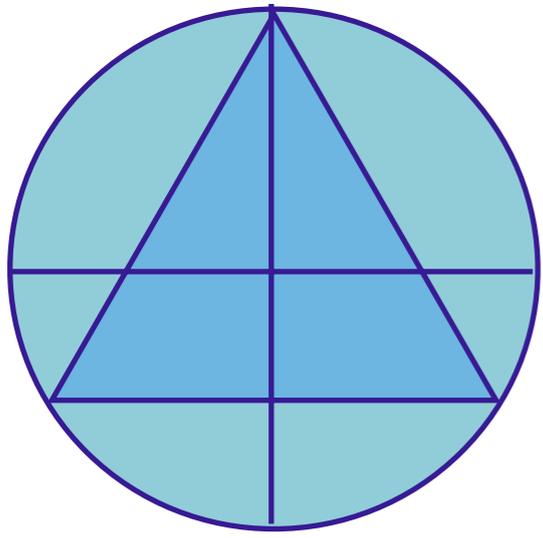


Cyberbullying, Sexting & Predators Oh My!

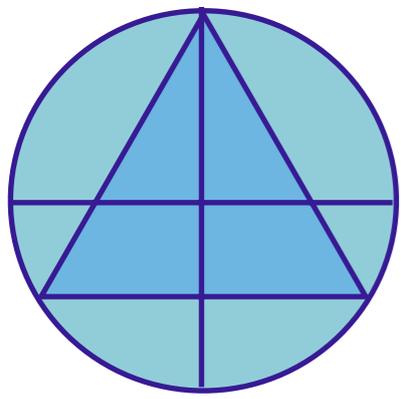
Addressing Youth Risk in the Digital Age
in a Positive and Restorative Manner

Nancy Willard
Center for Safe and Responsible
Internet Use



Cyber Savvy

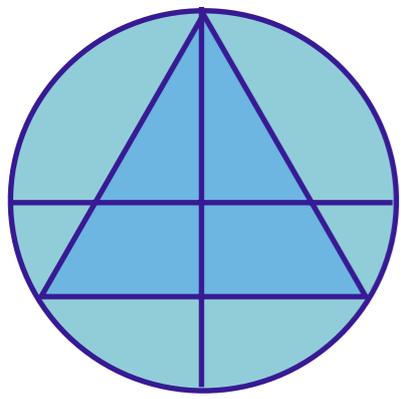




Cyber Savvy

- Keep Themselves Safe
 - ▶ They understand the risks and they know how to avoid getting into risky situations, to detect whether they are at risk, and to effectively respond



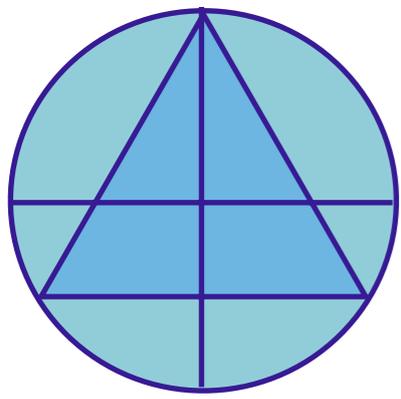


Cyber Savvy

- Present a Positive Image

- ▶ They present themselves online as someone who make positive choices

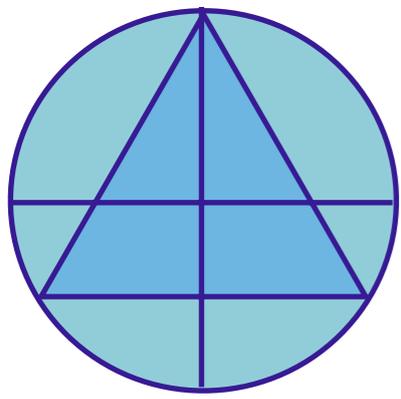




Cyber Savvy

- Respect Others
 - ▶ They respect the rights, privacy, and property of others and treat others with civility

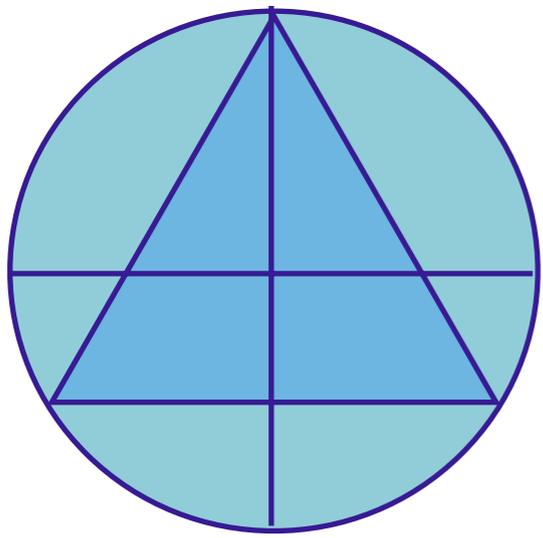




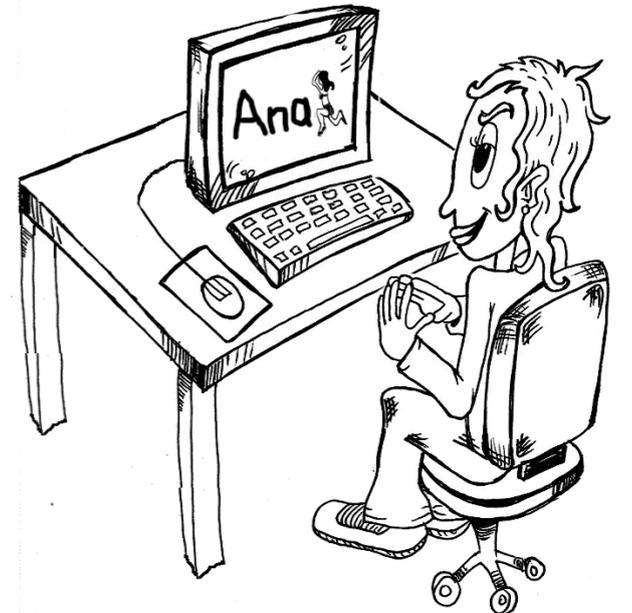
Cyber Savvy

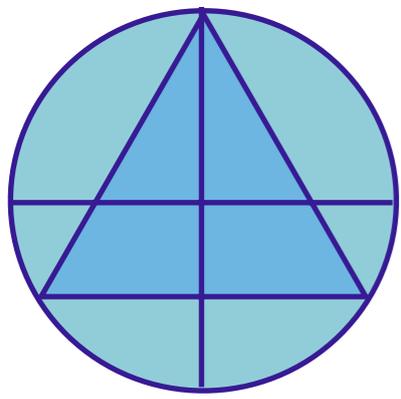
- Take Responsibility for the Well-being of Others
 - ▶ They help others and report serious concerns to a responsible adult





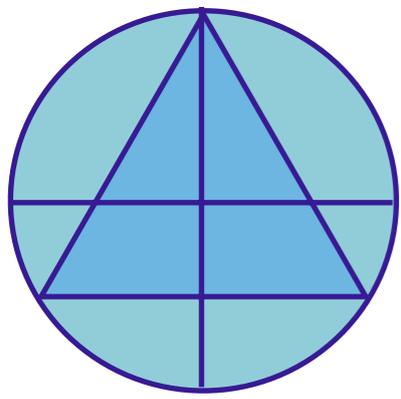
Introductory Thoughts





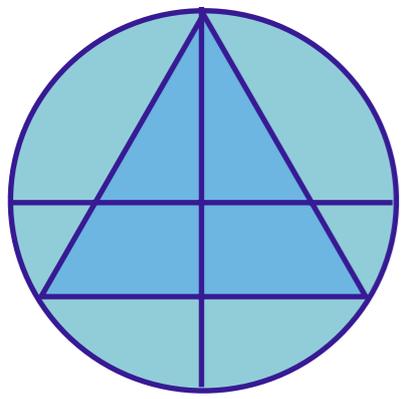
Areas of Risk

- Aggression ~ hurtful behavior
- Threats ~ violence or self-harm
- Abuse ~ manipulation and control
- Exploitation ~ sexual risks
- Unsafe communities ~ self harm or harm directed at others



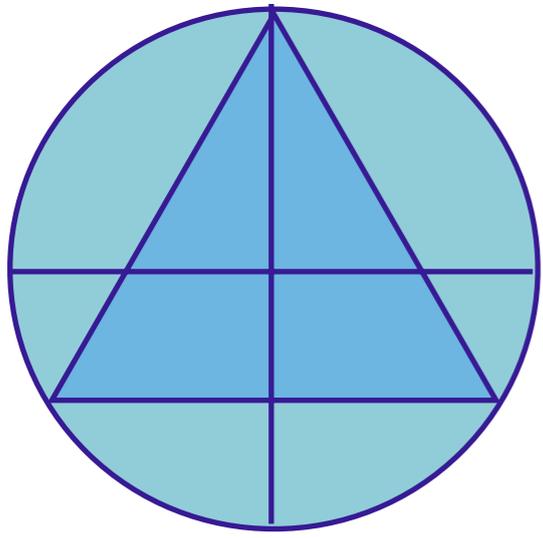
Embrace the Positive

- Ensure accountability
- Reinforce positive norms
- Strengthen effective skills
- Encourage helpful allies
- Remedy harm and restore relationships

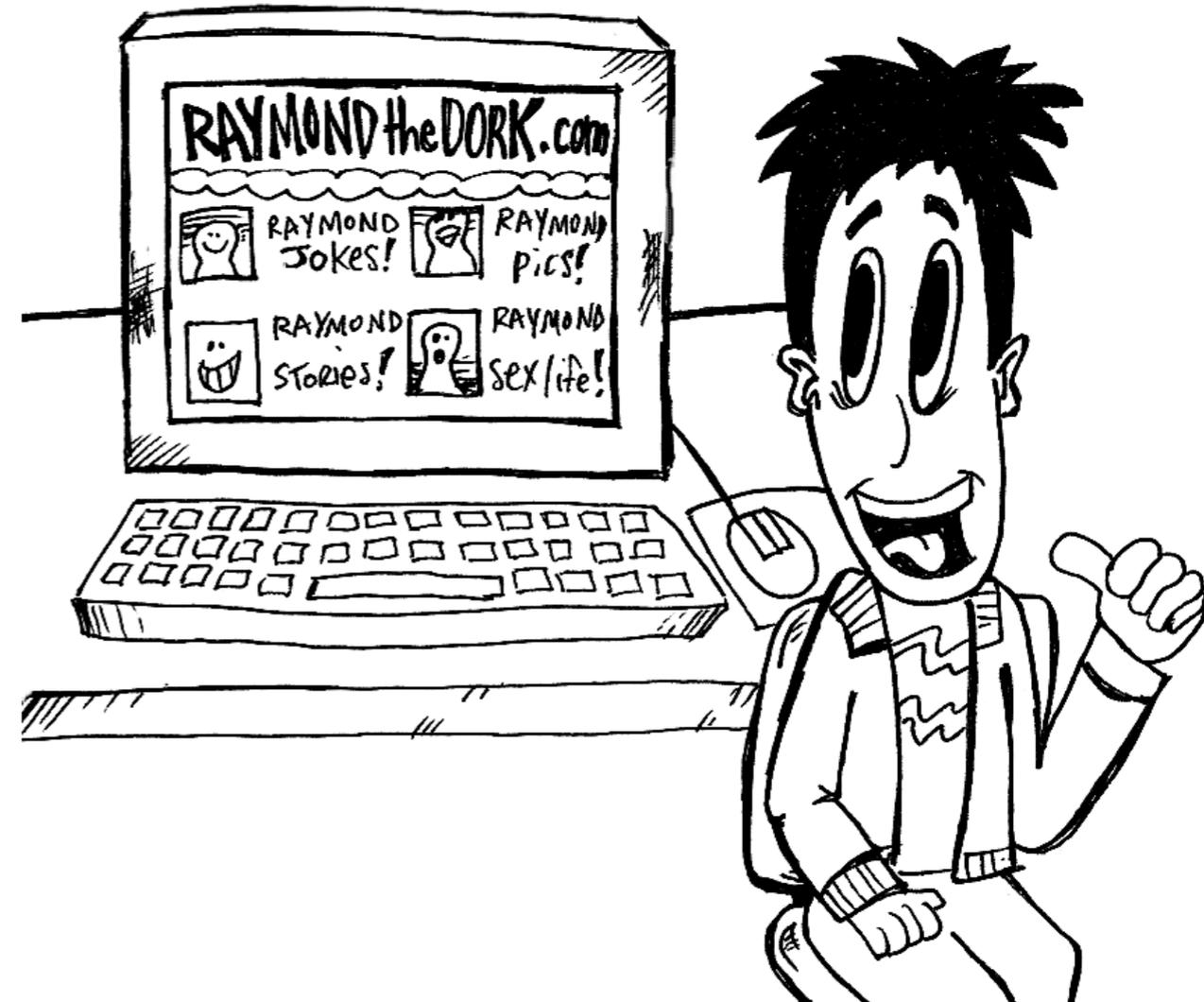


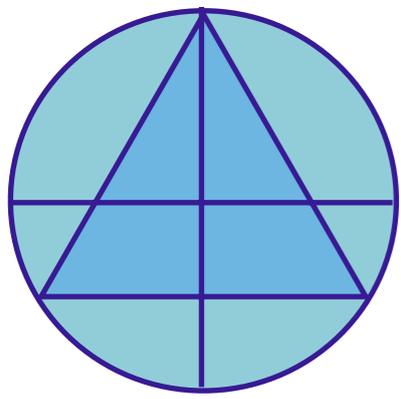
What We Need

- Community Oriented Policing
Restorative Justice services to
conduct Formal Conferences as
diversions in cases of
 - ▶ Egregious aggression
 - ▶ Sexting



