Spring 2018

The Effects of Cyberbullying in Elementary School on Students With and Without Disabilities

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Abstract

The purpose of this research was to determine the effects of cyberbullying on elementary aged children in both general and special education settings. Cyberbullying is an intentionally harmful act through the use of the internet or an electronic device. There is a significant amount of research done on bullying and cyberbullying at the middle school and high school levels, but the research at the elementary level is very limited. There is also a large amount of research already done on students in general education, but there is a gap in special education. Because of these gaps in the research, it was essential that this study focused students at the elementary level in general and special education. For this study, the researcher anonymously surveyed teachers and parents at an elementary school in Central Pennsylvania to gain a small sample of information on cyberbullying. This information was then gathered and analyzed to determine the amount of knowledge teachers and parents have on cyberbullying. This research was also used to consider effective prevention and intervention techniques for parents and schools to implement.

Introduction

Bullying has been a significant issue in and out of schools for many years now. Bullying can be defined as any intentional act of harm from one person or group of persons to another person or group of persons (Didden, Scholte, Korzilius, de Moor, Vermeulen, O'Reilly, and Lancioni, 2009). Bullying can have an effect on children and adolescents in many different ways. Due to the increase in technology in recent years, bullying has progressed to online methods rather than just face to face. Bullying using the internet and/or social media with an electronic device including cell phones, laptops, tablets, and desktop computers, is considered cyberbullying. Cyberbullying has been a growing problem for children and adolescents at younger ages due to this technological growth. Bullying and cyberbullying are now affecting children at younger ages because of the amount of access to technology that children have at home and at school (Bastiaensens, Pabian, Vandebosch, Poels, Van Cleemput, DeSmet, & De Bourdeaudhuij, 2016; Juvonen & Gross, 2008; Mishna, Saini, & Solomon, 2009).

Bullying and cyberbullying can affect any child or adolescent regardless of age, gender, ability, race, etc. Parents and educators must be prepared to discuss bullying and cyberbullying with children of all ages and abilities. Some children with certain disabilities are more likely to be involved in cyberbullying and bullying as a victim or as a bully, depending on their specific disabilities. It is necessary for educators to be aware of these factors and to be ready to handle the situations that may occur (Rose & Gage, 2008; Rose, Stormaont, & Wang, 2015).

Cyberbullying can come in many shapes and forms, but all forms can have an impact on both the victim and the bully. This type of bullying can be more challenging to detect because of its many forms. For example, cyberbullying can occur through texting, social media, online chat rooms, phone calls, email, and more (Didden et al., 2009; Eden, Heiman, & Olenik-Shemesh,

2013). These various forms can occur through several different devices and can happen at any time and any place. These factors make cyberbullying very dangerous because it is harder to see and is more challenging to discover. Since there are so many ways that cyberbullying can occur, it is essential that both parents and schools are aware of the signs of bullying for both the victims and the bullies (Didden et al., 2009; Eden, Heiman, & Olenik-Shemesh, 2013).

Cyberbullying can effect children and adolescents in many ways. Cyberbullying can impact children and adolescents academically, socially, emotionally, psychologically, and more. These effects can last for long periods of time and can carry over into many areas of life for the children and adolescents. These effects can be displayed differently amongst children and adolescents, so parents and educators must be aware of possible signs to look for in order to help (Ciucci & Baroncelli, 2014; Hinduja, & Patchin, 2010; Sansone, Lam, & Wiederman, 2013; Schneider, O'Donnell, Stueve, & Coulter, 2012).

Since these effects can be negative, harmful, and long-lasting, it is important that parents and educators are as positively involved as possible with their children and students. If this positive involvement exists, children and adolescents are less likely to become involved in bullying of any kind as either the victim or the bully (Kokkinos, Antoniadou, Asdre, & Voulgaridou, 2016). They are also more likely to communicate with the trusted adult in their life and reach out for help if they are involved in bullying or cyberbullying. Because of this, it is so important that parents are teachers are involved and have an open line of communication for the children and adolescents in their lives in case a problem of bullying occurs (Kokkinos et al., 2016).

Having prevention and intervention programs in place is important to have consistent expectations and plans ready for situations of cyberbullying. These types are programs are

essential for having everyone including parents, teachers, and children on the same page regarding the seriousness of bullying and cyberbullying and the consequences that may occur (Ahmed & Braithwaite, 2006; Della Cioppa, O'Neil, & Craig, 2015; Kokkinos et al., 2016; Whitted & Dupper, 2005). Also, talking about the effects and problems of bullying and cyberbullying can help students feel more aware of it and feel less inclined to become involved in situations of bullying and cyberbullying. Having these programs in place can also help children and adolescents form a plan for what to do if they find themselves involved in bullying and cyberbullying (Ahmed & Braithwaite, 2006; Della Cioppa, O'Neil, & Craig, 2015; Kokkinos et al., 2016; Whitted & Dupper, 2005).

This study is significant because there is a large gap in the current research on cyberbullying in elementary school and with students with disabilities despite young children having access to the internet through various technological devices. With this information, the researcher conducted a study on an elementary school in Central Pennsylvania. The study included sending electronic surveys to parents and teachers at that elementary school to recount their experiences with cyberbullying.

Review of the Literature

Bullying and Cyberbullying

Bullying and cyberbullying are similar in that they are both harmful and intentional. Didden et al. (2009) defined bullying as any intentionally negative act intended to cause harm or pain to another person. Ciucci and Baroncelli (2014) found that students are more likely to be involved in cyberbullying if they have also been involved in traditional bullying. This finding is significant for educators and parents because they can check in with some students who have been involved in traditional bullying to see if the bullying is also happening online. Raskauskas

and Stoltz (2007) also found that students typically took on the same role in cyberbullying as they did in traditional bullying. If a student was a victim in traditional bullying situations, they often became the victim in cyberbullying situations and vice versa. Traditional bullying and cyberbullying differ because cyberbullying is online, anonymous, can affect more people at one time, and can happen anywhere. Cyberbullying can reach children and adolescents in many different settings and through various forms including email, instant messaging, text messages, phone calls, blogs, and chat rooms (Didden et al., 2009; Eden, Heiman, & Olenik-Shemesh, 2013). Even with parental controls put in place to manage cyberbullying situations, these settings and forms can sometimes go unnoticed by parents and other adults whereas traditional bullying is often more challenging to hide (Baas, de Jong, & Drossaert, 2013).

