries to assess cross-culture differences. The analysis also suffers from the common drawbacks with self-report studies.	Youth who experienced both traditional or cyberbullying had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggressions. The findings provide further evidence that adolescent peer aggression must be taken seriously both at school and at home, and suggest that a suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools.
Kowalski, R. & Limber, P. (2007). Electronic	United States	To examine the prevalence of electronic	3767 Middle years students (Grades 6–8) from 6	Both male and female	Olweus Bullying/Victim Questionnaire	According to the authors of this study, random sample was not used although samples were	The most common methods for electronic bullying involved instant messaging, chat rooms

Bullying Among Middle School Students.	bullying among middle school students	elementary and middle year schools		as well as 23 other questions developed specifically for this study.	drawn from several areas around the country. The relative homogeneity (race and ethnicity) leaves open the possibility that other samples of children may experience electronic bullying differently. Future research also needs to examine more closely of what roles do schools have in designing interventions to educate students about electronic bullying.	and e-mail. The findings have implications for children, parents and schools and they all need to become more aware of what electronic bullying is and how to help prevent it. School Administrators should work to educate students, teachers and staff about electronic bullying. They should also ensure that school rules and policies related to bullying include electronic bullying.
Cixin, W., Swearer, S., Lembeck, P., & Berry, B. (2015) Teachers matter: An examination of student-teacher relationships, attitudes toward bullying, and bullying behavior	United States This study investigated the influence of student-teacher relationships and attitudes toward bullying on middle school students' bullying behaviors. Gender and grade differences were also examined.	435 Middle year students 123 (Grade 6) 174 (Grade 7) 138 (Grade 8)	Both male (188) and female (247)	Convenience Sampling as well as data was collected from school records that included demographics, students' GPA, and office disciplinary referral data.	Almost 71% of the sample was Caucasian and all participants were middle school students, thus limiting the generalizability of the results to other races/ethnicities and to elementary and high school populations. In addition, all data were collected via self-report and common method variance may be a concern. It is also important to note the significant correlations between self-reported bullying behaviors and office referrals in the current study, which provides evidence for the validity of the self-report	Results indicated that students' attitudes toward bullying mediated the relationship between student-teacher relationships and physical and verbal/ relational bullying. There was a significant group difference on student-teacher relationships and attitudes toward bullying between bully, bully-victim, victim, and bystander groups and students not involved in bullying. In addition, sixth graders reported significantly more positive student-teacher relationships than seventh and eighth graders.

						<p>bullying measure. Future studies should integrate information from multiple informants (e.g., parents and teachers) to provide additional information regarding multiple perspectives of bullying. Observational data might address this issue.</p>	<p>Implications for the role of both cognitive and behavioral bullying intervention and prevention efforts are discussed.</p>
<p>Ertesvåg, S. & Erling, R. (2015). Professional cultures and rates of bullying.</p>	<p>Norway</p>	<p>To examine the relationship between aspects of a school's professional culture and rates of bullying.</p>	<p>18,767 students and 1,932 teachers in 85 primary and secondary schools (based on Grades 3–10)</p>	<p>Both male and female</p>	<p>Web-based questionnaire for both teacher and students. Students at 85 schools were compared to students in similar age groups during the process of identifying schools with high and low rates of bullying; primary school students were compared to primary school students at other schools, and secondary school students were compared to other students</p>	<p>A key strength of the current study is the use of both student and teacher reports. The rate of being bullied or bullying others is an important aspect of student wellbeing at school. Another strength is the use of both rates of being bullied and bullying others as a selection criterion, increasing the possibility that the selected schools correctly represent high and low on rates of bullying. The selection process showed that several schools were high or low on one aspect of bullying. Due to the cross-sectional nature of the study, conclusions about the direction of the observed effects cannot be drawn. One should not rule out the possibility that the relationship between professional</p>	<p>Findings demonstrated that schools with high and low rates differed significantly on all organizational factors; teachers in schools with high rates of bullying reported weaker leadership, teacher affiliation, and collaborative activity than teachers at schools with low rates of bullying. Teacher authority had a mediating role between aspects of the professional culture and rates of bullying. Implications for practice are also discussed.</p>

					at secondary level.	culture and rates of bullying develops over time and is more circular than linear. In the current data, it was not possible to link individual teachers with their classes. Clearly, the study would have benefited from a multilevel approach taking the existence of groupings of hierarchical data into consideration due to the danger of statistical and interpretational errors.	
Richard, J.F., Schneider, B.H., & Mallet, P. (2011). Revisiting the whole-school approach to bullying: Really looking at the whole school.	France	The purpose of this study was to establish more clearly the precise aspects of school climate that are linked specifically to the problem of bullying.	18,222 middle years students	Both male and female (8,741 male and 9,481 female)	Convenience Sampling using the hierarchal linear model	One limitation of this study is that most variables were gathered in self-report format and answered by the students themselves. There was greater variability in the reporting of bullying incidents within individual schools than between schools. Social climate differences between schools only account for a small portion of the total variance in bullying behaviors. Many other individual and family-level variables, remain important predictors of bullying within schools.	The findings indicate that for physical and verbal/relational bullying, the final models respectively explain 6% and 16% of the within-school variance, and 48% and 9% of the between-school variance, significant between-school effects, with the climate variables of school security and the quality of student-teacher relationships emerging as the strongest predictors.

Appendix H: Educators' Perceptions and Experiences With Cyberbullying

Table H1

Educators' Experiences With Cyberbullying

Author, Year, Title	Country of Study	Purpose	Sample Size	Gender	Methodology	Critique of Methodology	Sample Results
Eden, C., Heiman, T., & Olenik-Shemesh, D. (2013). Teacher's Perception, beliefs and concerns about cyberbullying	Israel	To examine the perception, beliefs and concerns about cyberbullying as well as their needs.	328 teachers	Both male and female (88.4% female and 11.6% male)	Convenience sampling. Random sampling was conducted in this study. To ensure the validity of this study, a list of 700 schools was put together and 50 schools were randomly selected. From there random recruitment of teachers from different grade levels, content areas of teaching and years of experience.	The self-report nature of this study was the only measure of this study. To ensure the validity and reliability of the results from this study, it would require other measures to be in place and to be able to correlate these measures against teacher perceptions.	Findings indicate that teachers noted that cyberbullying is a problem in schools, suggesting that urgent attention be paid to three aspects: policy making, enhancing awareness of the school team and coping strategies for parents.
Huang, Y. & Chou, C. (2013). Revisiting cyberbullying: Perspectives from Taiwanese teachers	Taiwan	To examine teacher's perceptions of cyberbullying among students, including the types and tools, the ability to remain anonymous, student responses, and their own practices of handling	2821 Taiwanese teachers (Grades 4–12)	Both male and female	Probability Sampling using stratified sampling techniques.	In order to gather more grounded data, longitudinal research is needed to probe into the mechanisms underlying technology- based behavior. Secondly, qualitative approaches to this topic would help the research community delve deeper into the teachers' perspectives than the general survey used in this study. A test-retest was not collected for reliability, which would have provided	Results showed that teachers believed that the circulation of embarrassing pictures and videos were the most prevalent of cyberbullying but that instant message was the most frequently used tool. Findings also suggested teacher's tendency to overestimate student's willingness to report cyberbullying. Teachers were not confident to handle cyberbullying

