

UNDERSTANDING THE LIVED EXPERIENCES OF UNIVERSITY STUDENTS WHO
SELF-IDENTIFY AS CYBERBULLIES: A PHENOMENOLOGICAL STUDY

by

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Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University

2018

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ABSTRACT

The purpose of this transcendental phenomenological study was to understand the experiences of university students, aged 18 to 50, in a suburban Atlanta university who have self-identified as perpetrators of cyberbullying. The three research questions that guided this study sought to determine how students perceive their cyberbullying behavior impacts their peers, how students explain their motivation to cyberbully their peers, and how their experiences led to perpetrating acts of cyberbullying. Experiences were examined that may be contributing factors for cyberbullying. Bandura's social cognitive theory and the concept of moral disengagement of cyberbullies was examined through the research questions as well. This study utilized 11 participants, identified through purposive sampling, and a qualitative, phenomenological design to understand the experiences of a cyberbully. Participant interviews, focus groups, and participant reflection journals were used to collect data from university students and high school guidance counselors. The data were analyzed utilizing Moustakas' seven steps to organizing and analyzing the collected data. Trustworthiness was established through member checking, peer review, and persistent observation.

Keywords: bullying, bully-victim, cyber aggression, cyberbullying, cyber harassment.

Copyright Page

Dedication

This manuscript is dedicated to the memory of my late father, Robert William Vavra, Jr. You were my hero and my inspiration. Because of you, I aspired to make an impact as an educator - this doctoral degree is dedicated to you.

Acknowledgments

I would like to acknowledge my family for their love and support during this incredible journey. Thank you to my husband Terry, who has always believed in me; to my children who had to fend for themselves so many times because mom was doing schoolwork; and to my mother, Cathy, who has always been my biggest supporter. Dr. Kenneth Tierce, my dissertation chair, I thank you for guiding me through this journey – I never would have finished without you. Finally, to my committee members, Dr. Paynter and Dr. Vanderbilt – thank you for your wisdom and patience with me through this long process.

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List of Abbreviations

Attention Deficit Disorder (ADD)

Attention Deficit Hyperactivity Disorder (ADHD)

Dignity for all Students Act (DASA)

Instant Messaging (IM)

Institutional Review Board (IRB)

Internet Protocol (IP)

CHAPTER ONE: INTRODUCTION

Overview

When describing the current cyberbullying crisis in the United States, researchers stated “The schoolyard physical assault has been replaced by a twenty-four hour per day, seven-day a week online bashing” (“The Status of Cyberbullying,” 2015, para. 3). No longer is bullying confined to the schoolyard; this new form of bullying can cross physical, cultural, and geographical barriers in just a matter of moments (Albin, 2012; Hvidston, Hvidston, Range, & Harbour, 2013; Poullet & Pinchot, 2014). While a great deal of research currently exists regarding the impact of cyberbullying (Cowie, 2013; Education Letter, 2015; Goebert, Else, Matsu, Chung-Do, & Chang, 2011; Ortega et al., 2012), very little research exists regarding the experiences of cyberbullies themselves (Ang, 2015; Mishna et al., 2016; Schultze-Krumbholz, Schultze, Zagorscak, Wolfer, & Scheithauer, 2016). The lack of research regarding cyberbullying from the perspective of the bullies leaves a gap, which requires further study (Grigg, 2010; Nocentini et al., 2010; Vandebosch & Van Cleemput, 2008). Chapter One of this study will describe how the study sought to fill a gap in the literature by understanding the lived experiences of cyberbullies. The chapter includes a brief background of cyberbullying and my position within the study as the researcher and a local school administrator. Additionally, the significance of this study is explored while the problem and purpose of the study are explained. Finally, the research questions that guide this study are posed and relevant definitions provided.

Background

Cyberbullying definitions vary greatly, which is a major contributor to the wide variety of statistics and explanations of the phenomenon. As technology has increasingly become of greater importance, the focus on the utilization of electronic devices to perpetrate acts of

cyberbullying has increased. Traditional bullying may now be perpetrated on a wider scale and more easily than ever before. The purpose of this study is to understand the lived experiences of university students in a suburban Atlanta university who have perpetrated acts of cyberbullying.

Historical Contexts

The extensive research of Olweus in the arena of face-to-face bullying has been utilized as the traditional basis in defining cyberbullying. Olweus (1988) promoted the notion that to qualify as a bullying situation, several indicators must be present including repeated instances perpetrated over time by one or more individuals and an imbalance of power. With the evolution of technology and everyday access to the Internet, traditional bullying acts have also evolved into cyberbullying.