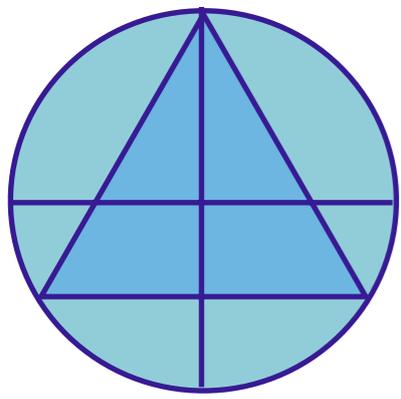
Digital Aggression





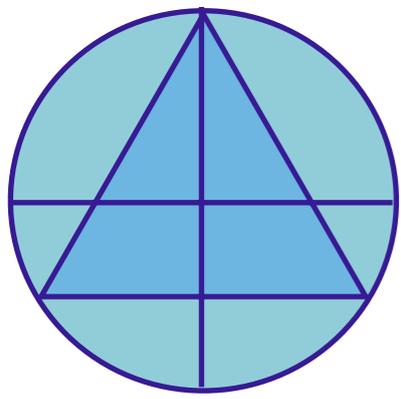
Cyberbullying

- Use of digital technologies to intentionally engage in hurtful acts directed towards another
 - ▶ Sending or posting hurtful material in a manner that is repeated or widely distributed



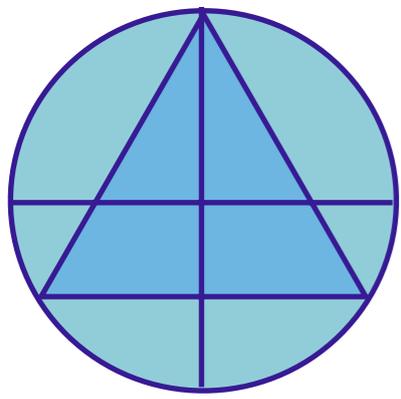
Cyberbullying

- The term “cyberbullying” applied to a wide range of negative incidents
 - ▶ Interpersonal conflict
 - ▶ Digital “drama”
 - ▶ Traditional bullying ~ imbalance of power
- Consider the degree of harm



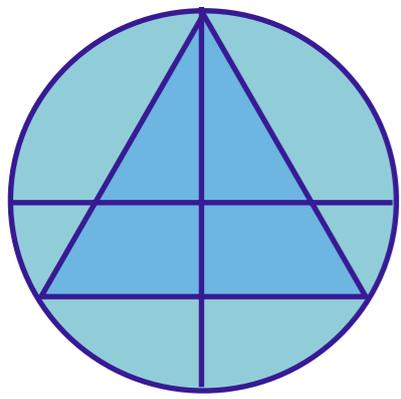
Incident Rates

- Reported incident rates ~ 6% to 71%
 - ▶ It depends on what was asked and how the study was designed
- Consistent findings around 20%
 - ▶ Varying degree of harm



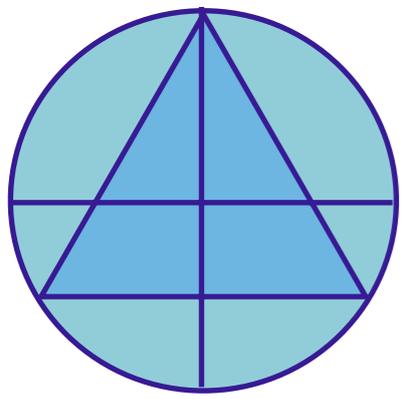
Interactions

- Closely connected to face-to-face altercations
 - ▶ Most often someone they know
 - ▶ Continuation of hurtful acts
 - ▶ Retaliation for hurtful acts
 - “Revenge” is the most often cited reason



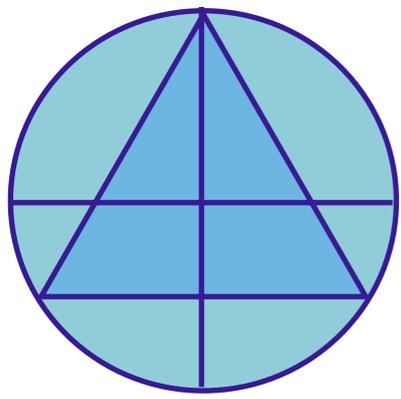
Psychosocial Concerns

- Many aggressors and targets have other psychosocial concerns
 - ▶ Same as traditional bullying
- Which is why we need mental health involvement



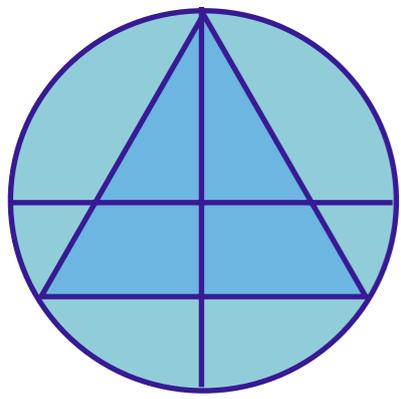
Reporting

- Frequently do not tell adults
- Why?
 - ▶ Developmental expectation they should resolve situations on their own
 - ▶ Lack of trust that adults can help
 - ▶ Fear of loss of access
- FAR more likely to talk with friends



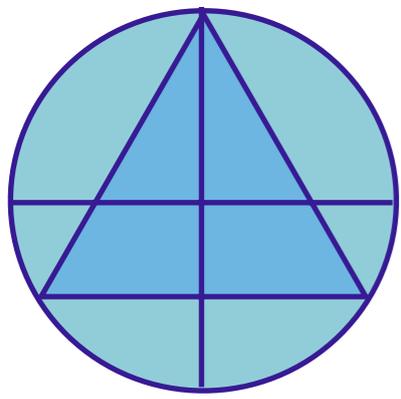
Resiliency

- Young people with greater resilience and less distress
 - ▶ Have parents who are actively and positively involved
 - ▶ Demonstrate a higher level of self-control
 - The ability to moderate their emotional reaction and response



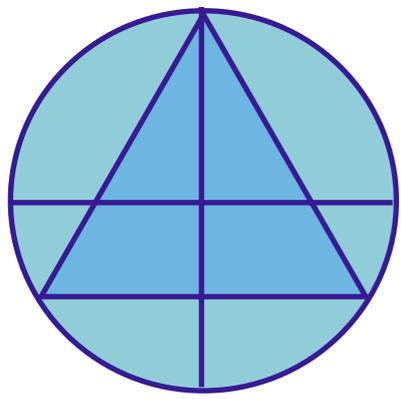
Motivation

- Two kinds of bullies
 - ▶ Socially marginalized youth
 - Fighting a culture that has excluded them
 - Psychosocial concerns
 - ▶ Socially connected youth
 - Using aggression to control others and achieve social status



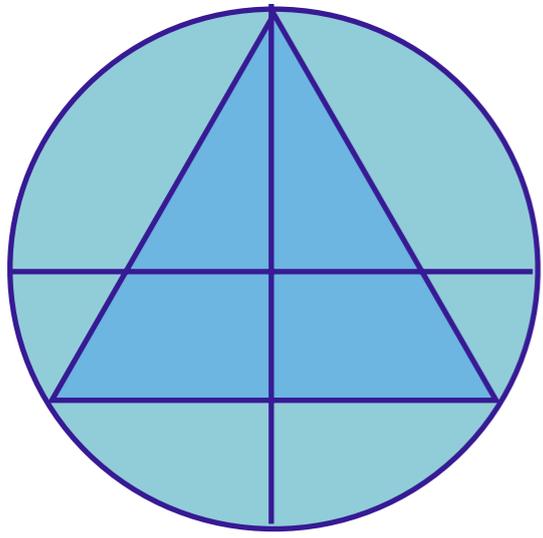
School Effectiveness

- Only 42% of bullied youth reported to an adult at school
 - ▶ 34% ~ things got better
 - ▶ 29% ~ things got worse!
 - Youth Voice Project
- What grade would we give students if they got things right 34% of the time?



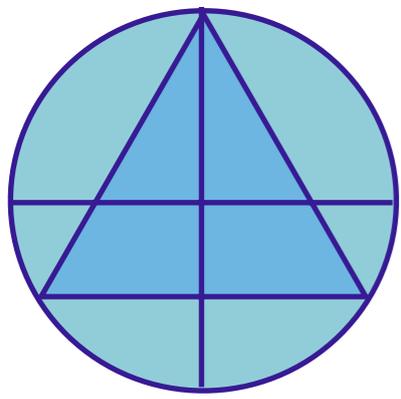
School Effectiveness

- Significant majority of students report that school staff make things worse when they intervene in bullying situations
 - ▶ Very few staff think this
 - Bradshaw, et. al. (2007)