Cyberbullying Significance

Bullying and cyberbullying can happen to any child or adolescent. Bullying and cyberbullying can affect students in both general education and special education classrooms at any age. Cyberbullying has become a bigger issue in schools more recently as access to technology has increased among young children (Eden, Heiman, & Olenik-Shemesh, 2013). Teachers of special education students and of young students often feel that, although cyberbullying is a real problem with their students, they are not well prepared to help them with these issues (Eden, Heiman, & Olenik-Shemesh, 2013; Keith, & Martin, 2005).

Bullying and cyberbullying can have many effects on students. All types of bullying can affect students academically, socially, and emotionally. These effects can last beyond their time in school and should be addressed quickly and effectively (Sansone, Lam, & Wiederman, 2013; Schneider et al., 2012). Since cyberbullying can affect students' academics, emotions, and social life, the impact on children and adolescents can be evident in many aspects of their lives, not just

in school (Sansone, Lam, & Wiederman, 2013). Both parents and teachers need to be proactive about preventing and addressing cyberbullying so its impact is not as powerful or long lasting. Parents and teachers should be educated and positively involved in helping to prevent cyberbullying and encourage cyber safety among young children and adolescents (Kokkinos et al., 2016).

Cyberbullying in School

Cyberbullying can affect any student at any age or time. With the increase in the use of technology, cyberbullying has become a rapidly growing issue in schools (Eden, Heiman, & Olenik-Shemesh, 2013). While there is much research on the involvement of general education students in bullying and even cyberbullying, there is very limited research in the involvement of students in special education. There is also limited research on the involvement of elementary aged students in cyberbullying, even though the age for involvement with and access to technology has gotten lower. Even less research exists on the involvement with cyberbullying of elementary aged students in special education. Bullying and victimization among students in special education is a critical area for research because students in special education are disproportionately involved in bullying (Rose & Gage, 2008; Rose, Stormaont, & Wang, 2015).

Cyberbullying Generalizations

While much of the literature is about traditional bullying, the research is still significant in determining some generalizations about the involvement of students with disabilities in bullying and cyberbullying. One generalization that can be made is that students with disabilities are disproportionally overrepresented in bullying as both the victim and the bully (Rose & Gage, 2008; Rose, Stormaont, & Wang, 2015). This can be because of the perception of some disabilities and the behaviors that occur when one is diagnosed with those disabilities. For

example, students with Emotional and Behavioral Disorders have a more natural inclination toward fighting and aggression which can make others perceive them as bullies whether or not their behaviors are intentionally done to cause harm (Bear, Mantz, Glutting, and Yang, 2015; Rose, Stormaont, & Wang, 2015).

Special Education Students

Research suggests that special education students are often disproportionally involved in traditional bullying as both the bully and the victim (Rose & Gage, 2016; Rose, Stormaont, & Wang, 2015). This disproportional involvement could be due to the disabilities and developmental delays that some students in special education have. Because some students in special education lack certain social and emotional skills that others have, there is a possibility that this could be a reason for a higher involvement in bullying (Rose & Gage, 2016). While there has not been a lot of research done on cyberbullying specifically, there is some additional research on bullying and specific types of disabilities.

Rose, Stormaont, and Wang (2015) conducted research on the involvement of some specific disabilities in bullying. They found within their research that students with Specific Learning Disabilities and students with Autism Spectrum Disorder reported higher frequencies of victimization while in inclusive settings. Another finding from this study was students with Emotional and Behavioral Disorders and students with Intellectual Disorders reported higher rates of victimization in more restrictive settings. An example of a restrictive setting would be a classroom with only other students who have disabilities (Rose, Stormaont, & Wang, 2015). This study also found that along with specific disabilities being targeted more often than others, students with certain disabilities were perceived as bullies more often. This perception was often due to the students' actions or behaviors. Students with Emotional and Behavioral Disorders

were more likely to be involved as a bully or perceived as a bully because of some of their

characteristics and responses that come with having that diagnosis, such as fighting (Rose,

Stormaont, & Wang, 2015). Within this discovery, they looked at the difference between

bullying behaviors that are a response to bullying and behaviors that are the start of bullying.

Often, students with Emotional and Behavioral Disorders and other similar disabilities have

more reactionary behaviors which increase the likelihood that they will inappropriately respond

to being bullied, such as by fighting or retaliating (Rose, Stormaont, & Wang, 2015).

Similar to the research of Rose, Stormaont, and Wang (2015), Bear et al. (2015) also

conducted research regarding the involvement of specific types of disabilities in bullying. They

found that students on the Autism Spectrum were more likely to be victims of bullying and

students with Emotional and Behavioral Disorders were more likely to be perceived as or be a

bully (Bear et al., 2015). Much of their research and findings aligned with that of Rose,

Stormaont, and Wang (2015) concluding that students with disabilities are more often involved

in bullying.

Ways of Cyberbullying

With the increase in the use of technology, bullying has become more prevalent in the

lives of young children and adolescents. Cyberbullying can occur through many different forms

on various types of devices. The possible devices that can be used are a cell phone or a

computer; these devices can give children and adolescents the feeling of being anonymous. This

feeling of anonymity can encourage people to do and say things that they would not typically say

if they were not in a cyber setting (Beale & Hall, 2007; Didden et al., 2009). Cyberbullying

through these forms can also provide students with the comfort of thinking they cannot be held

accountable for their actions. Since they can be anonymous or can say that they did not type the

harmful message, there is often no way of proving that a particular person is responsible. This situation can be especially scary for the victims of cyberbullying because there are times that they are unsure who is bullying them (Beale & Hall, 2007).

Methods of Cyberbullying

According to Beale and Hall (2007), some forms of cyberbullying include email, web sites, chat rooms, instant messaging, text messaging, and voting booths. Didden et al. (2009) offers some additional forms of cyberbullying to consider including sending anonymous text messages, sending photos or videos, ignoring phone calls, and calling or being called excessively. Emailing is often used to send harmful anonymous messages; however, emails can be blocked (Beale & Hall, 2007). Similar to email, although slightly faster, is instant messaging. Instant messaging allows people to create groups in their chat room with whom they want to speak and with whom they want to block. Blocking in this case can be potentially good for victims to ignore their bullies; although, blocking could also be a way of bullying, if certain people are intentionally blocked and left out of a chat. This is also an anonymous way of cyberbullying others because the person's screen name does not have to be identifying who they are and can change often (Beale & Hall, 2007). Beale and Hall (2007) explain that chat rooms are ways for cyberbullies to create groups to talk about and bully a particular person. In chat rooms, people are able to type anything they want in real time, whether the things they type are true or not. Similarly, some cyberbullies create websites or use personal social media pages that can be used to harass or mock a particular person. On these websites, cyberbullies can create voting booths to further harass or mock others (Beale & Hall, 2007; Keith & Martin, 2005).