Upon examination of cyberbullying, Olweus' (1988) traditional definition of bullying no longer holds steadfast (Kiriakidis & Kavoura, 2010; Menesini, 2012). Unlike traditional bullying, those required indicators do not always present themselves during acts of cyberbullying. Lack of consensus regarding what constitutes cyberbullying is an area of contention in the scientific community. Menesini et al. (2012) suggested that not only does consensus need to occur on a cross-cultural definition of cyberbullying, but anonymity and the public versus private arena should also be considered when defining cyberbullying. Agatston, Kowalski, and Limber (2007) noted that cyberbullying is understood as utilizing the Internet or other digital technologies to "intentionally harm or harass others" (p. 560).

While the results of studies regarding incidences and prevalence of cyberbullying statistics vary immensely, Mishna, Cook, Godalla, Daciuk, and Solomon (2010) indicated that the current prevalence of cyberbullying among middle and high school students ranges anywhere from nine to 25%. At the university level, perpetration of cyberbullying acts are estimated

between 8.6 and 22.5% (Selkie, Kota, & Moreno, 2017). Although numbers do vary, cyberbullying is escalating. In 2006, more than 1.3 million children reported being cyberbullied. Yilmaz (2010) reported that over the last 10 years, schools in the United States, inclusive of both primary and secondary and private and public, have recorded a significant increase in incidences of cyberbullying. By 2013, 14.8% of all high school students had reported that they were the victims of cyberbullying in the last 12-month period (Pham & Adesman, 2015). Additionally, in university students, current statistics indicated a 22% rate of cyberbullying (Orel, Campbell, Wozencroft, Leong, & Kimpton, 2017). Internationally, the current rates of cyberbullying average between 20 and 40 percent (Pham & Adesman).

Social Contexts

Empirically, not only are there adverse effects for victims of cyberbullying, but both cyber victims and cyber bullies are at increased risk for depression and suicide (Bonanno & Hymel, 2013). Additionally, students who perpetrate cyberbullying have higher rates of aggression and instances of breaking the rules than students who do not cyberbully others (Ybarra & Mitchell, 2004). Higher risks for suicide are also associated with both bullies and victims of bullying, including cyberbullying (Patchin & Hinduja, 2012). Regarding university students, victims of cyberbullying on a college campus report side effects which include low academic achievement, depression, suicidal ideation, embarrassment, problems with the opposite gender, and increased instances of absenteeism (Cassidy, Faucher, & Jackson, 2017). Potentially grave consequences exist for both bullies and victims as a result of participation in cyberbullying; therefore, it is imperative that effective intervention and prevention programs are further developed (Campbell, Slee, Spears, Butler, & Kift, 2013).

Theoretical Contexts

To add to the body of existing research regarding cyberbullying, more information regarding the reasons that students participate in cyberbullying is fundamentally necessary. Since 2011, studies have begun to focus on the nature of the cyberbully (Campbell et al., 2013; Morrow & Downey, 2013); however, most are quantitative in nature, which fail to provide enduring understandings resulting from personal experiences. In one of the first studies to be published of its kind, Topcu, Yildirim, and Erdur-Baker (2012) studied a group of Turkish adolescents, all 15 years old and mostly male, to gather their perceptions of cyberbullying. The participants indicated that the primary reasons for cyberbullying include revenge, joking, harm, and ease of access to cyberspace. Despite Topcu et al.'s work, along with a few other qualitative studies that mirror it (Grigg, 2010; Nocentini et al., 2010; Vandebosch & Van Cleemput, 2008), a gap in the literature still exists regarding the personal characteristics and experiences of adolescent and young adult cyberbullies, especially in the United States of America. Grigg (2010), Nocentini et al. (2010), and Vandebosch and Van Cleemput (2008) have contributed to the small existing base of qualitative literature regarding cyberbullying. Grigg's (2010) research stated that there is a need to develop a broad definition of cyberbullying and cyber aggression. Participants in focus groups of Italian, German, and Spanish teenagers could not agree regarding specific requirements that constitute cyberbullying (Nocentini et al., 2010). Likewise, Myers and Cowie (2017) indicated that university students also failed to reach consensus regarding the seriousness of cyberbullying. They reported that many college students considered cyberbullying a "prank rather than a crime or serious event" (p. 1174). Additionally, interviews conducted by Vandebosch and Van Cleemput (2008) resulted in emphasis on the foundation that cyberbullying must include harm, power imbalance, and a repetitive nature.