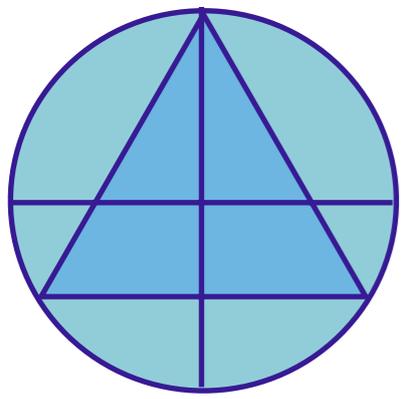
Digital Threats



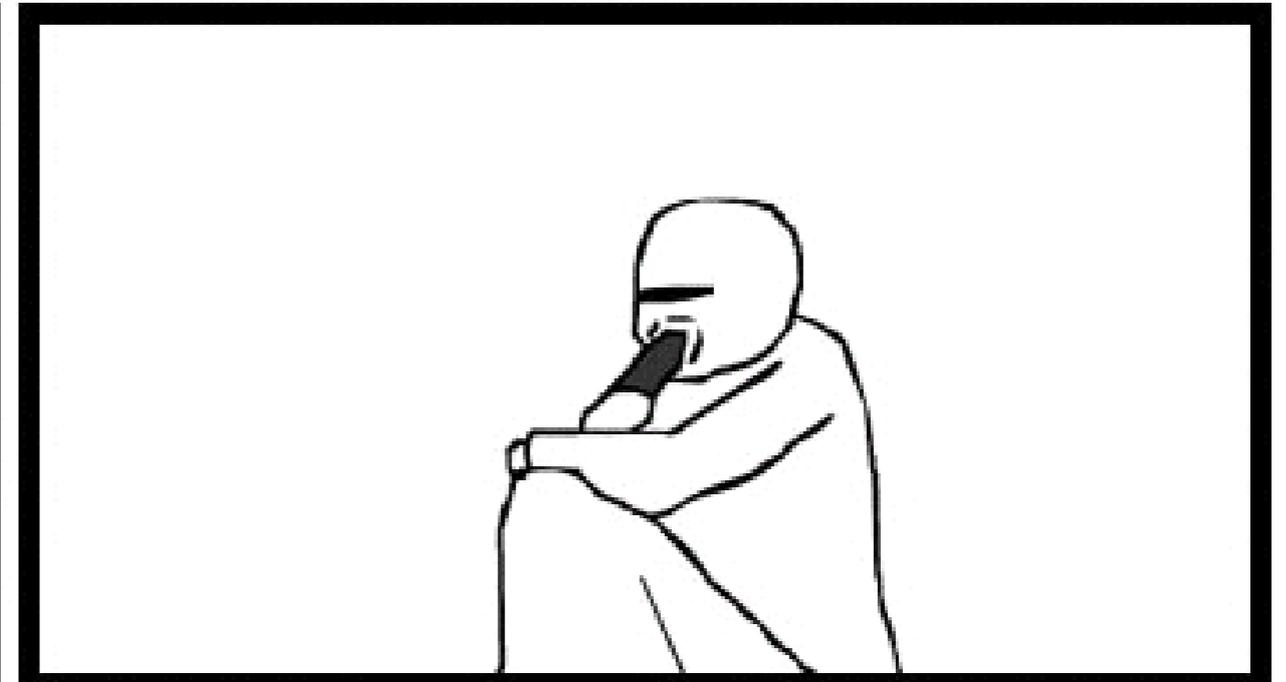
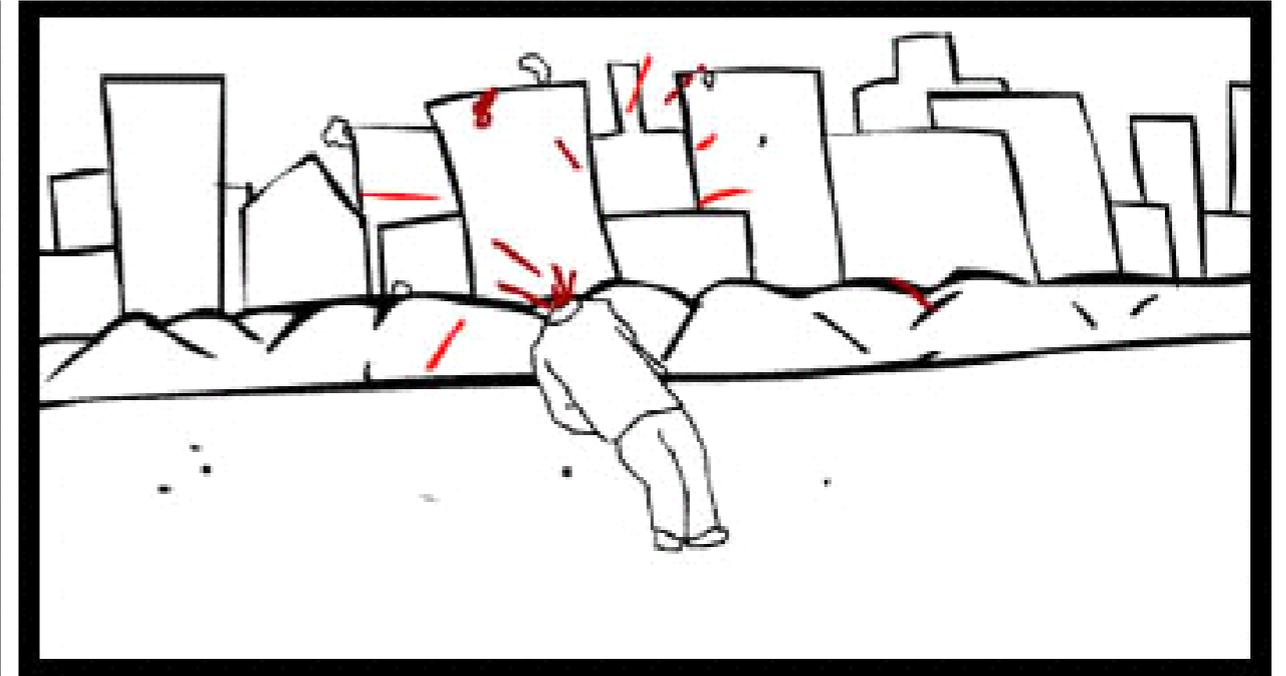


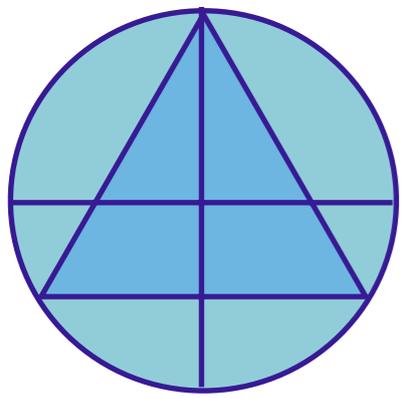
Digital threats

- Direct threats to engage in violence against self or others
- “Leakage” material that indicates high degree of distress and potential for violence against self or others



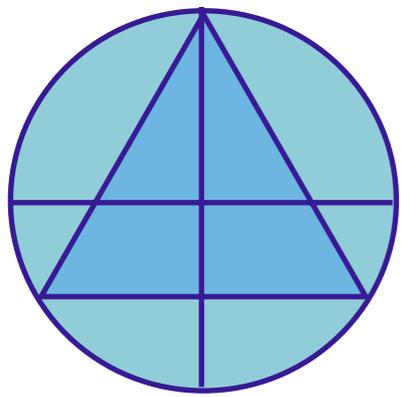
Leakage





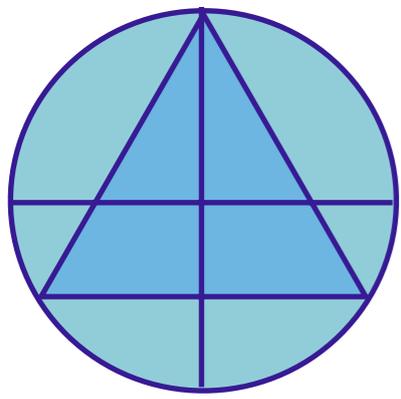
Two Concerns

- Sometimes material that appears to be threatening, is not
 - ▶ Respond, but do not overreact
 - ▶ Warn to be careful
- Young people are most likely to see possibly threatening material
 - ▶ Facilitate timely reporting



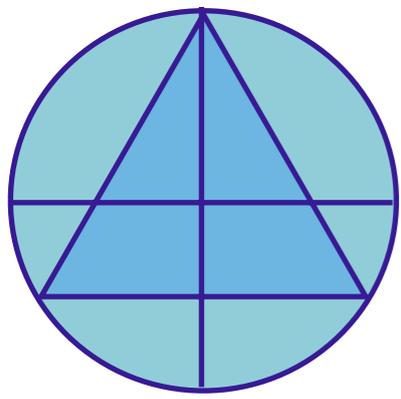
Suicide

- Bullying and suicide ideation
 - ▶ Common underlying psychosocial concerns
 - ▶ Unrelenting bullying can contribute to emotional distress
 - Must consider adequacy of adult response in terms of perceived “helplessness”
 - ▶ Bullying incident can trigger a suicide



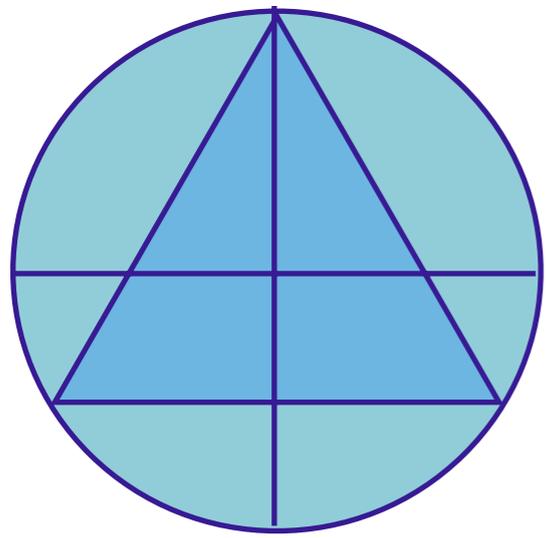
Messaging Concerns

- “Cyberbullying causes suicide, so don’t do it”
- Dangerous messaging
 - ▶ Inaccurate and simplistic
 - ▶ Could lead to “copy cat” suicides
 - ▶ Encourages blame in situations of suicide
 - ▶ Fear-based approaches do not prevent risk behavior



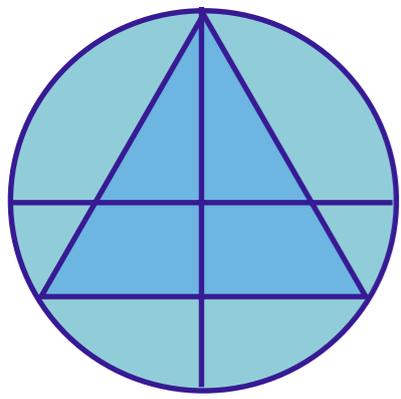
Positive Messaging

- Comprehensively address both concerns through education
 - ▶ Underlying causes of suicide
 - ▶ How to seek help if they are being bullied or are in emotional distress
 - ▶ Alternative coping strategies
 - ▶ Important role of peers in helping and reporting



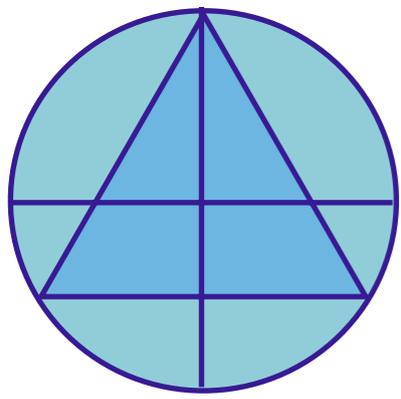
Digital Abuse





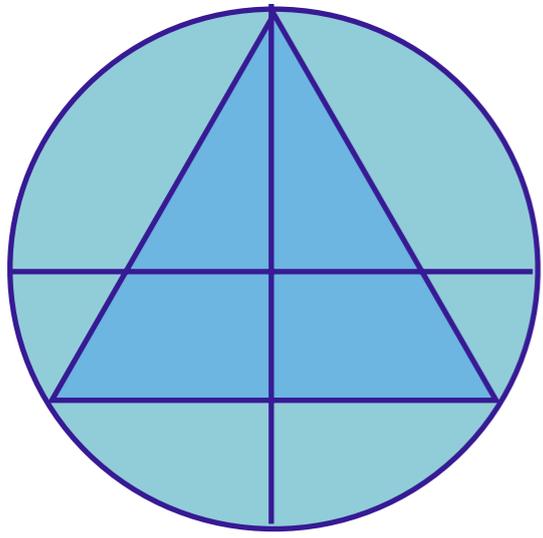
Digital Abuse

- Abusive and controlling use of digital technologies in the context of abusive personal relationships



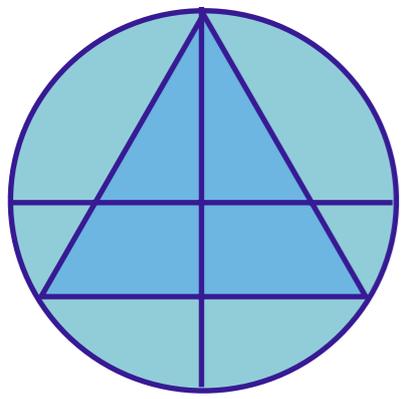
Abusive Partners

- Abusive behavior
 - ▶ Excessive, controlling texting
 - ▶ Demands for revealing photos and use for blackmail
 - ▶ Demands for passwords and review of private communications
 - ▶ Restrictions on communications with others



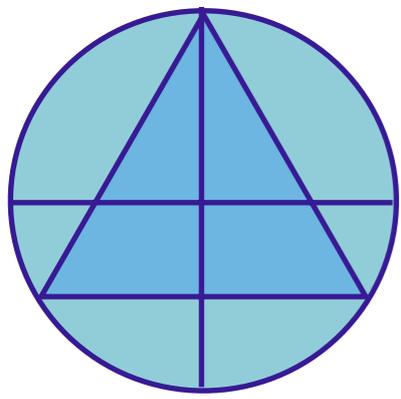
Digital Exploitation





Digital Exploitation

- Use of digital technologies for sexual exploitation
 - ▶ Sex trafficking
 - ▶ Grooming for sexual interactions
 - ▶ Pressure to provide revealing images
 - ▶ Distribution of images or use for blackmail

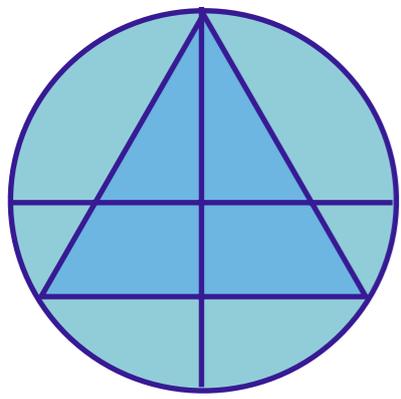


Digital Exploitation

“The publicity about online “predators” who prey on naive children using trickery and violence is largely inaccurate.”