<p>Stauffer, S., Allen Heath, M., Coyne, S., & Ferrin, S. (2012). High school teachers' perceptions of cyberbullying prevention and intervention strategies</p>	<p>United States</p>	<p>cyberbullying incidents at school. To examine teacher's perceptions regarding the effects of cyberbullying on students, which intervention strategies teachers use when dealing with cyberbullying and which prevention strategies would assist in preventing cyberbullying.</p>	<p>66 high school teachers</p>	<p>Both male and female</p>	<p>Likert questionnaire using open-ended questions</p>	<p>more grounded data. The number of participants prohibited the use of more extensive statistical measures, such as a multivariate analysis of variance, which could have more extensively investigated research questions and relationships among research variable. It is possible that the results were skewed because of a self-selection bias, meaning that teachers who chose to participant may have held different perceptions than those who chose not to participate.</p>	<p>incidences. Findings indicated that ¼ of teachers indicated that cyberbullying does not have long-lasting negative effects and cyberbullying “prepares students for life”. Fewer than half of the teachers favored implementing a formal cyberbullying prevention program. Teacher's perceived the following strategies as most helpful when addressing cyberbullying: increased parental involvement, warning students about consequences for cyberbullying and increasing consequences for cyberbullying.</p>
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Appendix I: Winnipeg School Division Research Application Form



September, 2012

Deans of Faculties,
Deans of Graduate Studies
Universities of Winnipeg and Manitoba

Directors,
Research Departments and Institutions

Researchers

Many studies conducted by thesis-level students and professional researchers require the participation of students in Winnipeg School Division schools and programs. The Division wishes to encourage this participation, and has established a Research Advisory Committee to the Chief Superintendent to screen studies requesting the participation of students within its jurisdiction and to expedite the completion of approved projects.

Attached is a copy of the terms of reference, research guidelines and application form designed to assist researchers in meeting the research request requirements of the Winnipeg School Division. You will note that all projects emanating from individuals and agencies external to the Winnipeg School Division must be approved by the Division.

The Research Advisory Committee is made up of staff of the Winnipeg School Division and representatives from the Universities of Manitoba and Winnipeg. The Committee will screen applications on the basis of ethics, research methodology, disruptions to the schools, and benefit to the Division, education and/or society.

There are several aspects of the Guidelines and submission procedure I would like to emphasize in order to minimize disappointment by researchers:

1. The Research Advisory Committee **WILL NOT CONSIDER** incomplete application forms. Nor will the Committee accept detailed research proposals attached to the application form. It is the responsibility of the researcher to ensure that the essential information necessary for the Committee to make an informed decision is provided on the application form. The Research Guidelines outline what attachments are required by the Committee.
 2. (Guideline #4). The Committee will meet as follows: September 26, 2012, October 24, 2012, November 28, 2012, December 19, 2012, January 23, 2013, February 27, 2013, March 20, 2013, April 24, 2013, May 22, 2013. A meeting will only be held if sufficient applications are received.
-

3. (Guideline #5). The Committee does not, in principle, allow research in the schools in May, June and September; as you can appreciate, students and staff are extremely busy with the beginning and end-of-term school processes. The exception to this principle is research which, by its nature, must be done in May, June or September (e.g., research into allergies).
4. (Guidelines #10 and #11). The final decision regarding all research requests will be made by the Chief Superintendent based on the recommendations of the Research Advisory Committee.
5. (Guideline #13). Approval by the Division **DOES NOT** obligate a school, its staff or students to participate in the study.

Perhaps you could notify members of your administrative and teaching staffs of our procedures.

Please contact me (204) 789-0497 if you have any questions regarding research in the Division.

Douglas R. Edmond
 Director of Research, Planning and Systems Management
 and Chair, Research Advisory Committee

attachment

**WINNIPEG SCHOOL DIVISION
 RESEARCH ADVISORY COMMITTEE**

TERMS OF REFERENCE

1. To act as an Advisory Committee to the Chief Superintendent with regard to the approval of all external research project requests involving research with children.
2. Screen all requests described in number 1 on the basis of ethics, research methodology, disruptions to the schools and benefit to the Division, education and/or society.
3. Recommend approval to the Chief Superintendent through the Chair of the Research Advisory Committee.

GUIDELINES FOR EXTERNAL RESEARCH PROJECTS

These guidelines apply to any study requesting the participation of Winnipeg School Division students.

1. All projects emanating from agencies external to the Division, including Division teachers and the Department of Education must be approved by the Division.
2. The Research Advisory Committee will screen all applications on the basis of ethics, research methodology, disruptions to the school, benefits to the Division, education and/or society. The Committee will then recommend certain projects for approval to the Chief Superintendent.
3. The Committee is made up of staff of the Division and representatives from the Universities of Manitoba and Winnipeg.
4. The Committee will meet as follows: September 26, 2012, October 24, 2012, November 28, 2012, December 19, 2012, January 23, 2013, February 27, 2013, March 20, 2013, April 24, 2013, May 22, 2013.

A meeting will only be held if sufficient applications are received. The Committee will only consider a proposal at other times during the school year under **VERY** exceptional circumstances. In addition, proposals should be submitted sufficiently in advance to allow committee members time to study the proposal.