Situation to Self

I am currently an assistant principal at the high school level with the opportunity to work closely with over 2,400 students each school year. As an educator, one of my biggest frustrations with adolescents is students who bully. A general interest in the topic of cyberbullying led me to research the topic further. After extensive searches, the literature led me to narrow my focus to characteristics of cyberbullies. Over the past four years the instances of cyberbullying reported to me have increased sharply. Students tend to exhibit a disconnect when it comes to cyberbullying others. The seriousness of the consequences of their actions seem to be a variant that students often fail to understand.

An epistemological approach will also be utilized in this study. As I conduct in-depth interviews with my study participants, I will attempt to lessen the distance between these young adults and myself. Epistemology requires the researcher to work with participants in their natural setting, allowing for a greater understanding of the individual experiences they bring to the phenomenon. By working with the study participants in their own settings, I hope to help elicit feelings of comfortability, thereby encouraging honest and in-depth feedback.

Problem Statement

The problem of this study is the lived experiences of university students who have self-identified as participants in the act of cyberbullying. While the literature regarding the effects of cyberbullying is becoming more prevalent and numerous studies exist that document the impact of cyberbullying on victims, there is still much more work to be done to combat both cyberbullying and cyber victimization to protect adolescents and young adults (Kowalski & Fedina, 2011; Mishna et al., 2010; Morrow & Downey, 2013; Wilkinson, 2014). As a solution to this problem, studies have been conducted regarding the effectiveness of anti-cyberbullying

programs and other methods to combat cyberbullying (Ahlfors, 2010; Brubaker, 2012; Feinberg & Robey, 2009; Hvidston et al., 2013). What is lacking in the literature are studies regarding the experiences and perceptions of students who participate in cyberbullying. Information regarding what experiential and conceptual characteristics are associated or linked to cyberbullying would be beneficial in the early identification of students who are likely to cyberbully others (Campbell et al., 2013; Compton, Campbell, & Mergler, 2014). This new knowledge may enhance prevention and intervention efforts to reduce the incidence and prevalence of cyberbullying. There is currently little research that gives a voice to the perpetrators of cyberbullying.

Purpose Statement

The purpose of this transcendental phenomenological study is to understand the lived experiences of students in a suburban Atlanta university who have participated in the act of cyberbullying. At this stage in the research, cyberbullying will be generally defined as utilizing the Internet or other digital technologies to “intentionally harm or harass others” (Agatston et al, 2007, p. 560). The theory guiding this study is Bandura’s (2001) cognitive learning theory, as it emphasizes that behaviors are learned, resulting from specific interaction with peers (Schunk, 2012).

Significance of the Study

Several high-profile cyberbullying cases have garnered significant media attention in the 21st-century because suicides due to cyberbullying victimization have occurred both in the United States and around the world (ABC News, 2007; Wallace, 2014). As a result, public interest in cyberbullying has once again risen sharply. The majority of existing research on adolescent and young adult cyberbullying focuses on victimization rather than the perpetrator (Davidson & Stein, 2014; Grigg, 2012; Hinduja & Patchin, 2008). Victimization research has

produced important empirical implications regarding the health and well-being of adolescents and young adults who have been exposed to cyberbullying, including depression, social alienation, increased risk for suicide, and decreased school attendance (Bonanno & Hymel, 2013; Cassidy et al., 2017; Hinduja & Patchin, 2010; Reynolds & Mazza, 1999).

More recent studies examined the impact of cyberbullying upon the aggressor (Gomez-Gabriello, Shariff, McConnell, & Talwar, 2012; Pettalia, Levin, & Dickinson, 2013; Sticca, Ruggieri, Alsaker, & Perren, 2013). The preponderance of the current studies are focused on adolescent cyberbullying outside the United States, with the majority conducted in Europe, Asia, and Australia (Bern, Frisen, & King, 2014; Campbell et al., 2013; Sticca et al., 2013).

