

# How Can the Positive Behavior Intervention System Transform Cyberbullying Behavior in an Urban Setting?

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## Introduction

- With a greater than ever use of technology, a new type of bullying has emerged called cyberbullying .
- Cyberbullying, is defined as the willful or repeated act of using technology as a medium to harass and cause harm , targeting a specific person or persons (Ang & Goh, 2010).
- According to bullyingstatistic.com (n.d.) one out of every four kids in America will be bullied sometime throughout their adolescence. It is estimated that 160,000 children miss school every day due to repeated harassment.
- When looking at individual classrooms, Long & Alexander (2010) found that a classroom with 20 students in it will have at least two or three students who are scared of being victimized.
- When it comes to urban schools, there is a unique problem when dealing with the various forms of bullying. Bradshaw and Waasdorp (2009) state African American and Hispanic students are less likely to report bullying or report when they have been victimized. Often, these students don't report bullying because they perceive bullying as physical tactics only.
- Schools need to find a way to explicitly teach students the behaviors associated with bullying so they can identify the behavior if they witness it. Furthermore, schools need to find a way to teach expected behaviors while using electronic devices at school or home.
- In order to teach these expected behaviors, schools can use the Positive Behavior Intervention system to create cyberbullying lessons and implementing an electronic device matrix. By doing this, students will learn not only about cyberbullying but the correct behavior when using devices.

## Materials and methods

- To complete the study these were the materials needed: one survey, PBIS matrix templates, three YouTube clips, five lesson plans with worksheets
- To begin the data collection process, each student was given a survey about their cyberbullying knowledge and experience. Once the surveys were completed, the researcher looked for trends among the data.
- Next, participants were given five lessons on cyberbullying intervention and prevention. For each lesson, subjects learned a different aspect of cyberbullying while using PBIS strategies and rules.
- During the final lesson, students created a behavior matrix for when electronic devices are in use. \
- After the lessons, the students were given the same questionnaire from the beginning of the study but two written response questions were added. These open ended questions were evaluative questions based on the lessons presented.

## Results

- The project researcher was able to verify that all objectives were met. To determine this, the researcher compared the results from the pre and post survey.
- Question one of the multiple choice questions within the questionnaire gave the researcher a clear indication that the students had met one of the objectives.
  - This question asked the students if they knew the behaviors associated with cyberbullying.
    - Only 19% of the students said yes they knew all the behaviors associated with cyberbullying on the questionnaire given at the beginning of the survey.
    - After the lessons were taught, 63% of the students reported knowing the behaviors.
- Question three of the survey gave the researcher a clear indication that the students had met another objective.
  - This question asked the students if they knew what to do if they became a victim of cyberbullying.
    - 32% of the students answered yes they knew what to do on the pre assessment.
    - After the lessons were taught, the percent increased to 83% .
- Question 11 of the survey asked the students to write a sentence or two telling the researcher what they learned from the cyberbullying lessons.
  - The majority of students wrote that they learned the different effects of bullying and gave examples..

## Literature Cited

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## Conclusions

- The researcher concludes that the students now have the tools to combat cyberbullying. The researcher came to this conclusion do to the following.
  - Findings from questionnaire data.
  - Class discussions
  - Worksheets answers
- The researcher concludes from the students' participation and responses while creating the PBIS behavior matrix that students know how to behave while using electronic devices.
- The research concludes students are aware that the school has been unable to combat cyberbullying behaviors.
  - The questionnaire asked the students how much they think their school has done to counteract cyberbullying.
    - 48% of the students reported that they feel their school has done little or nothing to help this problem.
- The researcher concludes that students are not speaking to their parents about cyberbullying.
  - The questionnaire asked the students if they discussed anything related to cyberbullying with their parents.
    - 61% of the students reported not discussing anything with their parents.

## Further information

For further information, please contact the researcher at [Jennifer.castro2@tu.edu](mailto:Jennifer.castro2@tu.edu).

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