5. In general, researchers will not be allowed access to students in May, June and September because of the large number of activities in schools at this time of year. An exception will be allowed for proposals which:
 - a) demonstrate the necessity of access to schools in May, June and September;
 - b) allow for sufficient time for the schools to accommodate the research request.
6. All research proposals shall include:
 - a) Completed Winnipeg School Division Research Application form, which, in the case of a student, must be countersigned by the student's thesis advisor;
 - b) A copy of approval letter from the appropriate faculty and/or ethical review committees;
 - c) All stimulus materials to which students or staff may be exposed;
 - d) All information and/or parental permission letters to be distributed to students, parents or staff.

- e) Indicate the number of participants required and if possible the schools in which you intend to conduct your research.
7. In the case of certain tests, applicants will have to demonstrate that the test will be administered by qualified personnel.
 8.
 - a) Parental permission is required for students to participate in studies which seek information beyond the normal school curriculum.
 - b) All students/participants must be informed that they may withdraw from the researcher's study at any time.
 9. If necessary, the Research Advisory Committee may require a researcher to provide additional information particularly for studies or parts of studies which seek information concerning confidential aspects of students' or their parents' lives.
 10. The Research Advisory Committee recommends approval of the project to the Chief Superintendent.
 11. The Chief Superintendent or designate informs the applicant of the Division's decision.
 12. Researchers of approved projects are required to follow the directions of the Chair - Research Advisory Committee regarding all procedures related to the collection of data.
 13. Approval by the Division does not obligate any school, its staff or students to participate in a study.
 14.
 - a) The researcher is required to submit a final report of the research to the Division. All such reports shall respect the anonymity of all participants.
 - b) The researcher is not required to give a report to students, their parents/guardians or teachers; if he/she does so, however, any such report should contain aggregate data only. In no circumstances shall a researcher reveal individual scores to students or parents without Division approval.
 - c) The researcher may be requested to do a presentation of the results of the study at a division-wide inservice at any time following the completion of the study.

All applications should be directed to:

D. R. Edmond
Director of Research, Planning and Systems Management
Winnipeg School Division
1180 Notre Dame Avenue
Winnipeg, Manitoba

R3E 0P2
FOOTNOTE

In certain cases, mainly restricted to Universities and Colleges, students are required to carry out a small study in order to gain research experience as part of a course. Where appropriate, e.g., where the number of students is not large, the time required is very little, and the stimulus materials are innocuous, formal approval by the Research Advisory Committee may be waived at the discretion of the Superintendent's Department and with the permission of the principal and teacher(s) involved.

rev. 09.2012

THE WINNIPEG SCHOOL DIVISION
Application Form

The Research Advisory Committee **WILL NOT CONSIDER** incomplete application forms. Nor will the Committee accept detailed research proposals attached to the application form. It is the responsibility of the researcher to ensure that the essential information necessary for the Committee to make an informed decision is provided in this application form. The Research Guidelines outline what attachments are required by the Committee.

1. Applicant Name: Louise Snidal

Address:

Postal Code:

Telephone:

Position:

Masters' Candidate

Institution:

University of Manitoba

2. Title of Proposed Research: *A Multicase Study of Bullying Gone Digital: The*

Investigation of Educators' Perception and Experiences of Cyberbullying in Manitoba Schools.

3. Complete if Applicable only:

Name of Sponsor/

Dr. Joanna Black

Thesis Advisor:

Department:

Faculty of Education:

Phone: 204-474-9028

Institution:

University of Manitoba

Position Held:

Associate Professor

4. Type of Research:

Faculty Research
 Ph.D Dissertation
 Masters Thesis
 Ungraduate Research Year
 Other, Explain
 School
 Explain

Proposed Research Sample:

Preschool
 Elementary
 Jr. High
 Sr. High School
 Other,

5. Person Conducting Research:

(List all persons that will be involved in the data collection)

Name:**Institution:****Phone Number:**

Louise Snidal

University of Manitoba

1. Purpose and/or Rationale of Study

Beran and Li (2007), Shariff (2008) and Statistics Canada (2009), all report that individuals who spend increasing amounts of time on the Internet, are twice as likely to be either aggressors or victims of cyberbullying. As educators, it is very important to attend to this growing concern, and consider the needs of teachers in order to improve their classroom strategies and practices so they can effectively deal with cyberbullying. Living in a face-paced digital world deems it necessary that students are equipped with a plethora of digital skills including digital etiquette and safety. Through the use of the mandatory Manitoba Education document entitled "Literacy with ICT Continuum", the goal is that students will learn how to respectfully interact with other digital citizens (J.Finch, 2012). This would go a long way in educating students about the potential lasting effects of cyberbullying.

Substantial research has been conducted in regards to students' perception of face-to-face and cyberbullying, however, there is little research on teachers' perception and experience in regards to cyberbullying. According to Huang and Chou (2013), it is essential to understand teachers' perception of cyberbullying as they are a key component in addressing this societal concern. Research demonstrates that teachers and students have very different notions when it comes to face-to-face and cyberbullying. Huang and Chou (2013), found that teachers were overestimating a students willingness to report an act of cyberbullying. Shariff (2008), found that just under half of Canadian students felt that cyberbullying was not a school responsibility and that school should not intervene even though the cyberbullying act, originated in the school. Shariff (2008), found that when interviewed, even though all educators felt that their primary goal was to provide a safe learning environment for the students, they often felt less than competent with their training and current practices when dealing with cyberbullying.

Since cyberbullying is a growing societal concern, it is a timely study to conduct. The purpose of this study is explore and investigate the full range of complex perceptions and experiences of the permanent middle year guidance counselor who has had involvement in dealing with cyberbullying with Manitoba middle year students.

Middle years guidance counselors are selected to be participants as research has shown that all forms of bullying tend to peak during the middle years. As someone who shares the same profession, it would be very informative to capture how participating teachers experience cyberbullying. in terms of their roles and responsibilities, practices to support victims of cyberbullying, and finally suggestions to improve awareness and classroom instruction for teachers on cyberbullying.

7. Research Design and Data Collection: (briefly outline hypothesis, research design and procedures, and sampling techniques). Attach all research instruments.

Research Design:

Using a case study research approach for this study allows me to explore and investigate classroom teachers' multifaceted perceptions regarding their own personal experiences with cyberbullying. Interviewing four guidance counselors one from each of the four districts in the Winnipeg School Division, allows me to gain a better understanding of the diversified populations and their needs.