This study will add to the existing research which has attempted to understand the nature of cyberbullying with the goal of contributing qualitative testimonial evidence regarding the characteristics of cyberbullies. Chisolm (2014), Eksi (2012), and Navarro and Jasinski (2012) called for a deeper understanding of why individuals participate in cyberbullying. In-depth study of young adults who have participated in cyberbullying will provide empirical evidence as it relates to characteristics and motivation of cyberbullies. In addition, this study may help to advance Olweus' (1988) theory of bullying as an extension of cyberbullying. Studying the phenomenon of cyberbullying in the Southeastern United States from the perspective of the bullies will help researchers further understand why these students perpetrate acts of cyberbullying. Knowing more about why they bully can potentially reduce instances of bullying through early intervention or prevention programs. In turn, reduced acts of cyberbullying will result in reduced prevalence of depression, anxiety, and other negative effects associated with online victimization.

Research Questions

The following questions guided this phenomenological investigation of the lived experiences of university students who have self-identified as participants in the act of cyberbullying:

RQ1: How do university students perceive their cyberbullying behavior impacts their peers?

Cyberbullying is associated with higher risk of suicide, depressive symptomology, indifference toward school, and decreased classroom achievement for the victim (Davidson & Stein, 2014; Grigg, 2012; Hinduja & Patchin, 2008). The purpose of this research question was to understand how students perceive their cyberbullying behavior impacts their peers (Chadwick, 2014).

RQ2: How do university students explain their motivations to cyberbully their peers?

The purpose of this research question was to understand how students explain what motivates them to cyberbully their peers (Campbell et al., 2013). This is important because there is a lack of information regarding the motivation to cyberbully other students (Shapka & Law, 2013).

RQ3: How do university students perceive their life experiences led to perpetrating acts of cyberbullying?

The purpose of this research question was to understand what life experiences have influenced students' decisions to cyberbully their peers (Calvete, Orue, Estevez, Villardon, & Padilla, 2010). Underlying factors should be examined as possible contributors to the perpetration of cyberbullying.

Definitions

1. *Bullying* – Bullying is an intentional, repetitive, aggressive behavior that bolsters power to one person, thereby creating an imbalance of power in a relationship (Olweus, 1988).

2. *Bully Victim* – Young adults who have been bullied, and in turn, bully others, are referred to in this study as bully victims (Marini, Dane, & Volk, 2010).
3. *Cyber Aggression* – Cyber aggression is “Both repeated and onetime aggression, i.e. intentional harm delivered by the use of electronic means to a person or group of people, irrespective of their age, who perceive(s) such acts as offensive, derogatory, harmful or unwanted” (Grigg, 2012, p. 203).
4. *Cyberbullying* – Cyberbullying is utilizing the Internet or other digital technologies to “intentionally harm or harass others” (Agatston et al., 2007, p. 560).
5. *Cyber Harassment* – Cyber harassment is “sending unsolicited or threatening emails, posting hostile Internet messages, or obtaining personal information about the victim without his or her consent” (Melander, 2010, p. 263).
6. *Flaming* – Flaming is a heated argument in a chat room or other public place, such as a cell phone application (Chisolm, 2014).
7. *Sexting* – Sexting is the act of sending sexually explicit messages or images via a mobile phone (Hinduja & Patchin, 2010).
8. *Shock Trolling* – Shock trolling is the intentional posting of inflammatory information in order to produce a public response from the victim (Chisolm, 2014).

Summary

The purpose of this transcendental phenomenological study was to understand the lived experiences of students in a suburban Atlanta university who have self-identified as participants in the act of cyberbullying. This qualitative, phenomenological study attempted to further the body of research which currently exists regarding cyberbullying. As technology becomes more advanced, less expensive, and readily available to all children, adolescents, and young adults, the

blatant use of that technology to harm others has become a relatively new phenomenon. This study utilized the words of the participants themselves to delve into the common experience that is cyberbullying. The purpose of this study is to understand the lived experiences of cyberbullies and to greatly enhance the knowledge base for educators as they work diligently to design interventions and preventative measures to combat cyberbullying. Currently, anti-cyberbullying programs focus on teaching school-aged children about the phenomenon itself while providing structured guidance in peer-to-peer relationships. The added element of understanding what motivates cyberbullies along with common characteristics of those bullies helps to strengthen the effectiveness of future programs, which will impact not only children but longitudinally impact adolescents and young adults as well.

The next chapter focuses on the existing knowledge base and research studies that are available as they relate to cyberbullying. Bullying and cyberbullying are discussed in detail, and the consequences of the phenomenon for both victim and perpetrator are examined. Additionally, the responsibility of society, schools, and parents as they relate to cyberbullying is explored.