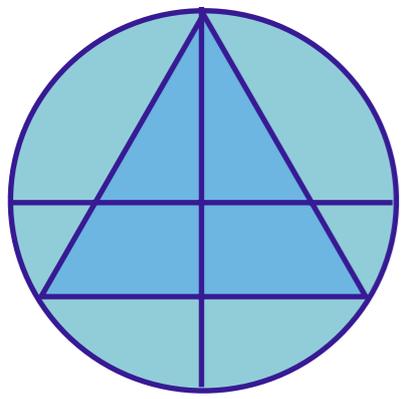
- Crimes Against Children Research Center

- 1 in 7 teens have NOT been solicited online by a sexual predator



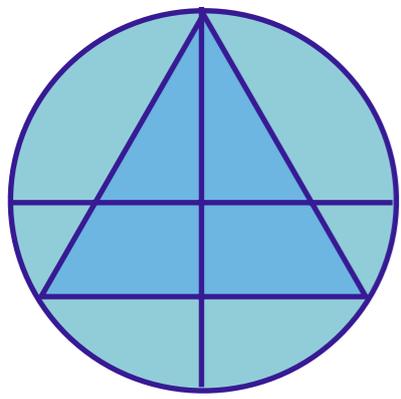
Grooming

- Adults use technologies to groom
 - ▶ Overly friendly messages
 - ▶ Overly pushy for relationship
 - ▶ One step at a time
 - ▶ Threats



Trafficking

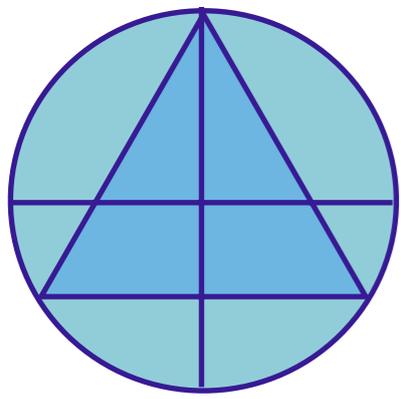
- Pimps are using Internet to groom and traffic teens
- Teens are also trafficking themselves



Sexting

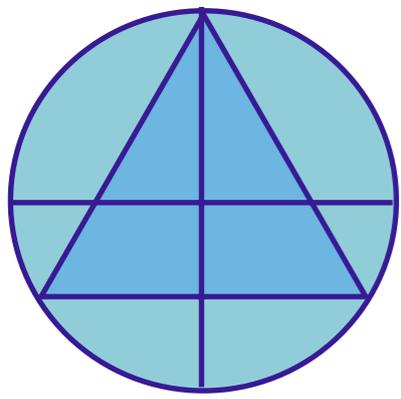
- Insight

- ▶ Widely reported 20% incident rate is from a flawed study
- ▶ Girls and boys sext at an equivalent rate
 - Images of girls more likely to “go viral”
- ▶ Pressure to provide appears to be a significant factor



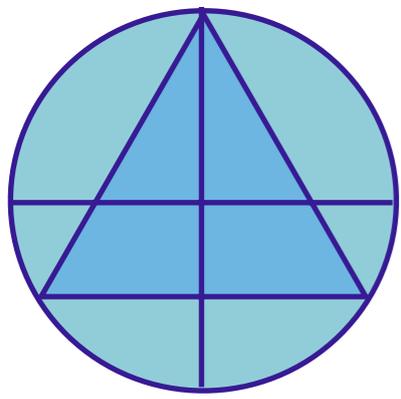
CACRC Study

- Review of incidents reported by law enforcement
 - ▶ Aggravated with additional harm
 - Adult involved
 - Youth only with intent to harm or reckless misuse
 - ▶ Experimental
 - Romantic, attention-getting, other



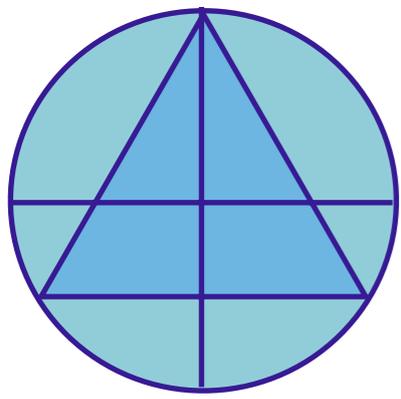
CACRC Study

- Aggravated involving adults
 - ▶ Older adults
 - ▶ Younger adults
 - Peer group ~ high school seniors
 - ▶ Teens initiating relationship



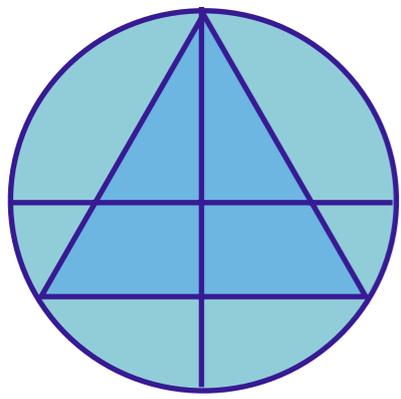
CACRC Study

- Aggravated involving youth
 - ▶ Significantly younger teen or child
 - ▶ Blackmail
 - ▶ Distribution without consent



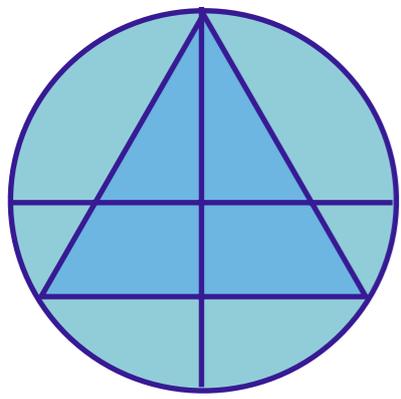
CACRC Study

- Experimental
 - ▶ Romantic relationships
 - ▶ Sexual attention-getting
 - ▶ No apparent sexual activity



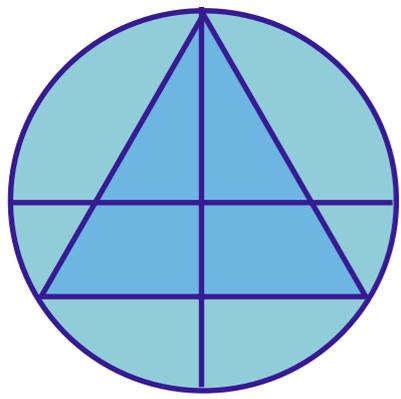
Sexting Issues

- Child porn and online enticement laws enacted to protect minors from adult abuse
 - ▶ Can legally have sex ~ but not sext
 - ▶ Some prosecutors taking hard-lined approach ~ especially with young adults
 - ▶ Situations and degree of harm vary widely



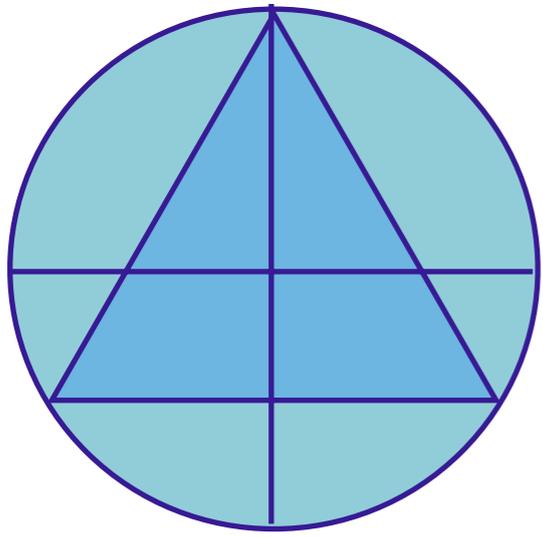
Sexting Messaging

- Potential for blackmail
 - ▶ Telling teens that creating photos could lead to arrest can be dangerous
 - ▶ Fear of reporting ~ and arrest ~ could support blackmail and contribute to further exploitation