Categories of Cyberbullying

In addition to the methods of cyberbullying described previously, there are different categories of cyberbullying. Beale and Hall (2007) explain the seven categories as flaming, harassment, cyberstalking, denigration, masquerading, trickery, and exclusion. Beale and Hall (2007) briefly explain each of these categories; although they are all considered cyberbullying and can be harmful, they are each slightly different. Flaming is the act of intentionally sending angry and mean messages about a specific person to that person directly (Beale & Hall, 2007). Harassment and cyberstalking are similar since they both involve sending a mean or offensive message to someone else repeatedly. The main difference is cyberstalking involves threats of possible harm (Beale & Hall, 2007). Denigration involves sending mean or untrue things about someone to another party. Masquerading occurs when someone is pretending to be someone else and sends information to give a specific person a bad image. Trickery is similar to masquerading; trickery involves someone tricking someone else to reveal something embarrassing and then telling that information to other people in order to spread the embarrassment. Finally, the last category is exclusion. Exclusion occurs when someone or a group of people intentionally blocks a specific person from being involved in a particular group chat or online platform (Beale & Hall, 2007).

Significance of Cyberbullying Methods and Categories

Adults need to be aware of the methods and categories of cyberbullying that occur most often. Didden et al. (2009) conducted a study specifically on students in special education in middle school. Students received questionnaires and were asked to anonymously report on their involvement as a victim and as a bully in cyberbullying. The highest form of cyberbullying reported by both victims and bullies was ignoring phone calls by the use of cellular phones. Ignoring phone calls from someone specific is considered part of the exclusion category. By

internet/computer use, the most often form of cyberbullying reported by victims was being made fun of and name calling; whereas, the most often form of cyberbullying reported by bullies was ignoring others (Didden et al., 2009). In another study by Juvonen and Gross (2008), nearly 1500 adolescents between the ages of 12 and 17 were surveyed across the United States. This study found that the most often reported form of cyberbullying and traditional bullying were insults and name calling (Juvonen & Gross, 2008). These insults and name calling can fall into several of the categories described by Beale and Hall (2007).

All these categories and methods of cyberbullying can have an impact on children and adolescents. Cyberbullying can happen easily through these forms since online bullying can be completely anonymous and often difficult to trace. Because of this, cyberbullying can happen frequently and, at times, without consequences or people held accountable for their actions (Beale & Hall, 2007). With the increase in the use of technology in recent years, cyberbullying has begun to move to younger populations through the internet on computers and cell phones (Beale & Hall, 2007; Didden et al., 2009). No one category or method is necessarily the most harmful, although some are more common than others. Name calling, insults, and making fun of another person through the use of any form of cyberspace including texting, instant messaging, emailing, chat rooms, or websites and personal social media pages was found to be the most common (Didden et al., 2009; Juvonen & Gross, 2008).

Parental Involvement with Internet Access

With access to technology growing rapidly, even younger children have access to technology more frequently through cell phones and the internet on computers. Many parents have allowed their children and adolescents access to a computer and to cell phones so that almost all adolescents have some way to access the internet (Keith & Martin, 2005; Raskauskas

& Stoltz, 2007; Robinson, 2013; Ybarra & Mitchell, 2004). With this increase of internet and

cell phone access and usage, parents of the youth need to be involved in teaching internet safety

and proper usage. This education from parents should start as soon as possible so that young

children and adolescents understand how to use the internet appropriately, responsibly, and

safely (Robinson, 2013). Parents should take on a positive influencing role as quickly as possible

in order to stay involved in their child's use of the internet and their cell phone. By encouraging

youth to stay safe and responsible on their devices as early as possible, they can have a long-

lasting impact on how their children use their devices (Kokkinos et al., 2016; Robinson, 2013).

Parenting Styles and Internet Usage

Kokkinos et al. (2016) conducted research on the effects of parenting styles on children's

internet usage. Within this research study, they surveyed students in fifth and sixth grade to

determine their level of access to the internet. The survey included how frequently they were

able to use the internet, the influence the parenting styles of their parents had in their internet

safety, their level of cyberbullying and victimization, and more. This survey revealed that

parental involvement made a different in children's feelings about their safety on the internet.

According to results from Elsaesser, Russell, Ohannessian, and Patton (2017), Kokkinos et al.

(2016), and Ybarra & Mitchell (2004), children and adolescents who tend to cyberbully others

were found to have parents who did not make a meaningful emotional connection to them,

frequently disciplined them with harsh punishments, and very limitedly monitored their internet

and cell phone usage. Having a strong emotional connection between the parent and child made a

significant impact on whether or not the child would take part in the aggression of cyberbullying

(Elsaesser et al., 2017; Kokkinos et al., 2016; Ybarra & Mitchell, 2004). These results indicate

that positive parental involvement is crucial to helping children and adolescents learn to use the

internet safely. Elsaesser et al. (2017) looked specifically at the effects and influences of parents'

warmth on cyberbullying. The results aligned with those of Kokkinos et al., 2016 and Ybarra &

Mitchell, 2004; the more emotionally connected parents were to their child, the more positive the

outcomes in many aspects of life were for that child (Elsaesser et al., 2017).

In addition to researching the impact of parental warmth on children's involvement in

cyberbullying, Elsaesser et al. (2017) also considered parental control as a factor of possible

influence on cyberbullying. The results of this study indicate that parental control and monitoring

of internet usage and other activities, relationships, and whereabouts of the child can have a

positive impact on that child's decision-making skills. Children and adolescents whose parents

monitor their activities more closely tend to make safer and more responsible decisions

(Elsaesser et al., 2017). Similar to Kokkinos et al. (2016), Elsaesser et al. (2017) reviewed

specific parenting styles in order to view the influence of warmth and control on children. They

looked into authoritarian, authoritative, permissive, and neglecting; each of these parenting styles

uses a different level of warmth and control with children. Evidence found in this study indicates

that the use of an authoritative parenting style is generally the most effective in encouraging

youth to make safe and responsible choices. Authoritative parents use a high level of warmth and

a high level of control, which means they are emotionally connected with their children and

monitor their activities without giving severely harsh punishments (Elsaesser et al., 2017).