CHAPTER TWO: LITERATURE REVIEW

Overview

This study of cyberbullying is grounded in a wide variety of new literature regarding the phenomenon of cyberbullying. Utilizing the literature, I have attempted to distinguish traditional bullying from cyberbullying by examining the definitions, identification, prevalence, and specific types of cyberbullying. Secondly, this literature review examines consequences for both victims and bullies and discusses online habits of teenagers and young adults along with the anonymous nature of the Internet. Finally, literature is introduced in this chapter regarding the effectiveness of anti-bullying campaigns, parental responsibilities for Internet usage, and influence of both community and educational institutions in combatting cyberbullying.

The research for this study was conducted over a period of three years. A general interest in the topic of cyberbullying led me to research the topic further. After extensive searches, the literature led me to narrow my focus to experiences of cyberbullies. Boolean search terms included “cyberbullying,” “teens,” “university students,” and “characteristics.” Because study participants were reflecting on past acts of cyberbullying, which mostly occurred during their teenage years, emphasis was placed upon studies whose focus was teenage cyberbullying. Additional studies which included cyberbullying as it related to college-aged students were also cited. Only scholarly, peer-reviewed journals were utilized in the search for information. Further in-depth research was conducted by using the citations list on pertinent articles. Searches for those specifically cited articles led to targeted information, often resulting in citations from a common body of research. All articles used for citation were limited to those published in the past five to seven years; the majority of which were published within the past five years.

Theoretical Framework

The social cognitive theory (Bandura, 2001) and the theory of bullying (Olweus, 1988) provided the theoretical frameworks for this study.

Social Cognitive Theory

Bandura's social cognitive theory originated in the 1970s and was based on the previous work of William James, John B. Watson, B.F. Skinner, and William McDougal. Latent learning theory, studied by Edward Tolman and C. Honzik was also a key piece in the creation of social cognitive theory. As a final component, the work of Rotter in the 1950s incorporated the idea of social learning. Social cognitive theory stresses the importance of self-regulation, which is the control of one's behavior based upon internal values and goals. Bandura (2001) believed that people learn from observing the actions of others and in turn, model their own behaviors based on these observed actions. Following a chosen action, the reinforcement comes about because of consequences that occur with a particular behavior. Consequences, whether positive or negative, then serve to establish the principle of self-control. Self-control refers to the ability of a person to decide on actions logically, based upon prior experiences and consequences.

Also, central to Bandura's (2001) social cognitive theory is the concept of triadic reciprocity: "reciprocal interactions among three sets of influences: personal, behavioral, and social/environmental factors" (Schunk, 2012, p. 103). Individual interpretation of outcomes influences changes in future behavior. When examining the phenomenon of cyberbullying, it becomes important to consider the lack of consequences that so often accompany the behavior. Due to the often-anonymous nature of cyberbullying, it is often hard to enforce consequences. According to Schunk (2012), social cognitive theory dictates that consequences are what motivate people to choose to participate in a particular behavior. Therefore, the perceived lack

of consequences for cyberbullying behaviors may indeed prove to be a motivating factor for cyberbullies. Finally, the concept of moral disengagement, which explains why otherwise good people can participate in wrongdoing, should be examined as a factor relating to cyberbullying behaviors. Selective moral engagement and disengagement is often used to sanctify immoral behavior. Bandura (2001) identified six mechanisms of moral disengagement: moral justification, euphemistic labeling, advantageous comparison, displacement of responsibility, disregard of consequences, and dehumanization. Moral disengagement was cited in a study by Wild, Flischer, Bhana, and Lombard (2004) who identified some of the warning signs of cyberbullying. The signs they identified include a belief that aggression is acceptable behavior, narcissism, anger, increased Internet use, dangerous and risky online behaviors, and moral disengagement.

Theory of Bullying

The second framework related to cyberbullying is Olweus' (1988) work regarding bullying. As a precursor to the work of Olweus, the interest in examination of bullying began in Sweden in the 1960s and 1970s, and was referred to as "mobbing." Leymann, often considered a pioneer in the research regarding bullying, was responsible for empirical studies in the 1980s involving groups of people who banded together to instigate change via methods of coercion or shaming. "Mobbing" became better known as peer harassment and eventually, especially in the United States, came to be referred to as the new phenomenon of bullying. Olweus (2013) offered a specific definition of bullying which states that a victim must be subjected to repeated negative actions over a period of time at the hands of one or more people. Further, there must exist an imbalance of power, causing the victim negative consequences, often also including a loss of personal power.