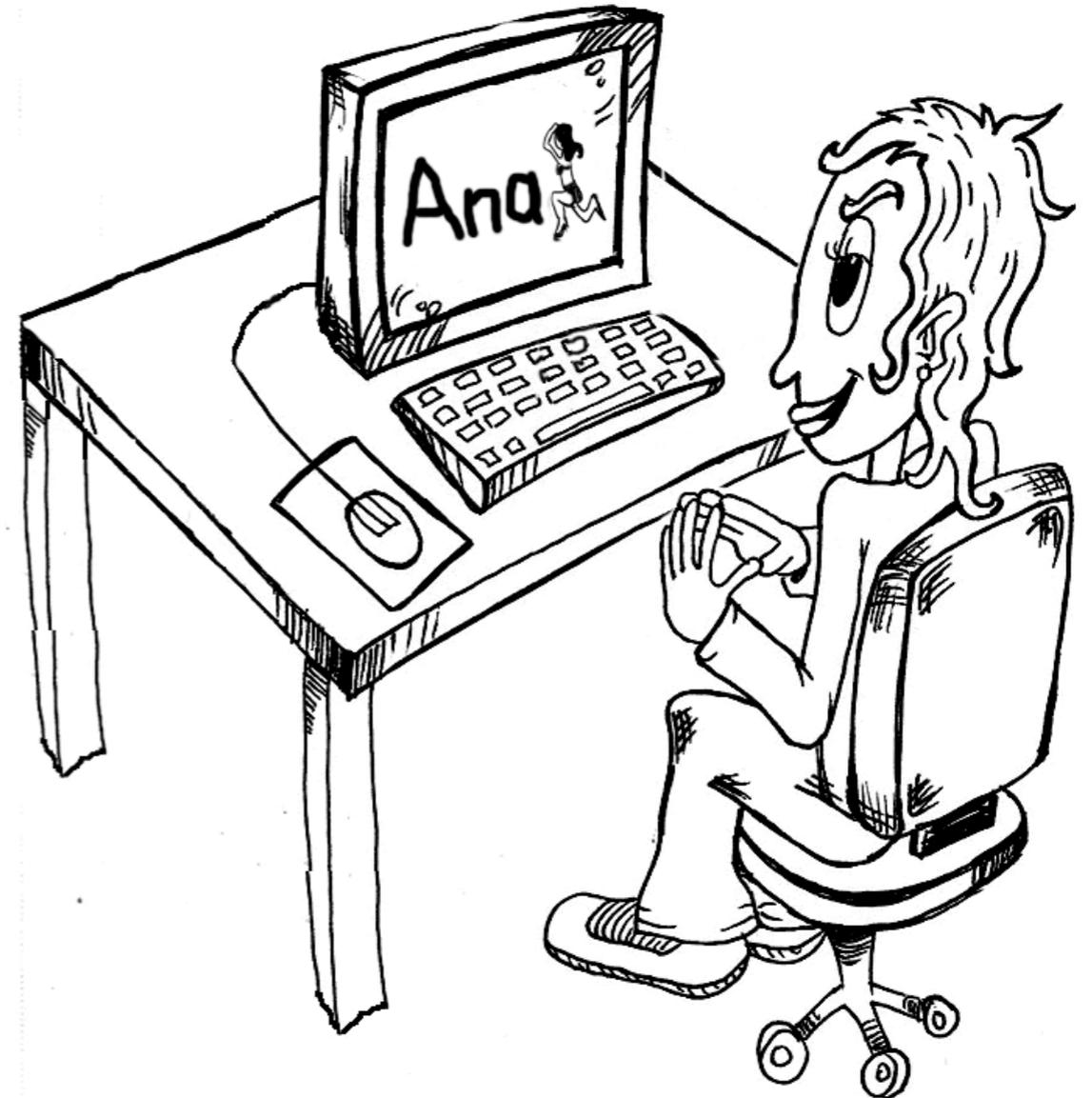


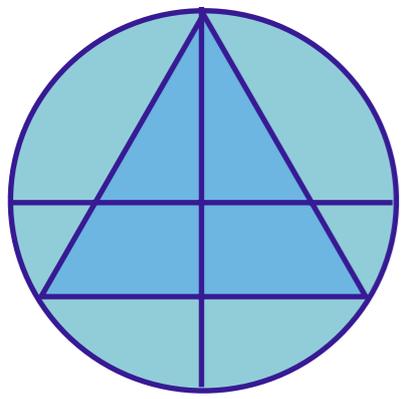
Sexting Interventions

- Wright County Minnesota
 - ▶ Prosecutor reviews cases
 - ▶ 98% sent to Restorative Justice process
 - ▶ Appears to
 - Effectively resolve situations
 - Be reducing incidents



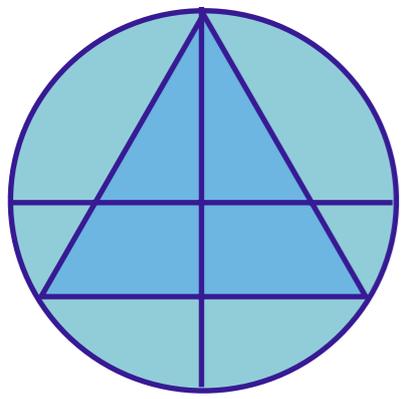
Unsafe Digital Communities





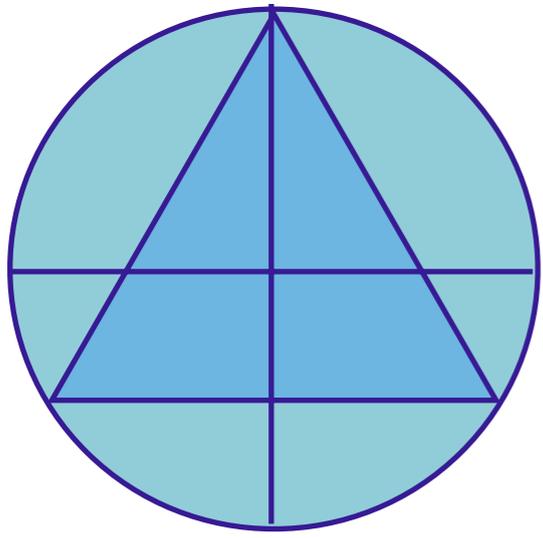
Unsafe Communities

- Encourage self-harm
 - ▶ Anorexia, self-cutting, steroid use ...
- Encourage criminal actions, hatred, violence
 - ▶ Hate sites, gangs ...



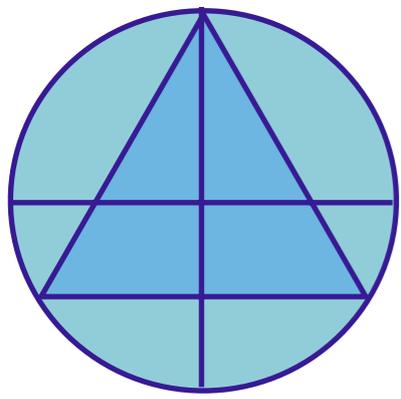
Common Activities

- Provide emotional support
- Older teen and adult mentors
- Symbols for group identity
- Rituals to solicit evidence
- Exclusion practices
- Rationalizations



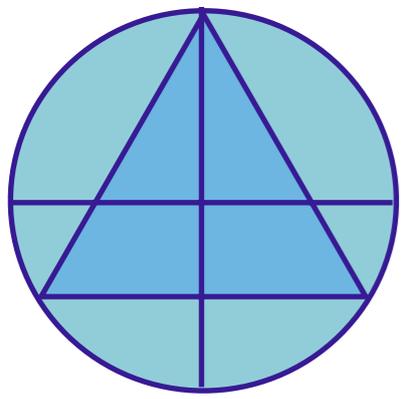
Legal Issues





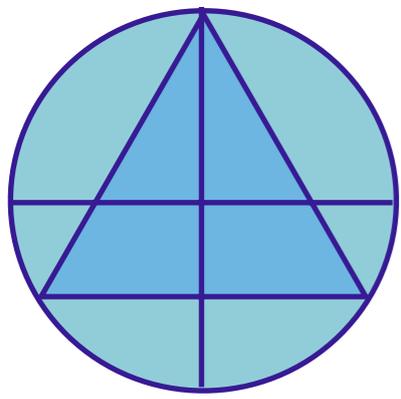
Authority to Respond

- When do school officials have the authority to respond to off-campus speech?
 - ▶ School officials have the authority to respond to student off-campus speech if it has ~ or reasonably could ~ cause a substantial disruption in school or interference with rights of other students
 - ▶ State cyberbullying laws make this unclear



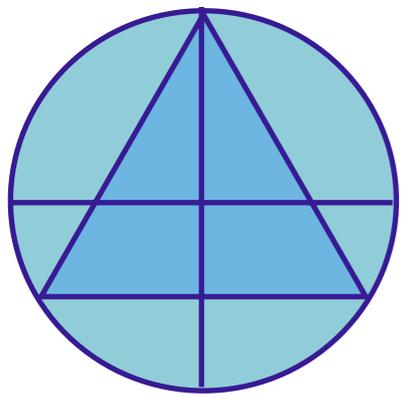
District Responsibility

- What is the district's responsibility to respond?
 - ▶ School officials must respond in situations where harassment is severe and persistent, and is depriving a student of the right to receive an education
 - Actual knowledge ~ monetary damages
 - Knew or should have known ~ Office for Civil Rights administrative response



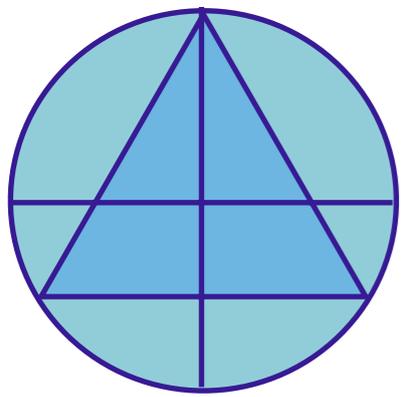
Search and Seizure

- When can the records of student digital activity be searched?
 - ▶ Legal justification for search and the extent of the search?
 - ▶ Need for informed and voluntary consent?
 - ▶ Shift in burden between school official and law officer?
 - ▶ School officials handling of nude images?



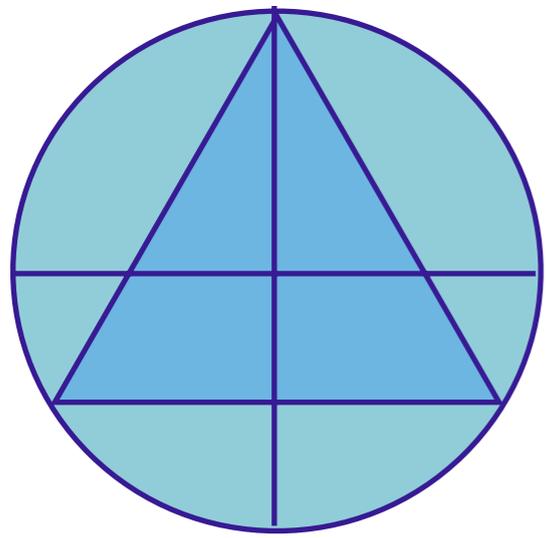
Civil Law Remedies

- What are civil law remedies?
 - ▶ Causes of action
 - Defamation
 - Invasion of privacy
 - False light
 - Intentional infliction of emotional distress
 - ▶ Parental negligence or liability statutes



Criminal Violations

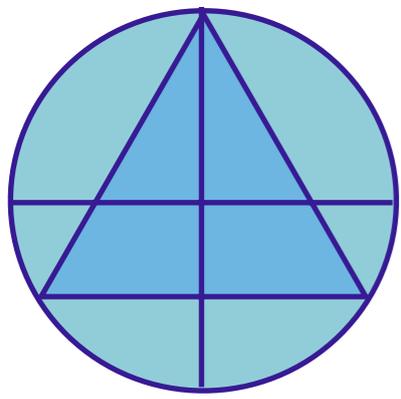
- When do harmful digital actions become criminal violations?
 - ▶ Threats
 - ▶ Extortion
 - ▶ Cyberharassment
 - ▶ Cyberstalking
 - ▶ Hate crimes
 - ▶ Child pornography
 - ▶ Sexual exploitation
 - ▶ Invasion of privacy
- Enlightened communities use Restorative Justice diversion



Foundation for Effectiveness

- Multidisciplinary
Collaboration
- Scientific Integrity
- Effective Risk
Prevention
- Empower Youth