Positive Parental Involvement

Another significant finding from Kokkinos et al. (2016) was the positive influence of

parents creating an environment where their children could have some autonomy. This autonomy

encouraged the youth in the study to self-regulate their behavior, make safer and more

responsible choices online, and have a more trusting relationship with their parental figure.

Having self-regulatory behaviors and making responsible choices on the internet is extremely important for all children and adolescents whether they are a cyberbully, victim, or not involved at all in cyberbullying (Kokkinos et al., 2016). Being involved in a positive way and creating a safe environment for children to learn how to use the internet responsibly made a significant difference in whether the youth in the study became a cyberbullying or victim (Kokkinos et al., 2016).

Robinson (2013) found that children are less likely to report cyberbullying instances to their parents if they are afraid of the possible consequences. Having an appropriate reaction to the news of involvement in cyberbullying, either as the victim or the bully, which is not too harsh is critical in encouraging children to disclose this information. Creating positive relationships between the parent or caregiver and the child as suggested by Elsaesser et al. (2017), Kokkinos et al. (2016), and Ybarra & Mitchell (2004) could increase the likelihood that children are making smart and safe decisions online with their internet use. In addition, this can indicate a larger likelihood that children will discuss these problems with their parents should they arise.

Significance of Parental Involvement

Since children are accessing technology at younger ages and are having more time on the internet, parental involvement in preventing instances of cyberbullying and encouraging safe and responsible online behavior is critical for children and adolescents. Creating a positive emotional relationship and warmth with children can have a significant positive influence on their choices while on the internet (Elsaesser et al., 2017; Kokkinos et al., 2016; Robinson, 2013; Ybarra & Mitchell, 2004). In addition to having a strong emotional relationship between parent or caregiver and child, the parental figure(s) need to show a higher level of control in monitoring

some of the activities their child is doing and some of the relationships they are forming. Children whose parental figures monitored their actions more closely often displayed a higher level of responsibility and safety in their decisions both online and offline (Elsaesser et al., 2017). Because high levels of warmth and control are significant in creating a positive impact on children's choices, the authoritative parenting style was found to be the most effective according to Elsaesser et al. (2017).

Effects of Cyberbullying

There are many effects of cyberbullying on young victims with and without disabilities. Being a victim of bullying has been proven to cause several negative effects. These effects can vary by victim and the action or type of bullying that occurred. There are psychological effects of cyberbullying which include an increase in depression, psychological distress, self-harm, and suicidality (Schneider et al., 2012; Machmutow, Perren, Sticca, & Alsaker, 2012). In addition to the psychological effects, some researchers have found other effects in students' emotions from bullying. These feelings include the psychological effects listed above but also add findings of feeling hopeless and scared (Ciucci & Baroncelli, 2014; Hinduja, & Patchin, 2010; Machmutow et al., 2012; Schneider et al., 2012). According to Sansone, Lam, and Wiederman (2013), these psychological feelings can have a lasting impact into adulthood. The effects from cyberbullying can also be seen in students' academics according to Muzamil and Shah (2016) and Schneider et al. (2012). Students who had experienced cyberbullying had more trouble with their academics than other students did (Muzamil & Shah, 2016). Children and adolescents can also be affected socially because of cyberbullying (Ciucci & Baroncelli, 2014). Finally, cyberbullying can also influence students through cyber solicitation, especially for students with intellectual disabilities (Normand & Sallafranque-St-Louis, 2016).

Emotional and Psychological Effects of Cyberbullying

Many researchers have found harmful emotional and psychological effects from bullying and cyberbullying on children and adolescents. Hinduja and Patchin (2010), Machmutow et al. (2012), and Schneider et al. (2012) all found negative emotions associated with being bullied or cyberbullied. Schneider et al. (2012) also conducted research on the psychological effects of children and adolescents who experience cyberbullying. This research was prompted by an increase in depression, psychological distress, self-harm, and suicidality of children and adolescents. Schneider et al. (2012) surveyed over 20,000 adolescents between ninth and twelfth grade to discover their involvement in being bullied or cyberbullied and their feelings of depression, psychological distress, self-harm, and suicidality. These results showed that when students were bullied, whether traditionally or online, their feelings of depression, psychological distress, self-harm, and suicidality increased. There was a high overlap in victims of bullying and cyberbullying. Almost 60% of students who were bullied traditionally also reported cyberbullying; 36% of students who were cyberbullied also reported being bullied traditionally (Schneider et al., 2012). These surveys showed evidence of a negative psychological effect on children and adolescents who were cyberbullied or bullied traditionally.

Machmutow et al. (2012) also researched some of the psychological effects of cyberbullying. These researchers found similar results as the previous researchers, Schneider (2012). Machmutow et al. (2012) surveyed over 750 seventh graders and found that when students were traditionally bullied and/or cyberbullied, they were more likely to have a negative psychological impact. Another similar finding between the Machmutow et al. (2012) study and the Schneider et al. (2012) study was that girls reported being cyberbullied more often than boys did. Although these differences in gender were slight, they are still important to note.

Hinduja and Patchin (2010) found similar results to the previously named researchers. They surveyed a random group of almost 2000 students between sixth and eighth grade. The results showed that students who were involved in either traditional or cyberbullying as either a bully or a victim were more likely to experience symptoms of depression and suicidal thoughts or attempts than their peers who were not involved in bullying. These results stood out because they showed that bullies also tend to have a negative emotional impact from bullying others in any way. This aspect of the research is often lacking as the focus typically lies on the victims (Hinduja & Patchin, 2010).

Sansone, Lam, and Wiederman (2013) conducted research with adults who were outpatients in a medical facility. These adults had all exhibited behavioral problems that led to criminal activity at some point in their lives. The researchers wanted to determine if there was a connection between delinquency and criminal activity in adulthood and being bullied as a child or adolescent. They found that about 45% of the adults they interviewed had been bullied as a child or adolescent, and many of those adults said they felt they made some criminal choices because of the bullying they experienced. The bullying may have left a lasting psychological impact on these adults causing changes in their behaviors and reactions based on the changes in their overall emotions and affect (Sansone, Lam, & Wiederman, 2013). Although researchers in this study cannot clearly determine that all children and adolescents who are bullied in some way will have similar psychological effects, there is evidence that a connection may exist in some people (Sansone, Lam, & Wiederman, 2013).