Olweus' (1988) work with bullying is utilized as the foundation for research into the phenomenon of cyberbullying. Current cyberbullying research, such as that by P.K. Smith, del Barrio and Tokunaga (2012) determined that Olweus' original definition of bullying is applicable to cyberbullying as well. Li (2005) and Shariff (2008) agreed that motivation and behavior for both bullying and cyberbullying are parallel. Although the frequency of bullying and cyberbullying often differ, Olweus' three basic factors of intentionality, repetition, and imbalance of power are present in both traditional bullying and cyberbullying. Intentionality requires the perpetrator to harass the victim with intent to cause hurt or harm. Repetition refers to Olweus' theory that the harassment is not a onetime offense. A study by O'Dea and Campbell (2012) repudiated Olweus' claim that an imbalance of power must be present in the relationship between perpetrator and victim. They argued that the power of the Internet negates the necessity for this relationship.

When examining possible motivations for cyberbullying, Olweus' (1988) theory may help to explain the behaviors. The absence of self-esteem is thought to be a motivating factor in influencing teens and young adults to cyberbully. Cyberbullying behaviors may be a way for these individuals to meet their lacking social needs or gain acceptance by their peer group. This study helped to provide information regarding how Olweus' theory of bullying and Bandura's (2001) social cognitive theory impact motivation for cyberbullying.

Related Literature

The related literature regarding cyberbullying is extensive. In this chapter, I have divided pertinent literature into five categories which include: cyberbullying vs. traditional bullying, prevalence rates, types of cyberbullying, cyberbullying nuances, and management of cyberbullying.

Cyberbullying vs. Traditional Bullying

Definitions and identification. People who bully others are an unfortunate global reality (B.W. Smith, Dempsey, Jackson, Olenchak, & Gaa, 2012; Srabstein & Merrick, 2013; “What is cyberbullying,” 2016). According to Aalsma and Brown (2008), up to 75% of all adolescents report being the victim of bullying. Additionally, Orel et al. (2017) reported that up to 22% of university students have been bullied. Olweus (1993) studied bullying extensively and identified it as when “a student is being exposed, repeatedly, and over time to negative actions on the part of one or more students” (p. 9). Traditional forms of bullying usually occur at an educational institution, and the victims could most often easily identify their tormentors. With the advent of cyberspace, however, comes a new type of bullying referred to as cyberbullying. Aboujaoude (2011) suggested that cyberbullying should be treated as a distinct category of bullying, due to the many factors that separate it from traditional bullying.

Unlike traditional bullying, cyberbullying can be perpetrated with lightning speed in an anonymous fashion. Kowalski, Giumetti, Schroeder, and Lattanner (2014) went so far as to suggest that bullying and cyberbullying are “different and unique” (p. xx) types of behavior. Therefore, they should be classified as such, with cyberbullying individualized as its own separate behavior. Specifically, Wolak, Mitchell, and Finkelhor (2007) classified repeated acts of online aggression as cyber harassment rather than cyberbullying. They contended that online offenses that are perpetrated by someone unknown to the victim and are minor and singular in nature would most likely be categorized as harassment and not cyberbullying.

In 2010, Tokunaga identified a new definition of cyberbullying which was created by synthesizing current views of cyberbullying. This varied definition included “any behavior performed through electronic or digital media by individuals or groups that repeatedly

communicates hostile or aggressive messages intended to inflict harm or discomfort on others” (p. 278). Wingate, Minney, and Guadagno (2013) compared traditional bullying to cyberbullying and ascribed that there is no “gold standard” (p. 88) used to define cyberbullying. Their study pointed out that traditional bullying is often direct and reactive. In contrast, cyberbullying is most often proactive and relational aggression.

Accordingly, Feinberg and Robey (2009) stated that “cyberbullying involves sending or posting harmful or cruel text or images using the Internet or other digital communication devices, such as cell phones” (p. 26). Per this definition, frequency or duration is not a factor. In contrast, the Cyberbullying Research Center purported that qualification for cyberbullying must include the following elements: intended harm, willful actions, use of computers, cell phones or other electronic devices, and repetition. Utilizing that definition would omit a one-time computer attack or singular act of cyber aggression as an instance of cyberbullying. Additionally, Nocentini et al. (2010) added the criteria of anonymity and publicity to their definition of cyberbullying with the realization that cyberspace is a truly unique environment for victimization, thus requiring unique characteristics and variables. They argued that for cyberbullying to be effective, it must be perpetrated publicly and anonymously. As today’s university students have an unprecedented access to technology, the opportunities to use these devices to cyberbully increase daily.