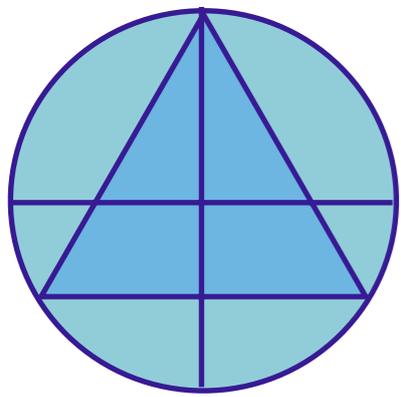




Multidisciplinary

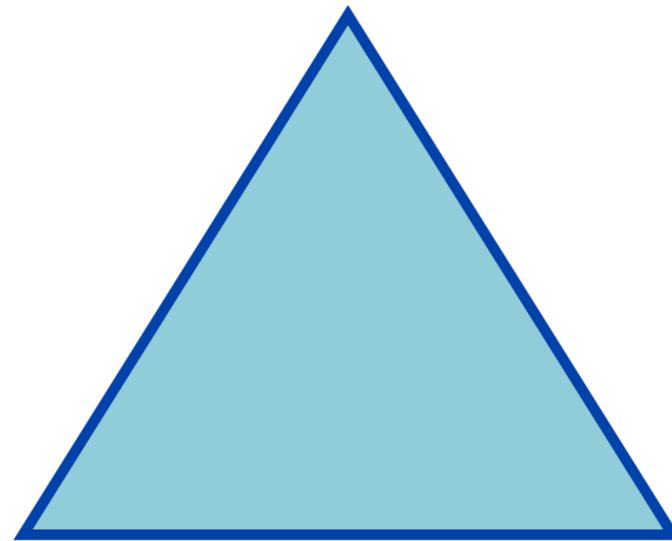
See the
“Whole
Elephant





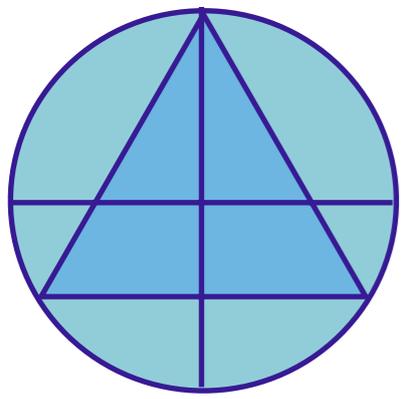
Collaboration

- Schools



- Mental Health

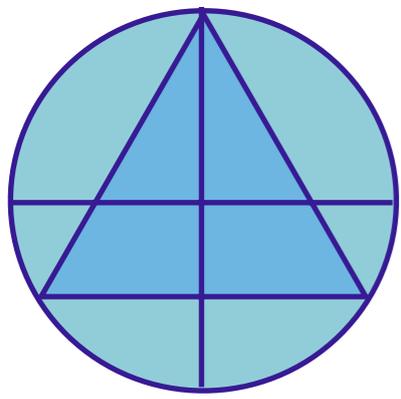
- Law Enforcement



Scientific Integrity

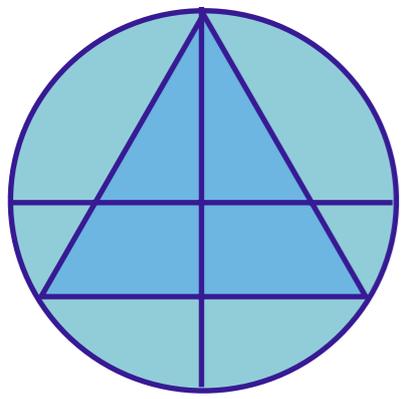
Avoid
Techno-Panic





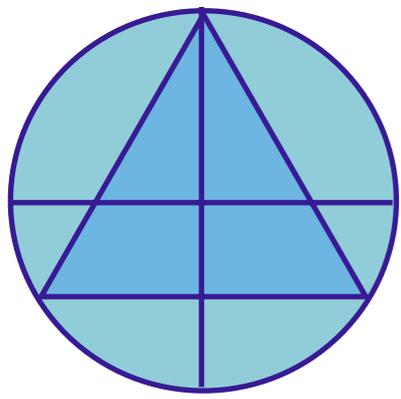
Techno-Panic

- A heightened level of concern about use of contemporary technologies
- Disproportionate to the empirical data on actual risk and harm



Reality

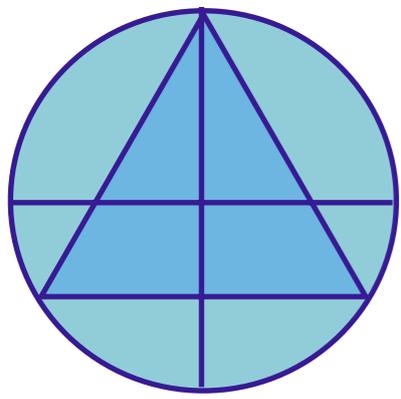
- The majority of young people generally make smart choices and respond effectively to negative incidents
- Young people who are “at risk” are at greater risk online
- Risk does not always result in harm



Effective Risk Prevention

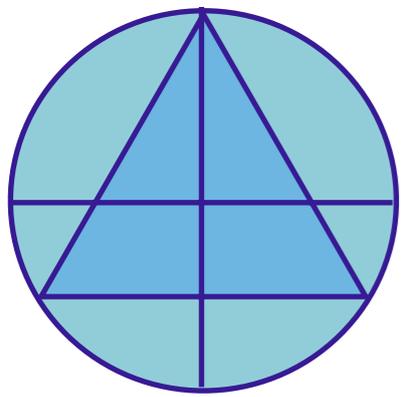


Ensure a
Likelihood
of Success



Effective Risk Prevention

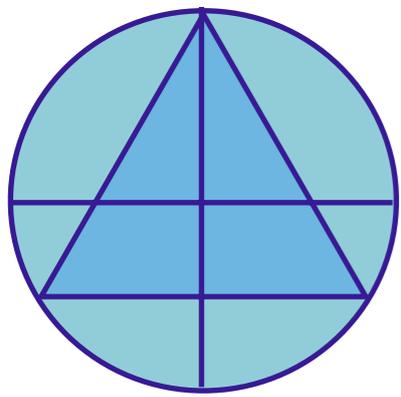
- No “best practices”
 - ▶ Continuously emerging research insight
 - ▶ Changing technologies
- Fidelity to an “evidence-based best practice” can lead to obsolescence



Recognize the Reality

- Adults are not in a position to supervise and detect concerns
 - ▶ Adults can cause teens to ROFL
 - ▶ Teens are not reporting because they do not trust adults

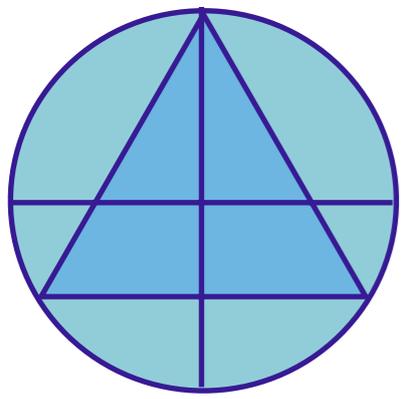




Stop Whacking Moles

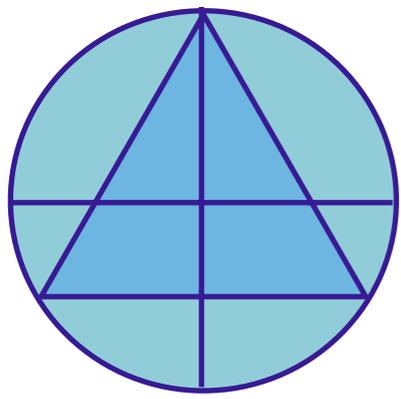
- Fear-based messages do prevent risk behavior
- Punitive responses do not resolve problems





Likelihood of Success

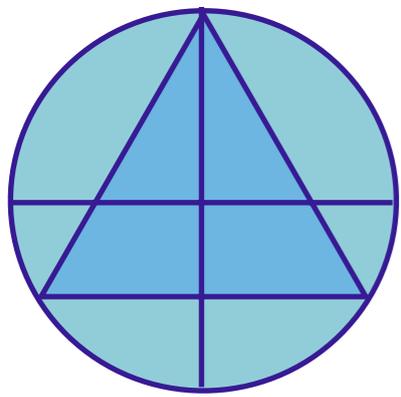
- Use a continuous improvement model to ensure accountability
 - ▶ Ongoing collection of local data on risks and harm
 - ▶ Evaluation of effectiveness of interventions



Engage Youth

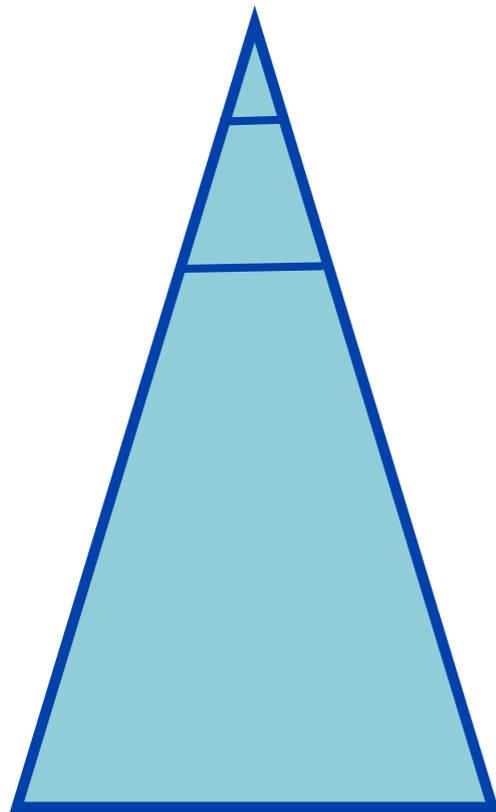
The key to
effective
prevention
and
intervention



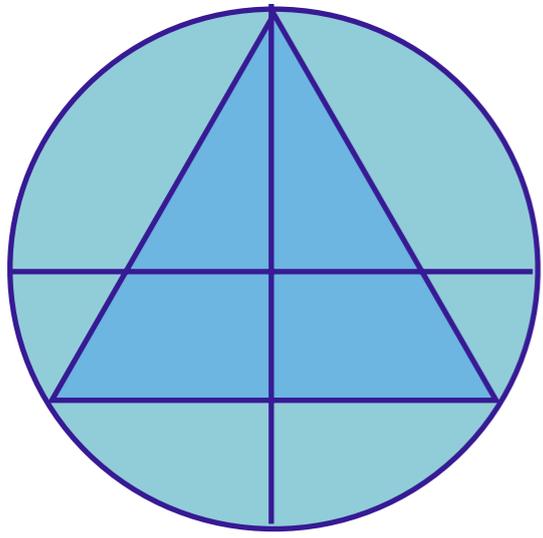


Empower Youth

- Infuse young people into the “Risk Prevention Triangle”

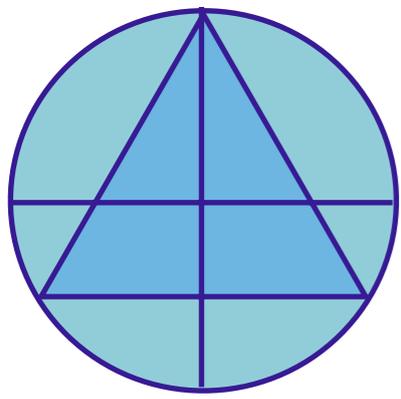


- ▶ Tertiary ~ Encourage helpful allies to report serious concerns to adults
- ▶ Secondary ~ Provide skills for helpful allies to help peers in negative situations
- ▶ Primary ~ Transmit positive social norms and effective skills



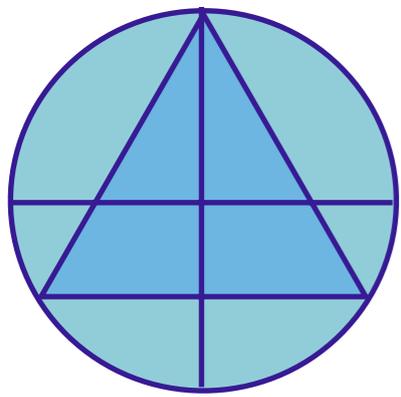
Positive & Restorative





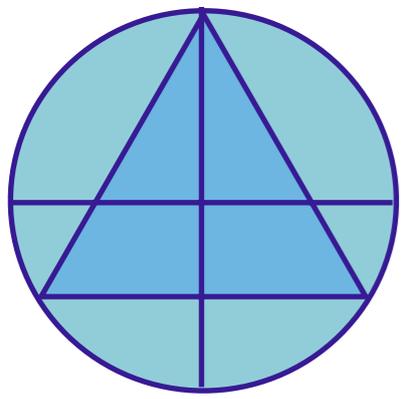
Embrace the Positive

- Ensure accountability
- Reinforce positive norms
- Strengthen effective skills
- Encourage helpful allies
- Remedy harm and restore relationships



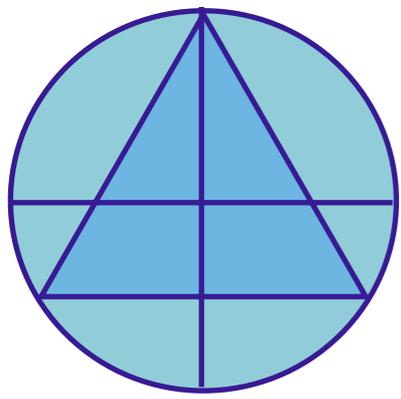
Accountability

- Use online survey tools for ongoing collection of local data
 - ▶ Norms
 - ▶ Practices
 - ▶ Incident rates
 - Degree of harm
 - Strategies used by self or others
 - Effectiveness of response



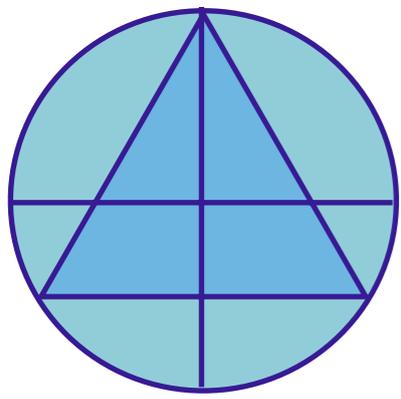
Accountability

- Planning
 - ▶ Insight into issues and concerns
- Instruction
 - ▶ Focus on positive norms and effective skills
- Evaluation
 - ▶ Evaluate trends in protective practices, incidents, degree of harm, effectiveness