Academic Effects of Cyberbullying

Students' academics can also be affected because of problems with cyberbullying. Muzamil and Shah (2016) and Schneider et al. (2012) note some of the findings of the effects on

academics in their research. Both researchers' results showed that students who experience either traditional bullying and/or cyberbullying could have a decrease in academic achievement. Schneider et al. (2012) reported findings they compiled from various other researchers and from data founded by others, as this information was not the primary focus of their study. By viewing this data from others, Schneider et al. (2012) was able to determine the evident relationship between being a victim of bullying or cyberbullying and a decrease in grades. Muzamil and Shah (2016) found similar results to Schneider et al. (2012), but they conducted their own research. They surveyed over 600 ninth and tenth graders to find out their perspectives on their academic achievement and its association with cyberbullying. They found a significant negative influence of cyberbullying on academics. Many students who reported being cyberbullied also reported not receiving "As" in school. This negative association was also evident for students who reported being bullied traditionally (Muzamil & Shah, 2016).

Social Effects of Cyberbullying

Cyberbullying and traditional bullying have an effect on the social standings of both the bullies and the victims (Ciucci & Baroncelli, 2014). Over 500 children between the ages of 10 and 15 participated in this research study by completing surveys. The results suggested that, although the bullies typically were viewed as being high on the social ladder, they were not often well liked by their peers. Frequently, the students viewed the bullies as being more popular, whether they personally liked them or not. This trend was more common among boys than girls (Ciucci & Baroncelli, 2014). Ciucci and Baroncelli (2014) also found a contributing factor to the increase in bullying behaviors during the transitional years between primary and secondary school could be due to the social desire to fit in with other peers and maintain a certain social standing. This is significant because this means that children and adolescents perceive bullies to

be popular. Teachers must encourage students to recognize kind behaviors as being popular and desired rather than the bullying behaviors which these students deemed popular (Ciucci & Baroncelli, 2014).

Sexual Solicitation in Cyberbullying

As a rapidly growing number of people with intellectual and developmental disabilities are gaining access to and using the internet more often, the concern for problems such as sexual solicitation becomes more critical (Normand & Sallafranque-St-Louis, 2016). Within their research, they found that adolescents with intellectual and developmental disabilities are more likely to be mistreated online and taken advantage of. This is because of a lack of knowledge about sexual wellness and intimate relationships. These students are less likely to have opportunities to experiences sexual and intimate relationships, so they are more likely to seek them out online. This becomes a big problem and makes them a target for sexual solicitation because they are often more unfamiliar with the law and with their sexuality. Overall, this lack of sexual education and knowledge can have a negative impact on their sexual well-being (Normand & Sallafranque-St-Louis, 2016).

Summary of Effects

These effects listed above can affect students differently and can be evident in varied ways for each student. Educators and parents need to be aware of the possible effects that can come from being involved in cyberbullying and traditional bullying. If educators and parents are aware of the possible effects, they will be able to identify more students who are involved in bullying and may need support or help. Being aware of these effects can also help educators and parents create prevention and intervention strategies to use with children and adolescents, as these programs are necessary for students to receive education and support (Ciucci & Baroncelli,

2014; Normand & Sallafranque-St-Louis, 2016; Sansone, Lam, & Wiederman, 2013; Schneider et al., 2012). A significant finding to note is that these effects may be noticed in the victims but also in the bullies. If a student is acting as a bully in any form, they may need support, help, and guidance too (Ciucci & Baroncelli, 2014; Hinduja & Patchin, 2010).

<div align="center">**Prevention and Intervention**</div>

Because the effects of bullying and cyberbullying are so widespread and can harm students in several ways, educators and parents must be involved in prevention and intervention techniques with children and adolescents. Creating programs in schools to educate youth on internet safety can make an impact on their decisions while using the internet, but these programs generally do not exist. In addition, when creating these programs of either prevention or intervention, a helpful strategy is to encourage parent involvement as much as possible. The consistency from school to home is helpful for students when making decisions online (Ahmed & Braithwaite, 2006; Della Cioppa, O'Neil, & Craig, 2015; Kokkinos et al., 2016; Whitted & Dupper, 2005).

Prevention with Special Education

Prevention is essential in helping to educate students in bullying, cyberbullying, internet safety, and internet laws. This is especially important for children and adolescents with disabilities as they are often disproportionally represented as being involved in bullying as either the bully or the victim. This is because of a lack of education and understanding and, at times, because of their specific disability (Bear et al., 2015; Normand & Sallafranque-St-Louis, 2016; Rose & Gage, 2008; Rose, Stormaont, & Wang, 2015). Prevention in the case of students with disabilities is essential to help them gain the proper education and understanding to make safe decisions online. They can learn to avoid becoming a bully to others and can learn to seek help if

they become a victim (Bear et al., 2015; Normand & Sallafranque-St-Louis, 2016; Rose & Gage, 2008; Rose, Stormaont, & Wang, 2015).

Prevention Best Practices

Whitted and Dupper (2005) found several best practices for creating effective bullying prevention programs in schools. One best practice found in their research is teaching conflict resolution skills through group therapy or peer mediation. These practices can be used in order to help students learn the best ways to discuss the problems they are having before the issues escalate (Whitted & Dupper, 2005). Another important aspect of bullying to consider when creating prevention programs is that bullies are often encouraged by their peers. If students are taught to be better bystanders and to discourage bullying behaviors in person or online, then this type of education could help prevent the spread of bullying too. The best bullying prevention programs also incorporate education for more than just the potential bullies, victims, and bystanders. The best programs also provide information and education to families and communities so everyone is on the same page (Whitted & Dupper, 2005). Kokkinos et al. (2016) also found that involving families in the prevention and intervention process of bullying could be very helpful for students. Finally, Della Cioppa, O'Neil, and Craig (2015) found that adjusting prevention programs to the specific needs of the children and adolescents based on age, gender, ability, and other factors could be the most positively impactful. By providing students with bullying prevention education that is specific to their needs, they are able to understand more. Della Cioppa, O'Neil, and Craig (2015) also found that having ongoing education on bullying prevention is best for students. This allows students to receive continued reminders on safety.