Criteria for participant selection. The participants:

1. Must be certified permanent classroom teachers. Certified permanent classroom teachers are being interviewed, as they would be most likely to deliver the health curriculum where the topic of bullying would be addressed. Gender and race will not be a factor in this study.
2. Teachers who have had experience with cyberbullying will be considered for this study regardless of years of teaching experience, meaning the first teachers from each of the four districts in Winnipeg School Division, who meet the criteria will be selected as participants. To ensure the accuracy of the data being collected, practical experience must be a requirement in the following areas:
 - a) Teaching the topic of bullying in the classroom;
 - b) Dealing with one or more cyberbullying incidence(s).

With this information, there will be a recent 'snapshot' of what is happening in the Manitoba schools around cyberbullying. The variations and similarities of experiences could guide curriculum writers and teachers with suggestions in regards to classroom instruction, roles and responsibilities and improving awareness in dealing with incidences of cyberbullying that may benefit both teacher and student.

Data Collection:

1. Interviews

Face-to-face interviews will be conducted in order to gain an understanding of the middle year teachers' perceptions regarding educators' experiences with cyberbullying. A semi-structured interview comprised of five questions will be provided to the middle year teacher participants for their perusal prior to the interview. This will enable them to prepare for the specific questions. After the completion of the interview process, an opportunity will be provided for the participant to share any additional information they may have which was not previously covered in the interview. If I deem it necessary, one to two follow up interviews will be scheduled to ensure the quality of the research, as these interviews will generate more in-depth data that will assist me in gaining a better understanding of the phenomena under study. Middle year teacher participants will then be asked if they have any comments, questions or concerns about the study. It is unlikely that these participants will experience any emotional distress from the interview. However, they will be reminded that they may choose not to answer any question that may make them uncomfortable. The middle year teacher will also be reminded that they may wish to withdraw from the study at any time. For interview questions. (See attached)

2. Documentation

Middle year guidance counselors will be asked to share any in-school documentation they feel comfortable imparting and have permission to reveal in terms of:

- a) Names or electronic links of programs or curricula that guide their classroom instruction and practice;
- b) Incident reports which outlined steps that were taken to deal with incidences of cyberbullying that were brought to their attention;
- c) Personal documentation (journals/diaries) that describes cyberbullying incidences that they have encountered
- d) Link to the school website, pamphlets, brochures, and parental handouts etc. that are distributed around the topic of cyberbullying, which will be requested from the school administrator via e-mail.

The middle year guidance counselors participants will be given full assurance that any documentation given to me will be kept confidential and anonymous and will only be used to deepen my understanding of the middle year teacher' perceptions and experiences with cyberbullying. Names of any participants involved in this study will be given pseudonyms. No photographs will be taken. The only persons that will have access to this anonymous digital data will be an official transcriber and myself . This data will solely be used for data collection and not for dissemination purposes. Any hard copy data containing the real names of the participants will be stored in a securely locked filing cabinet at my home. All transcriptions will be password protected on a laptop that will also be securely stored in my home. Eventual destruction of data will occur two years after the research study is completed. I will shred any paper copies and delete any digital files that pertain to the study.

3. Archival Records

I will via e-mail, request permission from the school administrator to have access to any statistics that have been gathered over the past five years in regards to cyberbullying. Five years of records will allow sufficient time to effectively implement an antibullying program and chart its success. I will be looking for:

- a) An increase or decrease in the number of incidences that specifically pertain to cyberbullying;
- b) The types of cyberbullying that are occurring (i.e. Facebook and YouTube posts, text messages, etc.);
- c) Type of action that was taken in order for school personnel to attempt to stop the bullying from occurring.
- d) Records of types of professional development training that was attended either as a whole school or certain personnel of the school.

Participants will be made aware that I am in possession of these records and given full assurance that these are solely whole-school statistics and not classroom teacher statistics, and in no way is a reflection or an evaluation of their teaching practices. Any names of either teacher or students found in the reports will be deleted and the reports will only contain information around the event of the cyberbullying incident.

8. Subjects (indicate number and demographic characteristics of students, and other staff to be involved; approximate participation dates, and time commitments.) All permission letters must be attached.

A:	Students Needed:	4 Teachers	Other Information:
	Total Number:	4	
	Ages:		N/A
	Gender:		N/A

B. Will data include any information regarding subject's:

Sexual behavior	Drug use
Religion	
Alcohol use	Family Income
Ethnicity	
Sex	

If any of the above are checked, please explain:

C: Number of sessions per student:
Approximate length of each session:
Maximum length of each session:

Testing Procedure:

group other
If groups, give size of group(s)

X individual

D: If possible, indicate the schools in which you intend to conduct your research.

I would like to interview any willing middle year teacher; one from each of the four districts within the Winnipeg School Division (North, Central, Inner and South) who has had experience in dealing with cyberbullying.

9. Facilities and Equipment:

(Indicate facilities and/or equipment which are required to conduct your study.)

N/A

10. Ethical Approval (Attach a copy of the appropriate ethical review committees.)

AGREEMENT

I have read the Guidelines for External Research Projects using Winnipeg School Division Schools and agree to the conditions under which research requests are granted by The Winnipeg School Division.

Date

Research Investigator's Signature

Date

Faculty Signature

*(If the Research Investigator is a student, this form must be countersigned by the student's thesis advisor at the college or university to indicate that the advisor has read the proposal and deemed it to be a valid and worthwhile research project.)

Submit applications to:

D. R. Edmond
Director of Research, Planning and Systems Management
The Winnipeg School Division
1180 Notre Dame Avenue
Winnipeg, Manitoba
R3E 0P2

Appendix J: Sample Interview Research Questions for Participants

PERCEPTIONS AND EXPERIENCE WITH ADOLESCENTS AND CYBERBULLYING:

1. Please walk me through a brief history of your teaching career and your background in relation to prior perspectives of bullying or cyberbullying.
 - a) What is your current understanding of aggressive behavior in adolescents?
 - b) Are there any strategies that YOU RECOMMEND using with adolescents who demonstrate aggressive behavior?
 - c) Are there any strategies that YOU DO NOT RECOMMEND using with adolescents who demonstrate aggressive behavior?
 - d) What are thoughts around cyberbullying?
 - e) Have you dealt with cyberbullying before? If so explain the situation(s).
 - f) Based on you experience, do students regularly seek advice from teachers when facing cyberbullying? Please explain why.
 - g) What are your suggestions on encouraging students to be more open to school personnel in regards to cyberbullying?
 - h) Do you feel you are equipped to deal with cyberbullying? Please explain why.