Identification of cyberbullying is also a major issue, as researchers and laypersons alike have different opinions about what constitutes the act of cyberbullying. O’Dea and Campbell (2012) acknowledged the disparity in identification of cyberbullying behaviors because cyberbullying is subjective in nature. Cyberbullying may affect one person differently than it does another. Their research showed a general deficit in perceived actions of cyberbullying; for

example, what one person perceives as an act of cyberbullying may be simply routine behavior to another. As such, many young adults may not perceive the same actions on two separate occasions to be constituted as cyberbullying. As further evidence of the inconsistencies in defining and labeling acts of cyberbullying, O'Dea and Campbell's participants expressed disparity over whether being contacted by a stranger was in fact a type of cyberbullying.

Pettalia, Levin, and Dickinson (2013) ascertained that many students fail to report incidences of cyber harassment to adults simply because many of today's students are desensitized to cyberbullying, and they simply accept it as status quo and relatively benign in nature. A further illustration of this concept was presented in research conducted by Festi and Quandt (2014) who found that socioeconomic status was correlated to aggressive acts. Instances of cyberbullying in lower socioeconomic schools seem to be "characterized by a climate in which cyberbullying is accepted as a typical behavioral response" (p. 114).

Prevalence rates. Because no definitive definition of cyberbullying exists, efforts to calculate accurate cyberbully prevalence rates is a significant barrier. Inconsistency in measurement has been noted by numerous studies (Dredge, Gleeson & Garcia, 2015; Goebert et al., 2011; Katzer, Fetchenhauer, & Belshak, 2009). Researchers estimated that instances of cyberbullying doubled between 2000 and 2005 and continue to rise each year (McCarthy, 2010). Prevalence rates for cyberbullying in the United States are varied and range anywhere from 5% to 72% (Betz, 2011; Sabella, Patchin, & Hinduja, 2013). International prevalence rates, as reported by Pham and Adesman (2015), vary from 5% to 74% with the average prevalence rates reported from 20% to 40%. Canadian prevalence rates range from 4% to 72%, depending on how the survey or solicitation of questions are worded. Specific reasoning for the wide range of these international rates include consideration in cultural differences, utilization of a variety of

methodologies, inconsistent variables, and the questionable accuracy of self-reporting by participants.

In contrast, Wright et al. (2009) noted that one in five students are the victims of cyberbullying. Another recent study by Bonanno and Hymel (2013) indicated that approximately one-third of students are cyberbullying victims and almost 40% of the students studied reported that they had participated in a form of cyberbullying. Conversely, several researchers believe that the prevalence of cyberbullying is in fact underestimated (Dehue, Bolman, & Vollink, 2008; Kowalski & Limber, 2007). The variation in prevalence rates relates directly to the lack of a common definition for cyberbullying along with lack of consensus about specific attributes that must be present in acts of cyberbullying.

Hinduja (2013) attributed this lack of consensus to multiple definitions and variations in measuring instances of cyberbullying on the part of researchers. Explaining accurate scope, frequency, and prevalence rates varies tremendously due to these multiple variations. Further complicating the matter is the ambiguous language that is utilized on cyberbullying surveys and questionnaires. Kowalski et al. (2014) acknowledged the distinct issue that cyberbullying has a measurement problem. They attributed the debate regarding variation of prevalence rates to the following factors: how cyberbullying is defined, the variety of sample groups, reporting timeframes, and frequency rate labels. Ybarra, Boyd, Korchmaros, and Oppenheim (2012) studied the wording on a variety of bullying questionnaires. They discovered that prevalence rates are higher when the authors create questionnaires that do not provide a clear definition of bullying to those who are completing the questionnaire. The researchers also noted that prevalence rates are higher when authors do not use the word “bully” in their measurement tools;

in fact, the highest reported cyberbully participation rates occur when survey questions mention specific instances and behaviors rather than using the term “cyberbully.”

Hinduja (2013) pointed out the disparity and variability that researchers use on their surveys and questionnaires when they ask participants to complete a time frame question. Some researchers ask about behaviors perpetrated only in the last 30 days while others will ask participants whether they have ever participated in the listed action. This inconsistency in labeling frequency makes it very difficult to compare prevalence rates from various surveys and questionnaires.