Intervention Best Practices

Intervention programs are also critical in helping and supporting students who are experiencing problems with traditional bullying or cyberbullying. Ahmed and Braithwaite (2006) found intervening with bullying situations most productive and helpful to students when they focused on three key factors: forgiveness, reconciliation, and shame. Encouraging victims to offer forgiveness to those who bullied them can be very impactful for bullies to improve their decisions in the future. The act of forgiveness in this case gives the bully hope that the relationship between them and the victim can be repaired (Ahmed & Braithwaite, 2006). The next step is offering reconciliation to bullies. This reconciliation can be done in many forms including words and actions, but the act of reconciliation offers the bully the chance to begin improving that relationship and taking the first step (Ahmed & Braithwaite, 2006). Finally, the last component emphasized by Ahmed and Braithwaite (2006) is shame; this step requires the adults to determine if the student has accepted the responsibility and understands their actions were shameful. If the student does accept responsibility, the next step is to help the bully express remorse. If the bully places blame on someone else, then the adults must help the bully recognize their part in the situation and move toward showing remorse. This process is all called shame management (Ahmed & Braithwaite, 2006).

Implications

Because of the growing amount of access to the internet and to cell phones, more children and adolescents are being exposed to cyberbullying and possible threats at younger ages. Because of this, educators and parents must work together to create positive prevention and intervention programs and strategies to help the victims of cyberbullying (Beale & Hall, 2007; Didden et al., 2009; Eden, Heiman, & Olenik-Shemesh, 2013). Cyberbullying can affect children and adolescents of any gender, race, age, or ability, so adults must be aware of the effects

cyberbullying and bullying in general can have on students. These effects can be very serious

and detrimental to children if they are not addressed quickly and effectively; therefore, the

implications of this study are huge for educators and parents. Educators and parents must be

informed and aware of these problems and need to help their children overcome these issues

(Ciucci & Baroncelli, 2014; Normand & Sallafranque-St-Louis, 2016; Sansone, Lam, &

Wiederman, 2013; Schneider et al., 2012).

Implications for Educators

Educators should be advocating for their students and teaching their students to advocate

for themselves, especially in difficult situations. Educators of all students must be aware of the

possible effects of cyberbullying and need to be able to look for those signs. Cyberbullying may

not be happening in the classroom, so teachers may not notice the bullying directly. They may

only see the effects in the victims and bullies (Eden, Heiman, & Olenik-Shemesh, 2013; Juvonen

& Gross, 2008; Keith, & Martin, 2005). Educators need to be helping to create prevention and

intervention programs in the school. These programs should be geared toward the student

population and their direct needs. The strategies should also involve collaboration with and

education of parents. Finally, these programs should be ongoing and should allow educators to

continue to check in with their students to determine how they are handling cyberbullying

situations if they arise (Della Cioppa, O'Neil, & Craig, 2015; Kokkinos et al., 2016; Whitted &

Dupper, 2005).

Implications for Special Education

Students with disabilities are more likely to be involved in bullying situations as either

the bully or the victim. Because of this, educators involved in special education need to be

especially aware of the possible effects and behaviors they may be observing in their students

who have been involved in bullying. Teachers of special education students must also recognize that some students, due to their specific disability, may be more likely to become a bully or a victim. Teachers of students with disabilities also need to educate their students on internet safety since students with disabilities feel they lack the necessary understanding to stay safe online (Bear et al., 2015; Normand & Sallafranque-St-Louis, 2016; Rose & Gage, 2008; Rose, Stormaont, & Wang, 2015).

Implications for Parents

There are several implications for parents from this study on cyberbullying. Parental involvement in their children's access to the internet is critical. Parents need to show their children that they care and trust them by giving them access. Children and adolescents who felt a stronger emotional connection and a higher level of trust with their parents were less likely to become involved in cyberbullying (Elsaesser et al., 2017; Kokkinos et al., 2016; Robinson, 2013; Ybarra & Mitchell, 2004). Parents must also give their children boundaries and safety education while using the internet. This education of internet safety should start as early as possible so children are aware of their boundaries and ways to be responsible online as soon as they begin using the internet (Elsaesser et al., 2017; Kokkinos et al., 2016; Robinson, 2013; Ybarra & Mitchell, 2004). A final implication for parents is that they should be involved with the school programs in order to maintain a united front with the children (Kokkinos et al., 2016).

Summary

Children are gaining internet access at younger ages, and cyberbullying has become a more relevant and growing problem for children and adolescents. There is a disproportionate representation of special education students in bullying and cyberbullying; there is also an increase in the access and usage of the internet at younger ages. Despite these problems existing,

there is limited research available for children in elementary school or for children in special education. This is a cause for concern because this population of students still needs the same help and support as their older and nondisabled peers receive through the research. (Bastiaensens et al., 2016; Juvonen & Gross, 2008; Mishna, Saini, & Solomon, 2009). This literature and findings are significant because cyberbullying can have many effects on children and adolescents of any age and ability. These effects can influence their emotions, psychological well-being, social standing, academics, and sexual well-being. These effects can also be long lasting and need to be addressed as quickly and effectively as possible. The best way to address these problems and support these students in for educators and parents to become more informed about the potential detrimental effects. Being educated and aware and using that information to create prevention and intervention programs is the best way to help all students, regardless of age or ability with cyberbullying (Ciucci & Baroncelli, 2014; Hinduja, & Patchin, 2010; Machmutow et al., 2012; Muzamil & Shah, 2016; Normand & Sallafranque-St-Louis, 2016; Schneider et al., 2012).

Methodology

The research for this project was conducted through anonymous surveys to parents and teachers throughout an elementary school in Central Pennsylvania. The first step of this project involved gaining site consent from the elementary school to use their parents and teachers within the research. A meeting was held with the principal researcher, the school guidance counselor, the principal, and the principal researcher's cooperating teacher. Once all participants in the meeting agreed to allow their elementary school to be used for the research, the meeting participants discussed and approved the survey questions for both parents and teachers. Finally, the meeting participants discussed the best way to distribute and collect the surveys to and from

parents and teachers to maintain confidentiality among participants. Once an agreement was reached for how to distribute and collect the surveys, the process begun.

All parents and teachers within the school building received anonymous and optional surveys about their experiences with cyberbullying. These surveys were placed in the teachers' mailboxes along with the consent form and an envelope. The teachers were asked to pass the surveys, consent forms, and envelopes to the children in their class to take home. Teachers were asked to complete the survey and consent form and place the survey in the blank envelope to return separately from the consent form. Parents were asked to complete the survey and consent form and return the information to school by placing the anonymous survey in the blank envelope separate from the consent form as well. The surveys took parents and teachers about 15 minutes to complete. Once the forms were returned to the principal investigator, she separated the consent forms and the envelopes before opening the envelopes and viewing the surveys. This ensured that the information parents and teachers had written in their surveys remained private and confidential at all times. I kept these consent forms and surveys in a locked box so nobody else would have access to them.