ROLES & RESPONSIBILITIES:

2.
 - a) Please describe the role you played in the situation described in question 1(c)?
 - b) Who do you think should be responsible for dealing with cyberbullying?

TEACHER TRAINING AND CLASSROOM INSTRUCTION & PRACTICE:

3.
 - a) Have you received any training or professional development around antibullying?

- b) What are your classroom instructions/practices in regards to cyberbullying?
- c) How do you feel about these instructions/practices in terms of preventing, stopping and reporting bullying behavior incidences?
- d) What do you rely on when planning for instruction and classroom practices in regards to cyberbullying?
- e) How useful are these programs and curricula in helping you design and plan your instructions and classroom practices?
- f) What strategies and interventions have you used when working with adolescents when you are teaching a cyberbullying unit/lesson in your class?
- g) Do you have suggestions to improve the curricula or the instructions in regard to cyberbullying?
- h) Are there any strategies/intervention methods that you have used that you feel are effective when dealing with cyberbullying?
- i) Are there any strategies/ intervention methods that you have used that you feel are NOT effective when dealing with cyberbullying?

4. Is there anything else that you would like to comment on?

Appendix K: Consent Form

Project Title: *A Multi-case Study of Bullying Gone Digital: The Investigation of Educators' Perceptions and Experiences of Cyberbullying in Manitoban Schools.*

Principal Investigator: Louise Snidal, Graduate Student, Faculty of Education,
University of Manitoba

Research Supervisors: Dr. Joanna Black, Associate Professor,
Faculty of Education

Dr. Orest Cap, Associate Dean & Professor
Faculty of Education

Dr. Priya Mani, Associate Professor,
Faculty of Education

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, please feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

My name is Louise Snidal and I am currently a graduate student in the University of Manitoba's Faculty of Education. Currently I am working on my masters' thesis in the area of Curriculum Teaching at the University of Manitoba and am conducting a study in the area of Cyberbullying. I am interested in your perception and experiences in regards to classroom instruction and practices when dealing with cyberbullying.

I plan to interview four middle year guidance counselors participants who have delivered cyberbullying instruction, have had first hand experience in dealing with cyberbullying and are willing to share perceptions and experiences in regards to cyberbullying. One middle year guidance counselor from each of the four districts of the Winnipeg School Division will be chosen to represent each district: north, central, inner city and south.

I am inviting you to take part in an interview that will take place at a time that is convenient for you in a mutually agreed upon location. It will not take longer than one hour. A beverage and light snack will be provided.

You will be encouraged to share your story and experiences in whatever manner is most comfortable for you. I will conduct face-to-face interviews to gain an understanding of the middle year teachers' perceptions and experiences in regards to cyberbullying, I will be asking you five open-ended questions which will be provided to you for your perusal prior to the

interview. After the completion of the interview process, I will provide an opportunity for you to share any additional information which was not previously covered in the interview, as well as any comments, questions or concerns about the study. With your consent, I will make a digital audio recording of your interview that will be transcribed at a later date. A copy of the typed transcription and the findings will be sent for you to review by e-mail. Upon review you will have the opportunity to edit, add or delete information as you see fit to ensure that I have factually described your experience. It will take about twenty minutes of your time to review the transcript. The revised transcript should be e-mailed back to me within two week. If I do not get it back by then, I will assume you do not want to make any changes to it, and I will proceed with analysis. Please note that I will be using direct quotes from your interview in my final report, however, please be assured that I will take all of the necessary steps to ensure confidentiality and protect your anonymity. Names of any participants involved in this study will be given pseudonyms. No photographs will be taken. All taped interviews will be used for data collection only and not for dissemination purposes. Any hard copy data containing the real names of the participants will be stored in a securely locked filing cabinet at my home. All transcriptions will be password protected on a laptop that will also be securely stored in my home. Eventual destruction of data will occur two years after the research study is completed. I will shred any paper copies and delete any digital files that pertain to the study.

I have already obtained pamphlets, brochures, and parental handouts etc. that are distributed around the topic of cyberbullying from your school administrator and that in no way does this information reflect on your teaching practices. I would also request documentation and archival records that you are comfortable in sharing and have permission to reveal in terms of names or electronic links of programs or curricula that guide your classroom instruction and practice, incident reports which outlined steps that were taken to deal with incidences of cyber-bullying that were brought to your attention, and personal documentation (journals/diaries) in regard to cyberbullying incidences that you have dealt with.

In terms of archival records, I will be requesting access from your administrator to any statistics that have been gathered since the implementation of instruction or programs in regards to cyberbullying such as: an increase or decrease in the number of incidences that specifically pertain to cyberbullying, the types of cyberbullying that are occurring (i.e. Facebook and YouTube posts, text messages, etc.) and the type of action that was taken in order for school personnel to attempt to stop the bullying from occurring. Please be assured that these are solely whole-school statistics and not classroom teacher statistics and in no way is this a reflection or an evaluation of your teaching practices.

Please be advised that you are not obligated to provide such documentation and archival records and should only do so if you feel comfortable imparting and have permission to provide the documentation.

At the end of the study in June 2017, you will have the option of receiving a brief summary of the findings. Also, with your consent, I may wish to contact you for future research projects on the perceptions and experiences of the educator and cyberbullying, but you are under no obligation to agree to this.

I may also attempt to publish my findings or present them at professional conferences. Before I do this, I will contact you requesting your permission to do so. However, in all cases I will do so without revealing identifying characteristics such as names, addresses, and specific employment details.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project, and that you agree to participate. In no way does this waive your legal rights nor release the researcher from her legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. You may contact me to withdraw from the study. Any data collected from you will be deleted or shredded immediately. Your continued participation should be as informed as your initial consent, so please feel free to ask for clarification or new information throughout the duration of your participation.

The University of Manitoba Research Ethics Board(s) and a representative(s) of the University of Manitoba Research Quality Management / Assurance office may also require access to your research records for safety and quality assurance purposes.

This research has been approved by the University of Manitoba Faculty of Education Course Research Review Committee (ENREB). If you have any concerns or complaints about this study you may contact any of the above-named persons or the ENREB Chair.

In addition, this research has also been approved by the Winnipeg School Division's Research Advisory Committee. If you have any concerns or complaints about this study, you may contact any of the above named persons or the Director and Chair of the Winnipeg School Division's Research Advisory Committee.