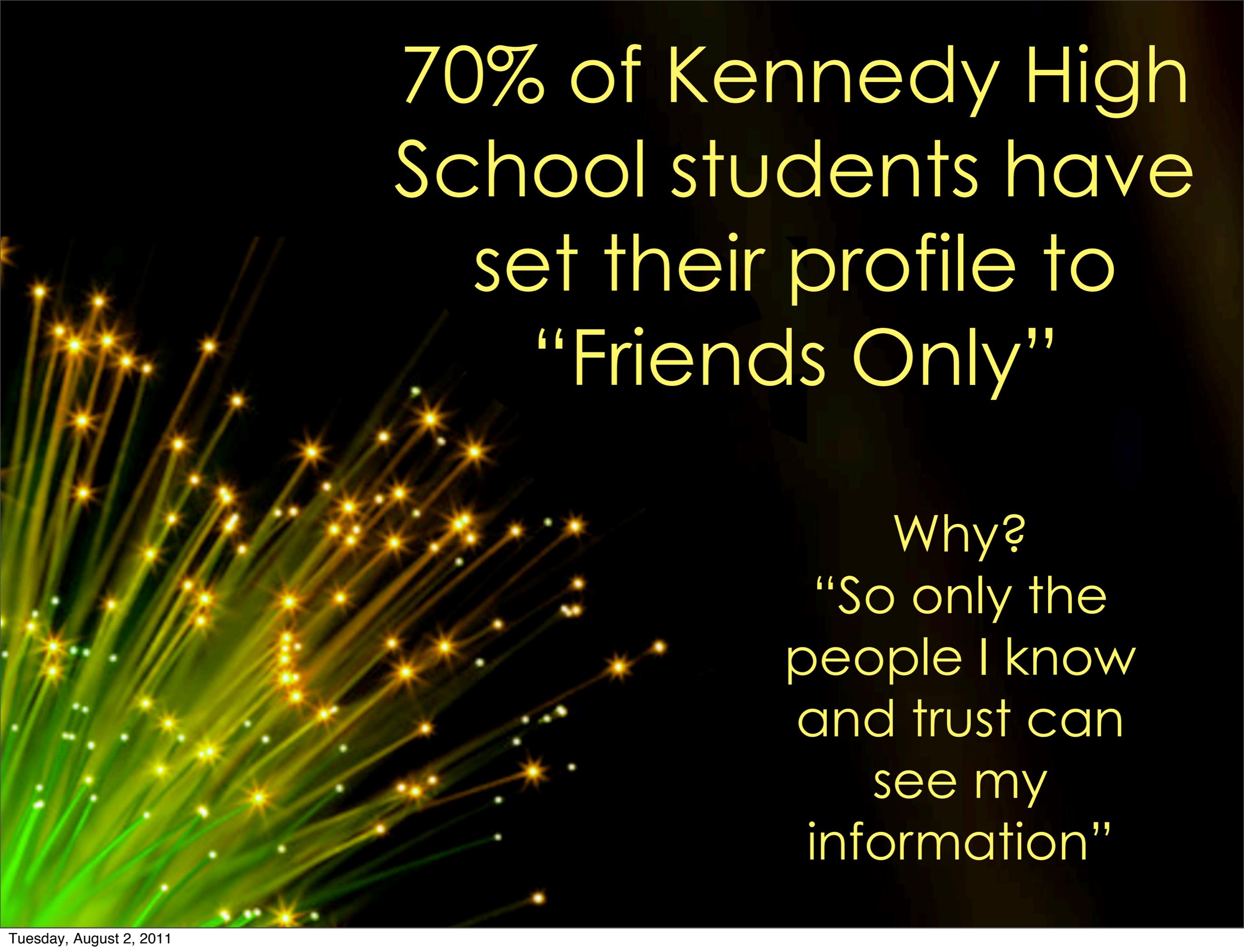
Accountability

- Evaluate the effectiveness of interventions
 - ▶ Post intervention assessment by all parties
 - ▶ Aggregate assessments and evaluate



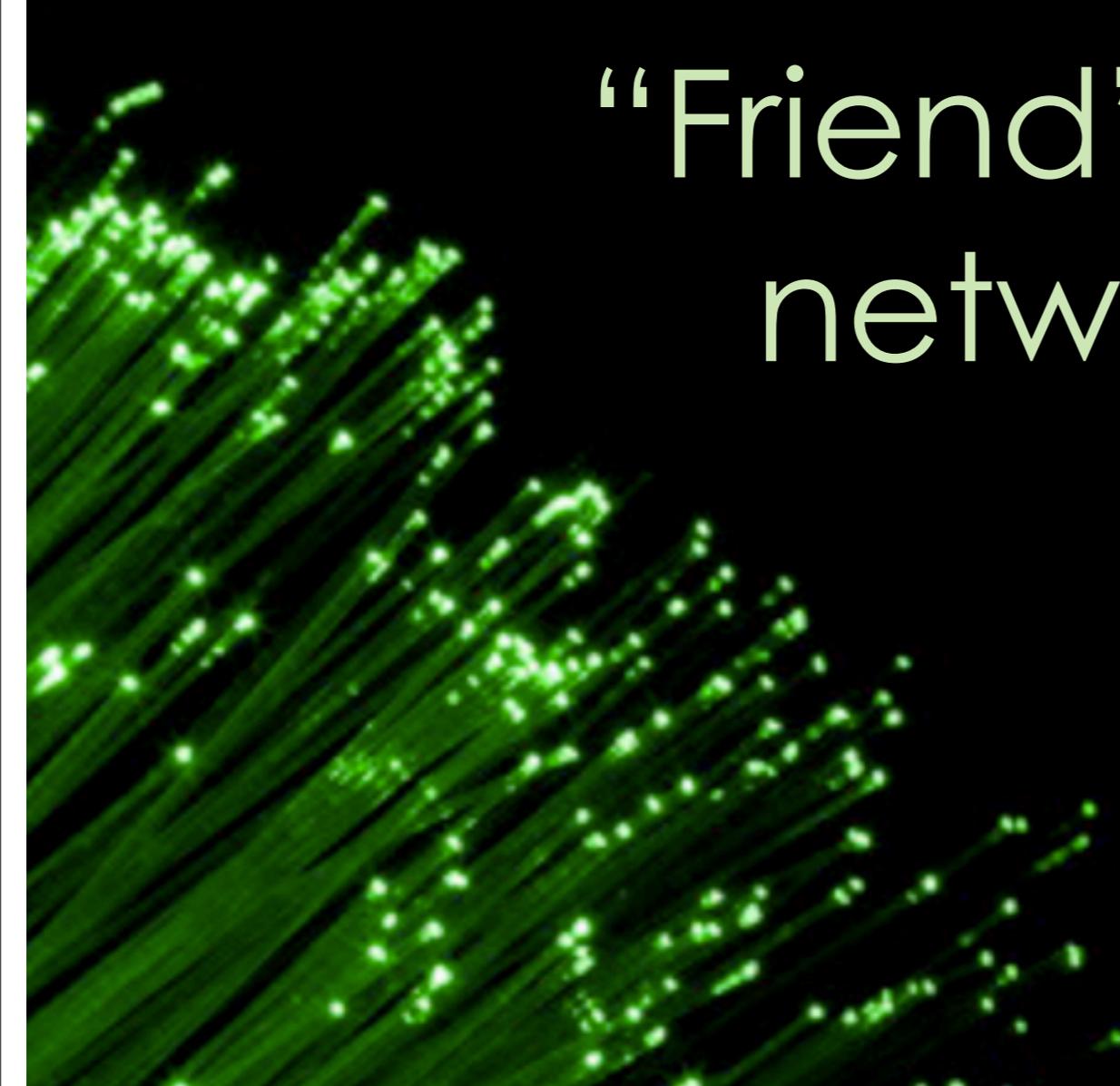
Positive Norms

- Student-directed instruction
 - ▶ Common protective practices and rationale
 - ▶ Negative perspective of those who cause harm
 - ▶ Very positive perspective of helpful allies



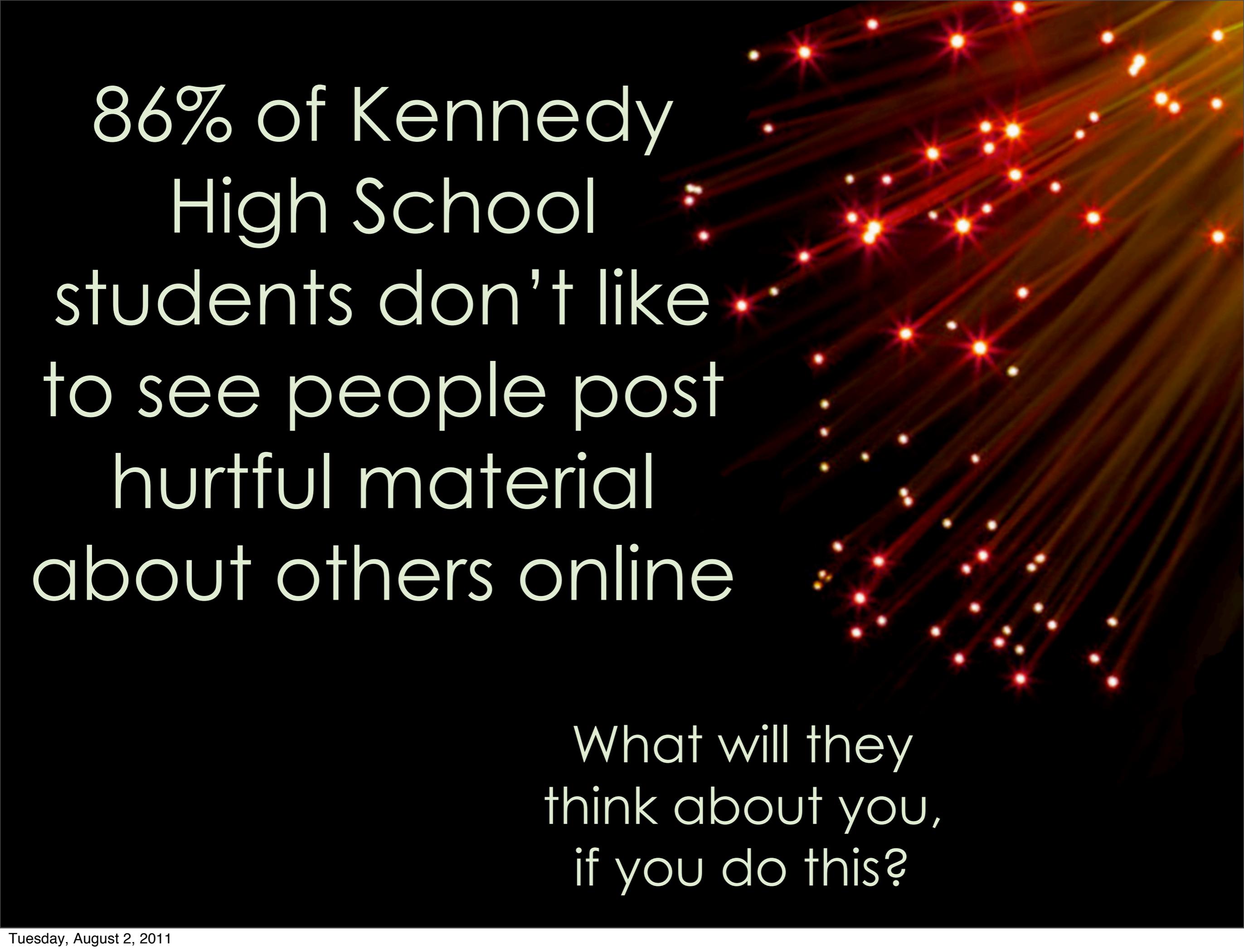
70% of Kennedy High School students have set their profile to “Friends Only”

Why?
“So only the people I know and trust can see my information”



89% of Kennedy High School Students will only add people they know or people who a trusted friend knows as a “Friend” on their social networking profile

Why?
“To avoid
“creeps”



86% of Kennedy
High School
students don't like
to see people post
hurtful material
about others online

What will they
think about you,
if you do this?