After the consent forms were locked, the principal investigator took time to read each teacher and parent survey. The researcher then compiled a list of popular responses from each question of both the parent and teacher surveys. The researcher also collected data on how many parents and teachers participated in the survey and how many parents and teachers answered each question or skipped certain questions. Using this data, the principal investigator compared the knowledge and answers among the parent and teacher surveys and collected data for each question separately. The researcher then made overall observations about cyberbullying and parent and teacher perspectives of cyberbullying based on the data collection.

Results

Parents and teachers from an elementary school in Central Pennsylvania were invited to complete anonymous surveys via Survey Monkey. All participants volunteered and were allowed to skip any question they did not feel comfortable answering, although most participants completed all questions. Responses to the Survey Monkey were received from 43 parents and 13 teachers at the elementary school. Because the questions were open ended, the responses varied with each question. There were some overarching themes among the responses from both the parents and teachers. The themes found in the surveys were access to technology, policy and training, and the impact of bullying. These three themes showed throughout both the parent and teacher surveys.

Access to Technology

Both parents and teachers were asked how often their children or students access technology and the internet and how they access the internet. The participants were also asked to report the ages of their children or students. While the age range of children was between 8 months old and 19 years old, the average age recorded by both the parents and teachers was 10 years old. The majority of the participants reported having a child or working with students who were 9, 10, or 11 years old. Due to the average age range of the children and students, most parents and teachers reported at least some access to technology and the internet. Teachers often reported the students having very limited access while at school via classroom iPads or laptops.

Parents reported a wider range of amount of access, types of device, and usage of parental controls. Majority of parent respondents reported their children having more access to the internet and social media around the age of 10. The sites most often noted for accessing was Musical.ly, YouTube, Facebook, and Instagram. Children were reported most frequently to be

accessing these sites through a cell phone (either the child's phone or the parent's phone), a tablet or iPad, or a laptop. The majority of parent participants also expressed that they used parental controls frequently. Most disclosed their children were only able to access pre-approved sites and connect with appropriate people. Most parents also reported only allowing their child access to the internet while they were with them so they could easily check what the child was doing. Parents who reported instances of cyberbullying with their child allowed more access to the internet with less supervision and parental controls.

Policy and Training

Parents were asked to report their experiences with cyberbullying involving their child. While many parents reported that they had not experienced any instances of cyberbullying, some did. Some parents also disclosed situations with bullying, not just cyberbullying. In these cases, some of the parents noted concerns for the lack of involvement from the school. One parent mentioned in their response an incident with a friend of their family; the parent said, "…the school told the mom they couldn't do anything cause it didn't happen at school." Teachers were asked to report the training they received on cyberbullying and how they were required to report situations of cyberbullying. Majority of the teachers who responded did not have a consistent answer for how they received training. About half of the teachers reported receiving no training on cyberbullying while others reported a wide range of answers including inservice opportunities and the Leader in Me program. Teachers additionally responded to how they are required to report instances of cyberbullying with inconsistent answers. Some teachers said they were unsure of how to report instances of cyberbullying while others said they were supposed to report the incidence to the guidance counselor and the school principal.

Impact of Bullying

Parents and teachers were both asked to reflect on the effects they had noticed on the victims of cyberbullying or bullying. Several common effects from both the parents and teachers were found. Both parents and teachers recalled observing feelings of deep sadness or depression, higher levels of anxiety, and feelings of anger. In addition to these feelings, teachers noted feelings of fear, decreased self-esteem, and withdrawing from activities. Parents also mentioned their children experiencing additional stress in their life due to being bullied. Both parents and teachers recounted these negative effects from situations of bullying and cyberbullying.

Discussion

The results from the survey responses received from the parents and teachers in conjunction with the reviewed literature indicate several main ideas. The surveys and research both suggested that bullying of any kind could result in negative and harmful effects on the victims involved. The research and surveys also suggest that when children have more access to technology with less parental controls, they are more likely to become involved in cyberbullying. Another finding was that training and understanding the policies that exist are important and can be helpful to those involved in bullying.

Impact of Bullying

In both the survey results and in the literature, there were many consistencies regarding the impact of bullying. The literature suggested that there were several areas of one's well-being that could be negatively affected from bullying and cyberbullying. Bullying and cyberbullying can have a psychological, emotional, academic, and social effect on children and adolescents involved (Ciucci & Baroncelli, 2014; Normand & Sallafranque-St-Louis, 2016; Sansone, Lam, & Wiederman, 2013; Schneider et al., 2012). The parent and teacher survey responses aligned with this research. Parents and teachers explained the various effects they had noticed from

bullying of any kind and the impact that had on their children or students. Parents and teachers

mentioned their children and students who were bullied had experienced feelings of anxiety,

stress, anger, sadness, depression, and withdrawing from activities. These feelings can affect the

children's emotional and psychological well-being by creating additional anxiety, stress, and

depression. This can also begin to affect academics as one parent mentioned that their friend's

child did not want to return to school and some teachers mentioned seeing students withdraw

from activities they previously enjoyed. These results from the surveys can also indicate an

effect on the social well-being of these children as one parent said her daughter was so anxious

about what others were saying about her online that she kept asking to access her devices. Her

social well-being was being affected because she felt she was unable to trust her peers and what

they were saying online.

Access to Technology

Within the reviewed literature, the importance of using some form of parental controls

and safety features for children when they are accessing the internet was evident (Elsaesser et al.,

2017). From the survey results, the researcher may be able to conclude that when children were

given more access to the internet and to various devices with less parental controls and input in

place, they were more likely to be involved in cyberbullying either as the victim or as the bully.

Parents who reported giving their children access to technology more frequently in some form

with limited controls also reported more instances of cyberbullying. Parents who reported giving

their child limited, supervised, or controlled access to the internet through various devices

reported no incidents of cyberbullying with their child.

Similarly, in school, the teachers who responded reported hearing of more cyberbullying

situations that happened at home with students from their school rather than in their classroom.

In most of the classrooms, teachers reported using very little technology where the students have a lot of access to various sites on the internet. The teachers often reported that their students had supervised and limited access to the internet while at school. It is possible to conclude from this information that it is important to have parental controls in place at least to a small extent in order to help limit the amount of unsupervised internet access young children are able to have.