If you agree to each of the following, please place a check mark in the corresponding box. If you do not agree, leave the box blank:

I have read or had read to me the details of this consent form. ()

My questions have been addressed. ()

I, _____ (print name), agree to participate in this study. ()

I agree to have the interview audio-recorded. ()

I agree to have the findings (which may include quotations) from this project published or presented in a manner that does not reveal my identity. ()

I agree to be contacted for future research on cyberbullying in the middle years by the researcher. ()

Do you wish to receive a summary of the findings? () Yes () No

How do you wish to receive the summary? () E-mail () Surface mail

Address: _____

Participant's Signature _____

Date _____

Researcher's Signature _____

Date _____

Appendix L: Administrator Letter Requesting Documentation

Dear Administrator:

My name is Louise Snidal and I am currently a graduate student in the University of Manitoba's Faculty of Education. Currently I am working on my master's thesis in the area of Curriculum Teaching at the University of Manitoba and am conducting a study in the area of Cyberbullying.

As you are already aware, your school and one of your guidance counselors will be a part of my study. As a part of my study, I am seeking your permission to have access to any statistics that have been gathered over the past five years in regards to cyberbullying. Five years of records will allow sufficient time to effectively implement an antibullying program and chart its success. I will be looking for:

- a) Incident reports which outlined steps that were taken by school personnel to deal with incidences of cyberbullying;
- b) Whole-school records that outline an increase or decrease in the number of incidences that specifically pertain to cyberbullying since the implementation of antibullying programs used in the school;
- c) Any reports that may contain the types of cyberbullying that are occurring (i.e. Facebook and YouTube posts, text messages, etc.).
- d) Record of types of professional development training that was attended either as a whole school or certain personnel of the school.
- e) Pamphlets, brochures, and parental handouts etc. that are distributed around the topic of cyberbullying.

Participants will be made aware that I am in possession of these records and given full assurance that these are solely whole-school statistics and not classroom teacher statistics, and in no way is a reflection or an evaluation of their teaching practices. Any names of either teacher or students found in the reports will be deleted and the reports will only contain information around the event of the cyberbullying incident.

Please be advised that you are not obligated to provide such documentation and archival records and should only do so if you feel comfortable imparting and have permission to provide the documentation.

At the end of the study in June 2017, you will have the option of receiving a brief summary of the findings.

I may also attempt to publish my findings or present them at professional conferences. Before I do this, I will contact you requesting your permission to do so. However, in all cases I will do so without revealing identifying characteristics such as names, addresses, and specific employment details.

All information will be kept strictly confidential. Confidentiality will be maintained through the use of pseudonyms. No photographs will be taken. All taped interviews will be used for data collection only and not for dissemination purposes. Any hard copy data containing the real names of the participants will be stored in a securely locked filing cabinet at my home. All transcriptions will be password protected on a laptop that will also be securely stored in my home. Eventual disposition of data will occur seven years after the research study is completed. I will shred any paper copies and delete any digital files that pertain to the study.

The University of Manitoba Research Ethics Board(s) and a representative(s) of the University of Manitoba Research Quality Management / Assurance office may also require access to your research records for safety and quality assurance purposes.

This research has been approved by the University of Manitoba Faculty of Education Course Research Review Committee (ENREB). If you have any concerns or complaints about this study you may contact any of the above-named persons or the ENREB Chair.

In addition, this research has also been approved by the Winnipeg School Division's Research Advisory Committee. If you have any concerns or complaints about this study, you may contact any of the above named persons or the Director and Chair of the Winnipeg School Division's Research Advisory Committee D.R. Edmond at 204-789-0474.

You may contact if you have any questions or concerns.

Sincerely,

Louise S. Snidal

Appendix M: Interviewer's Reflection

Instructions:

After the respondent leaves the room, please take a couple of minutes to indicate your reactions and observations about the interview.

Your name (the Interviewer):	
Your race:	
Your gender:	
Your Age:	

Participants District:	
Date of Interview:	
Please describe the respondent's attitude towards you and the interview:	
Please describe any unusual circumstances and/or events that had any bearing on the interview such as interruptions, language difficulty etc.	
Please describe anything else that happened during the interview that has any bearing on the study's objectives:	

Additional comments:	

Adapted from APS Research Processes and Procedures, May 2009

Appendix N: Field Notes Sample

October 12, 2016

We met for the second time today. I had initially met with Jeremy a couple of week prior to discuss the study and the schools possible participation of it. Right away, Jeremy and the rest of the school was so accommodating. I met with the principal Jack and the librarian tech that was in charge of the stats of the school and another guidance counselor Melissa who is responsible for the proactive classroom teachings. Everyone seemed to know their jobs well and Melissa was very excited about the study.

Jeremy on the other hand, is definitely leader but also a guy who is a no-nonsense person. Twice he made the comment that parents are not doing their part when it comes to CB and he felt that an awful lot comes down on the school to deal with. He has been teaching for 11.5 years. He has been in the guidance role for the past 2.5 years.

He really seems to understand what it means in regards to aggressive behavior and a good understanding around CB. However in saying that, he feels that not many educators have had sufficient training when it comes to CB and the handling of it. He believes that most educators understand the importance of CB and how much stress students have when facing CB but everyone's hand are tied.

Jeremy also believed that CB started outside of the school and spills over into the classroom. Possible theme? Jeremy also believes that because this is happening, this becomes a school issue.

Jeremy felt that the situation will never stop but the key is in education of all of the people involved...parents, teachers, students. He also would like a clearer definition of what zero tolerance means (WSD policy) when it comes to CB because he doesn't believe the policy is being seen through.

Jeremy would also like a clearer definition of roles and responsibilities for all involved. He was very candid in his interview and sometimes tried to be politically correct but knew there was no sense in hiding the reality of the situation.

He's a big believer that a lot of CB should be dealt with at a parental level. Parents should be charged if their child CBs. He is not afraid of hard work but wants a system that truly is effective.

He cares and spends time with the students involved in bullying/CB incidences. He has spent 2 years on just one student. Jeremy believed that there were 2 factors when dealing with aggressive behavior. 1/ no empathy 2/ passive aggressive kind, the kind that you can work with.

He believes the way to educate students is in a very real and raw manner: real life situations, real life examples and real life consequences.

He believes that there is a real disconnect between the digital natives and immigrants and its up to us to bring these technologies into the school and train around them. He believes that anything in society that has gone underground then becomes out of our control. He wants that changed with digital technology.