If you were angry and thought about posting hurtful material online, what would make you stop?

75% of Kennedy High School students said they would think about how they would feel if someone did this to them

68% of Kennedy High School students said they would think about what other people would think of them

What
would
make you
stop?



If someone asked
them for a nude pix,
94% of Kennedy High
School students would
say, “No way”

Why?

“Because if you give anyone
a nude pix, that person
could send it to others ~ and
your reputation would be
trashed”

What words do Kennedy High School students use to describe someone who reaches out to help someone being harmed online?

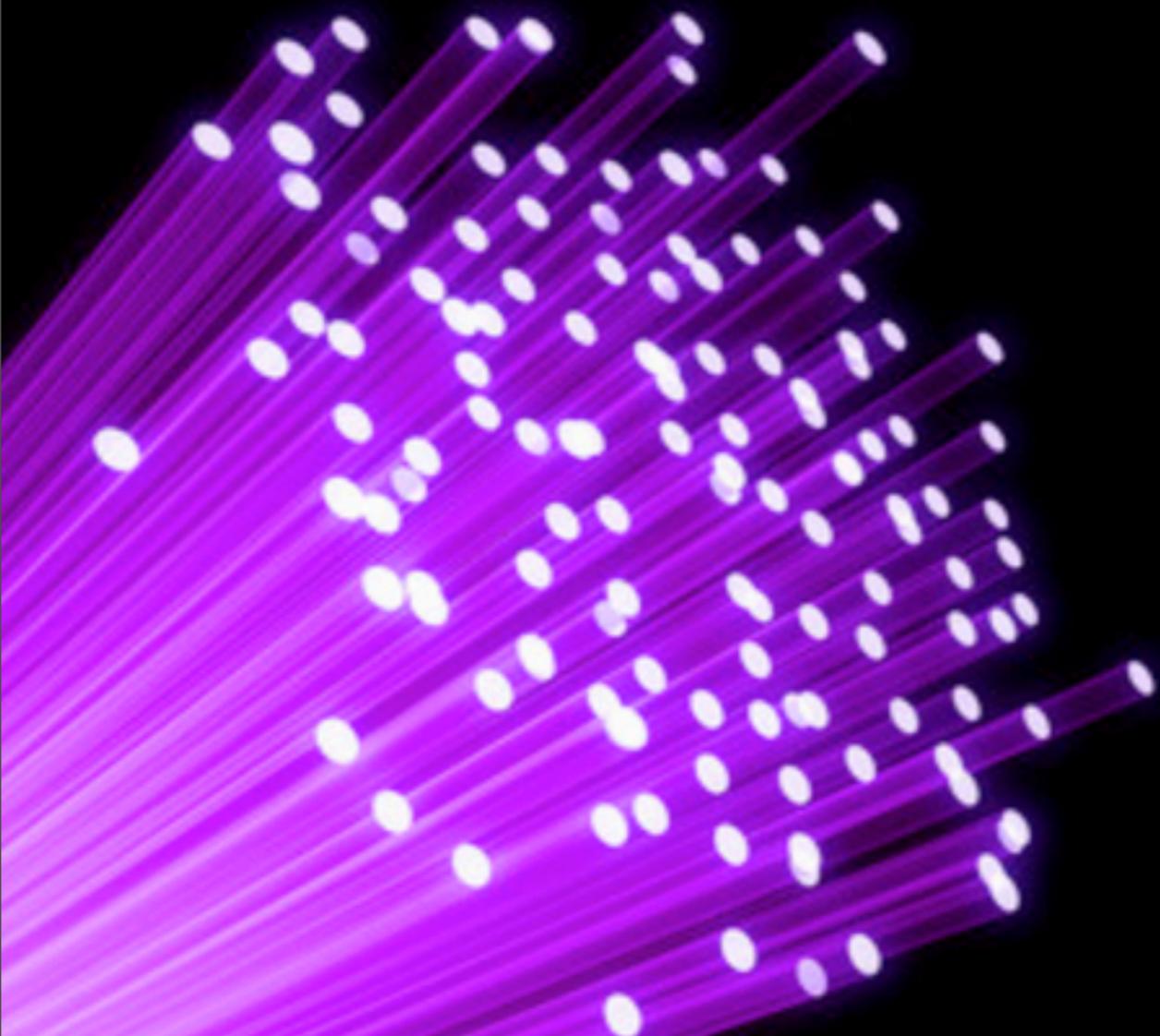
Brave, kind, caring!

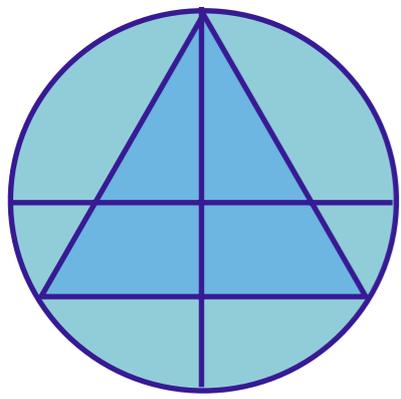
Awesome!

Very nice and helpful!

A true leader!

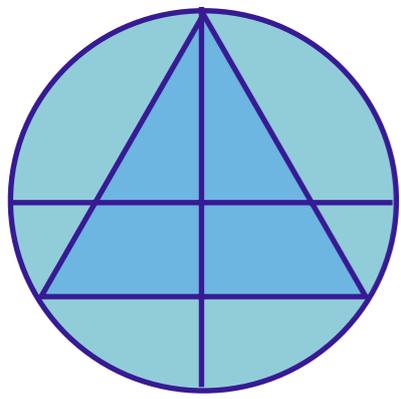
A hero!





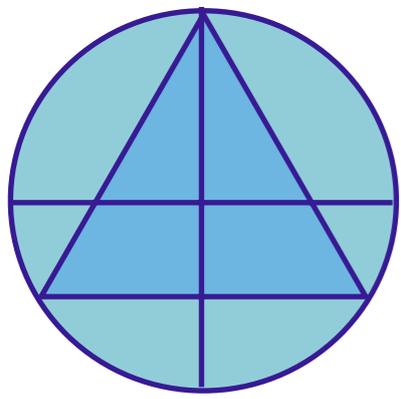
Effective Skills

- Avoid the impulse
- Problem-solving
- Online “traps”
- Self-reflection questions
- Protective practices
- Effective response strategies



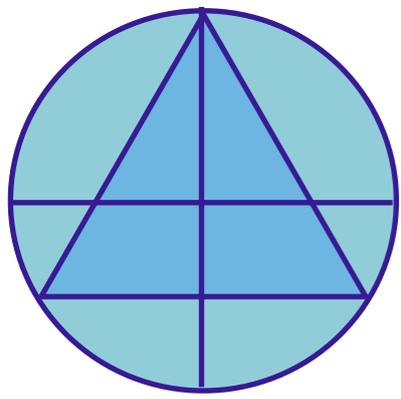
Helpful Allies

- Distinguish between
 - ▶ Hurtful participant
 - ▶ Passive observer
 - ▶ Helpful ally
- Potential negative consequences
- Indicators of concern



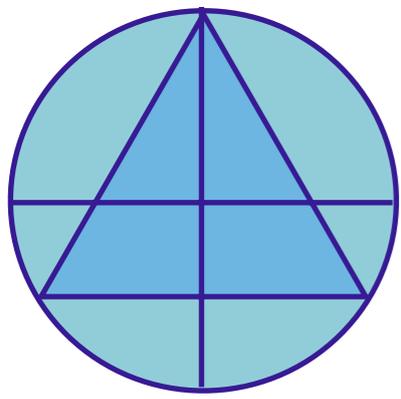
Helpful Allies

- Effective skills
 - ▶ Advise someone at risk
 - ▶ Provide emotional support
 - ▶ Engage in conflict resolution
 - ▶ Confront someone causing harm
 - ▶ Report serious concerns



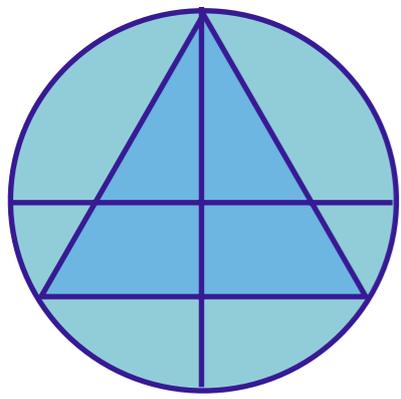
Investigation

- Who is engaged in harmful behavior against whom and for what reasons?
 - ▶ Continuation or retaliation?
 - ▶ Potential of violence or self-harm?



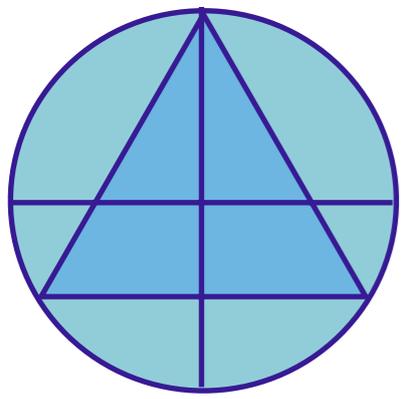
Restorative Interventions

- Address needs of target, aggressor, and community
 - ▶ Give targets a voice
 - ▶ Hold aggressors accountable
 - ▶ Provide opportunity to make amends
 - ▶ Create opportunity for reconciliation
 - ▶ Restore relationships



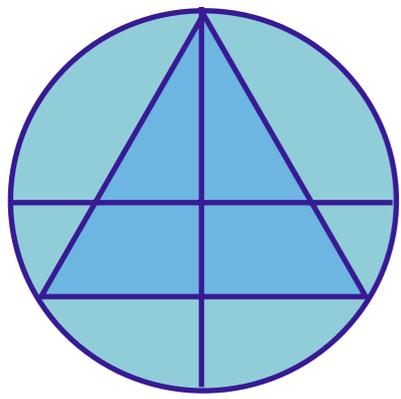
Restorative Justice

- Schools do not have the capacity to handle complex situations
 - ▶ Often raise mental health concerns
 - ▶ Often cross line to criminal actions
- The School-to-Prison Pipeline
 - ▶ All many schools do is suspend or expel ~ which does not resolve the situation or address the underlying concerns



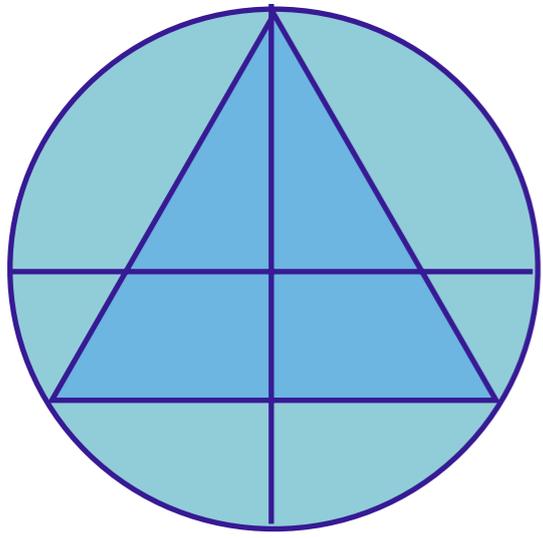
Restorative Justice

- COPS and OJJDP have provided leadership in RJ
 - ▶ Renewed focus on RJ could be invaluable in addressing these digital concerns
- Diversion program for
 - ▶ Egregious cyberbullying
 - ▶ Sexting



Restorative Justice

- Collaborative
 - ▶ Schools ~ Mental Health ~ Law Enforcement
- Need to adapt RJ process
 - ▶ Ensure insight into digital concerns
 - ▶ Provide template for process
 - ▶ Provide professional development
 - ▶ Process to conduct evaluations



Thanks for Having Me



What you do



Reflects on you!