Training

Another major theme that came from the surveys was a lack of proper training and policy understanding from the teachers. The teachers were asked a series of questions in the survey regarding what to do if they discovered an incident of cyberbullying and how they were trained to be prepared for these incidents. Half of the teachers who participated were unsure of how they were supposed to report the incidents. Some teachers mentioned that they would contact the guidance counselor and principal for assistance but did not know what to do beyond that. Some teachers said they did not know what the protocol was. For training, most teachers surveyed reported that they did not receive any training on cyberbullying. A few teachers stated that their district had opportunities to learn about cyberbullying on in service and professional development days, but most were unsure of any training.

The teachers were also asked to explain how the students in their school were informed about cyberbullying. Most teachers were unable to think of any ways that they would have been informed. Two teachers mentioned the use of class meeting to discuss topics such as cyberbullying, but that was not a school wide program; it was something specifically for their own classroom. One teacher stated that the school has a bullying program that they have used for a long time, but that the program does not include much information about cyberbullying. As the literature states, having effective prevention and intervention programs can be helpful in guiding

students to make better choices online and avoid situations of cyberbullying. It is essential that

teachers are trained and have an understanding of the school policies for reporting these

incidents. Students also need to be informed about the expectations in regards to bullying and

cyberbullying (Ahmed & Braithwaite, 2006; Della Cioppa, O'Neil, & Craig, 2015; Kokkinos et

al., 2016; Whitted & Dupper, 2005).

Limitations

There were several limitations within this study to note. First, the surveys were given

electronically to all parents and teachers within an elementary school. If parents were unable to

access the internet in some form or did not have an email address on file with the school, they

were unable to receive and complete the survey. Another limitation to this study was that the

study was completed at one elementary school in Central Pennsylvania. This means that the

researcher may not be able to generalize for all children and adolescents affected by

cyberbullying because the study group was so small. This study also did not interview children

or adolescents themselves to determine how they felt about cyberbullying. Parents and teachers

were asked to recall incidents and share the information they knew. Finally, because all questions

were open ended, parents and teachers who participated could recount any information they

wished to share and dismiss any information they did not feel was necessary.

Implications

From this study, the researcher can conclude several implications. Teachers and parents

need to be aware of and understand the effects of cyberbullying and bullying in general so they

are better able to help their children. Another implication of this study is teachers and parents

should implement some system of supervision or use of parental controls to limit the

unsupervised internet usage of young children. Teachers also must be informed and educated on

how to handle situations of cyberbullying, so they can properly and appropriately address both the victims and the bullies and seek help for those involved. Another finding and implication from this study is that children in elementary school are accessing the internet frequently enough that they are becoming more often involved in cyberbullying. This means that schools need to have prevention and intervention programs in place in elementary schools to discuss this topic with students. Parents and teachers should agree and have a similar understanding of the expectations and policies regarding cyberbullying in elementary schools so that these expectations are clearly communicated to students. Finally, while there were no significant findings regarding students with disabilities in this study, it is still important to note that many teachers mentioned that all students can be effected by bullying so schools must be prepared for the possible involvement of students with disabilities.

Conclusion

Cyberbullying is affecting children at younger ages due to an increase in the access to and use of technology and the internet. Children and adolescents can experience cyberbullying in many forms such as texting, email, phone calls, various social media sites, and chat rooms, to name a few ways. This type of bullying can be very harmful as it is frequently anonymous and can be ongoing for a long time or across several sites or devices (Beale & Hall, 2007; Didden et al., 2009; Keith & Martin, 2005). Because of this, cyberbullying can have a negative effect on young children and adolescents. Bullying of any kind can impact a child's emotional, psychological, social, and academic well-being (Ciucci & Baroncelli, 2014; Normand & Sallafranque-St-Louis, 2016; Sansone, Lam, & Wiederman, 2013; Schneider et al., 2012). This impact needs to be understood by parents and teachers alike in order to help the children cope. The best way to help children and adolescents who are involved in cyberbullying as either the

victim or the bully is to have a united front from both parents and teachers. Parents should

consider using parental controls and having supervised use of technology, especially for younger

children (Kokkinos et al., 2016; Robinson, 2013). Also, parents and teachers should

communicate with their children and students that they can talk with them if they become

involved in bullying of any kind and keep that line of communication open. Schools should also

have a strong prevention and intervention program in place to help students learn about cyber

safety. With effective prevention and intervention programs already set in place, teachers are

able to communicate more information to parents, have a better understanding and more training

on cyberbullying, and keep students informed on cyber safety and how to get help (Ahmed &

Braithwaite, 2006; Della Cioppa, O'Neil, & Craig, 2015; Kokkinos et al., 2016; Whitted &

Dupper, 2005). Finally, it is important to keep in mind that children and adolescents of any race,

gender, ability, etc. can be affected by cyberbullying if they have access to technology and the

internet in some form (Didden, Scholte, Korzilius, de Moor, Vermeulen, O'Reilly, and Lancioni,

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Appendix A

Parent Questions

1. How would you define cyberbullying?

2. What is/are the age(s) of your child/children?

3. How much access does/do your child/children have to the internet and social media?

4. What social media sites does/do your child/children have access to?

5. How does/do your child/children access the internet and social media? I.e.: cell phone, laptop, iPad, home computer, etc.

6. To what extent do you use parental controls on devices that your child/children access?

7. Have you ever become aware of your child/children being cyberbullied? If so, please explain what occurred and how you handled the situation.

8. Have you ever become aware of a situation where your child/children cyberbullied another person(s)? If so, please explain what occurred and how you handled the situation.

9. If you have noticed your child/children has been involved in cyberbullying, what, if any, have been the effects on your child/children?

Appendix B

Teacher Questions

1. How would you define cyberbullying?

2. In what capacity do you work with children? What is the age range of the children you directly work with?

3. Do the students you work with have access to the internet or social media while at school?

4. What prevention or intervention programs does your school have in place to educate students and teachers about cyberbullying?

5. Have you ever become aware of a student or students cyberbullying another student(s)? Please explain as much as you are able.

6. Have you ever become aware of a student or students who have been or are being cyberbullied? Please explain as much as you are able.

7. What are the procedural requirements for documenting and reporting instances of bullying and cyberbullying?

8. Have you noticed any involvement of students with disabilities in cyberbullying as either the victim or the bully? Please explain as much as you are able.

9. If you have noticed any situations of cyberbullying, what, if any, have been the effects that you have noticed on the victim(s)?