Jeremy believed also that being reactive to students does not work and getting to the heart of the matter was much more beneficial. He believed that ultimately the power was also in the hands of the students through education is a real way.

Themes:

Pertinent Roles and Responsibilities

Educator awareness and the handling of CB

Educator Training

Building Culture for Positive Change

Appendix O: Reflective Memo Sample

Reflective Memo 2

October 12, 2016

Coming from the school setting and working in middle years, I am wondering why we aren't doing more with this societal issue of CB. I have seen from all my years of teaching that often school priorities change every 5 years. Why aren't we able to spend more time on pressing issues such as CB especially when it is going to have a monumental impact on society? This is only my second interview but I wonder if time constraints of teaching time will continue to emerge as it has with the past two interviews. I know from first hand experiences how difficult it is to find time of all of the priorities set out by the division. From the trend that I am seeing in the past two interviews, CB prevention does not seem to be a priority. Can that even be possible? I am having a hard time believing that in this day and age.

I know that I would have loved having someone to do something when I was child being bullied. Could the same issues that Jeremy is bringing up be the same the issues that the teachers were facing when I was growing up or was it not that big of a deal back then? Did they not have the training? Did they want the training? I wonder also if the teachers, who were of Caucasian decent, did they understand bullying? Were they ever bullied? Has everyone felt bullying at some point in their life? Does it impact how a teacher addresses bullying?

I am still waiting for the first two schools to provide to me the documentation and archival records, but from what I can see just from the interviews themselves that there are huge gaps in our system. I know for a fact that the division provides pamphlets and brochures to the schools and they are expected to hand them out but do they? If they do, is there any discussion

with the students around the topic of CB. So far it seems that only one of the schools interviewed are having these discussions.

Why aren't more discussions happening amongst educators? Why are inservicing voluntary? Why aren't parents more involved with what is happening in the home? I never realized before conducting these interviews that most of the CB that happens occurs after school hours. I guess it should have come as no surprise but somehow it did surprise me. Why are teachers expected to be the on the front line with this if it's not happening during school time? I guess with all of the reading that I have done on this subject on CB, I made the assumption that it was happening during school time and therefore there is so much discussion in the literature around the subject.

I was secondly surprised that by both the literature and the through the interviews that the police have little to do with this criminal harassment. It surely speaks to the rite of passage thought. Is that why no one is speaking up and there is little involvement by the police because it is seen as a rite of passage?

I guess the saying that it takes a village to raise a child is true in this case. I don't know how we are to get a hold of this viral issue if we do not pull together. I am eager to see what the documentation and archival records that are going to be given to me will say. Hopefully it sheds some light into what is happening in the schools.

Appendix P: Sample of E-Mail for Participant Transcript Response

Date:

Dear:

Thank you for such an insightful interview and providing me with the necessary documentation.

I am attaching a copy of your interview transcript for you review. Here is a chance for you to edit, revise, delete anything you may have said that you don't feel comfortable with. Would you please indicate any changes you make in red so I know where the changes have occurred. If there are changes that you would like to make, then please have them back to me within two weeks.

If you feel comfortable with the way it stands then just please indicate that in your response e-mail. If I have not heard anything from you after two weeks then I will assume that you are fine with the way the transcript stands and will begin with the analysis of my study. Please remember that all identifying information will be removed.

I appreciate all of the hard work you have done to assist me in my study! Have a great day!

Louise Snidal

Appendix Q: Sample of E-mail for Participant Findings Response

Date:

Dear:

Thank you for such an insightful interview and providing me with the necessary documentation.

I am attaching a copy of your interview findings for you review as we previously discussed. If there is anything that you would like to discuss further, please do not hesitate to contact me. I would like to thank you again for being a part of my study. Your insight was invaluable and has kept the discussion of cyberbullying on the table.

Wishing you the best with the remainder of the school year.

With Warmest Regards,

Louise Snidal

Appendix R: Formal Interview Protocol for Researcher

INSTRUCTIONS: *The questions you will be asked will tap into your experiences as a middle years teacher. The purpose is to obtain and examine your perceptions with regard to middle years students and cyberbullying. Please feel free to state your feelings and opinion on this matter. This interview will be no longer than one hour. The results of this research will provide useful data that may guide future classroom instructions and practices in the middle years in regards to cyberbullying.*

TAPE RECORDER INSTRUCTIONS: *The conversation will be recorded to maintain the data post our interview. Please understand that your answers will remain confidential. Your quotes will be assigned to a pseudonym and I will be the only individual in addition to my advisor and an official transcriber who will have access to this anonymous data.*

PREAMBLE/CONSENT FORM INSTRUCTIONS: *Please be informed that I have been granted permission from your administrator to conduct this research. I have gathered electronic links, parent pamphlets and other brochures, incident reports and whole-school statistics for the past five years that have dealt with the incidences of cyberbullying. I have a consent form that outlines this study and what is expected of you as a participant. Please take a few minutes to read this and sign it if you agree to the terms. If you have any questions or concerns, please don't hesitate to inform me.*

Verbally ID the Recording 1) Date; 2) Interviewer Name; 3) Time; 4) Location (Room # and School); 5) Type of Interview (Formal); 6) Respondent ID

PERCEPTIONS AND EXPERIENCE WITH ADOLESCENTS AND CYBERBULLYING:

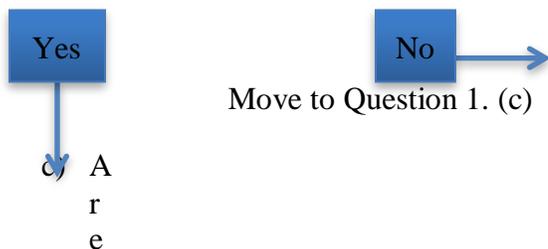
1. Please walk me through a brief history of your teaching career and your background in relation to prior perspectives of bullying or cyberbullying.

a) What is your current understanding of aggressive behavior in adolescents?

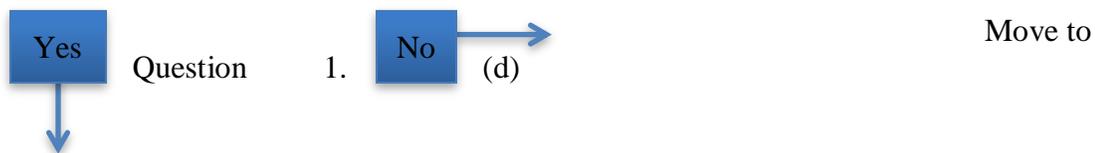
Provide clarification if

needed

b) Are there any strategies that YOU RECOMMEND using with adolescents who demonstrate aggressive behavior?



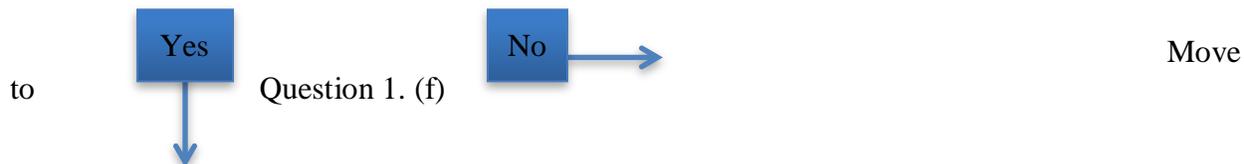
there any strategies that YOU DO NOT RECOMMEND using with adolescents who demonstrate aggressive behavior?



Q 1. (c). (IF NOT ALREADY ANSWERED) Can you tell me about those strategies?

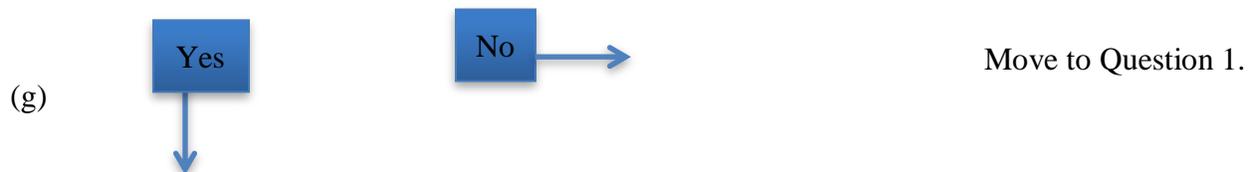
d) What are thoughts around cyberbullying? **Provide clarification if needed**

e) Have you dealt with cyberbullying before?



Q 1. (e). (IF NOT ALREADY ANSWERED) Can you tell me about those situations?

f) Based on you experience, do students regularly seek advice from teachers when facing cyberbullying?



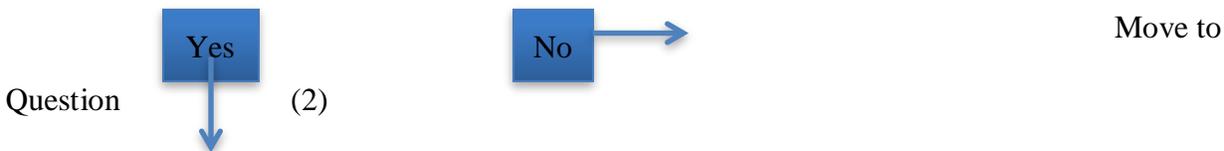
Q 1. (f). (IF NOT ALREADY ANSWERED) Can you tell explain why?

g) What are your suggestions on encouraging students to be more open to school personnel in regards to cyberbullying?



Q 1. (g). (IF NOT ALREADY ANSWERED) Can you tell me about those suggestions?

(h) Do you feel you are equipped to deal with cyberbullying?



Q 1. (h). (IF NOT ALREADY ANSWERED) Can you tell explain why?

ROLES & RESPONSIBILITIES:

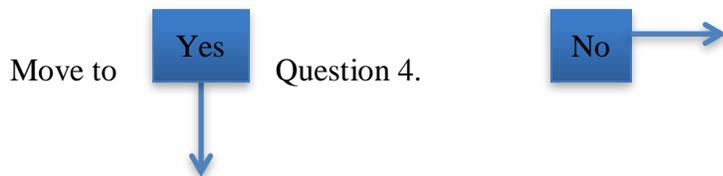
2.

a) Please describe the role you played in the situation described in question 1(c)?

b) Who do you think should be responsible for dealing with cyberbullying?

TEACHER TRAINING AND CLASSROOM INSTRUCTION & PRACTICE:

3. Have you received any training or professional development around antibullying?



Q 3. (a). (IF NOT ALREADY ANSWERED) Can you tell me about your training?

4. What are your classroom instructions/practices in regards to cyberbullying?

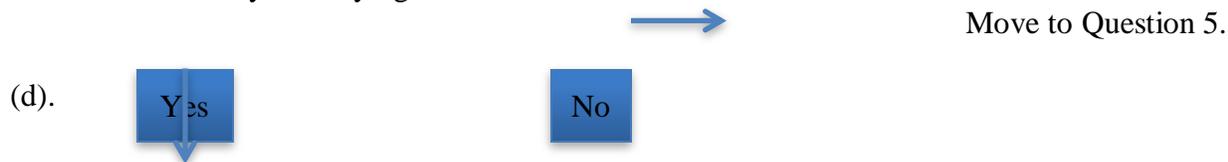
a) How do you feel about these instructions/practices in terms of preventing, stopping and reporting bullying behavior incidences?

5. What do you rely on when planning for instruction and classroom practices in regards to cyberbullying?

a) How useful are these programs and curricula in helping you design and plan your instructions and classroom practices?

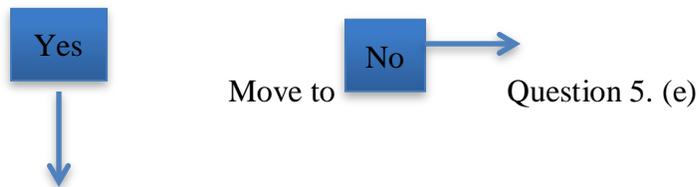
b) What strategies and interventions have you used when working with adolescents when you are teaching a cyberbullying unit/lesson in your class?

c) Do you have any suggestions to improve the curricula or the instructions in regard to cyberbullying?



Q 5. (c). (IF NOT ALREADY ANSWERED) Can you tell me about those suggestions?

- d) Are there any strategies/intervention methods that you have used that you feel are effective when dealing with cyberbullying?



Q 5. (d). (IF NOT ALREADY ANSWERED) Can you tell me about those strategies?

- e) Are there any strategies/ interventions methods that you have used that you feel are NOT effective when dealing with cyberbullying?



Q 5. (e). (IF NOT ALREADY ANSWERED) Can you tell me about those strategies?

6. Is there anything else that you would like to comment on?

Adapted from APS Research Processes and Procedures, May 2009