A further consideration for the inconsistency in prevalence rates is the source of the data itself. Most studies employ the use of questionnaires or surveys, which require people to self-report their behaviors. The wording of the questions presented in these instruments, and the way that the questions are framed may also result in skewed data measurement (Chisolm, 2014). Inconsistency in measurement methods may also account for the wide variety of cyberbullying numbers and statistics (Dredge et al., 2015). Until agreement is reached regarding these elements and a clear definition with consistent variables is created, prevalence rates will continue to vary. Despite these discrepancies in prevalence rates, cyberbullying is a growing worldwide concern. Wolfer et al. (2014) called cyberbullying a true public health problem that requires immediate prevention and intervention programs.

Types of cyberbullying. The ever-growing list of methods that are used as tools of cyberbullying continue to change on an almost daily basis. These tools include but are not limited to: mobile phone calls, text messages, picture/video clips, emails, chatrooms, instant messages, cell phone applications, and websites (Slonje, Smith, & Frisen, 2013). Kowalski et al. (2014) emphasized the ever-changing tools when they stated, “conceptualizing cyberbullying is

compounded by the fact that cyberbullying can take so many different forms and occur through so many different venues” (p. 1074). There are many types of techniques that students use to cyberbully. Brubaker (2012) identified six types that include: flaming, harassment, denigration, impersonation, trickery, and exclusion. Chisolm (2014) provided a more updated list which also includes: catfishing, slamming, rapping, relational aggression, sexting, stalking, shock trolling, impersonating others online, and online gang-style activity in multiplayer video games.

As an illustration, flaming is a heated exchange over electronic communication usually in a public setting like a chat room or cell phone application. This type of cyberbullying is primarily perpetrated by males (Chisolm, 2014) as it appears to be an extension of male dominance and territoriality.

In addition, catfishing, another term for online impersonation, is a term used when a person, or group of people, create a fake online persona to trick another person into a relationship with a non-existent entity. Catfishing has garnered a great deal of public attention lately with the suicides of several teenagers who were lured into fake online relationships. Manti Te'o, the popular University of Notre Dame linebacker, was the recipient of a highly-publicized, fake relationship (Brady & George, 2013). The public ridicule and scrutiny he endured because of dedicating his game performance to this online “girlfriend” who had supposedly died, brought both public outrage and shame (Brady & George, 2013).

Furthermore, rapping occurs when the victim’s computer and/or webcam software is manipulated because of online software tools without their knowledge or consent. Victims of rapping are often subjected to lack of privacy as they are spied upon, or as they have their electronic files and pictures stolen and scrutinized by the ratter (Chisolm, 2014).

When individuals cheat in an online video game, this can be categorized as a method of cyberbullying via multiplayer online gaming solutions (Chisholm, 2014). Often, the victim will be prevented from attending a particular game session, or from entering a designated game room. He or she may be bullied by bands of players who get together to create an online video game type gang. These online gangs often block players from entry into parts of their chosen online game, thereby making it impossible for the victim to continue his or her play (Chisholm, 2014).

Similar to catfishing, the victims of relational aggression are often ostracized from an online site, most often a social media site. Perpetrators will often create fake social media accounts to purposefully exclude a member of their peer group (Chisholm, 2014). Chisholm (2014) also indicated that online derogatory messages, rumors, or threats are often the tools of those who participate in relational aggression. Victims may even be “unfriended” with ulterior motives in social networking sites such as Facebook, Snapchat, or Instagram.

In like manner, shock trolling is an intentional posting in an online application or social media site with the intent of soliciting a public response from the victim. These messages are purposefully mean and harmful to the intended victims. They most often produce “anger, frustration, or humiliation” in their victims (Chisolm, 2014, p. 79).

Additionally, sexting, which Hinduja and Patchin (2010) described as sending or receiving explicit images or messages via a mobile phone, is a modern-day problem created by the needs of young adults to feel accepted. Giving in to sexual pressures from peers often leads to graphic sexting. Ringrose et al. (2012) reported that sexting often negatively affects females, as they must deal with the social double-standard involving what is sexually acceptable for females versus males. Most often, females are denigrated for participating in sexting once it becomes public knowledge (Melander, 2010). This type of cyber harassment can be

exceptionally troublesome, as there are legal entanglements and pitfalls associated with sending or receiving sexually explicit pictures of those who are under age. One of the most frightening aspects of dealing with sexting is dealing with the legal ramifications for both parties who participate in sexting. Child pornography charges often come into play when dealing with students who participate in this risky behavior (Spooner & Vaughn, 2016).

To further illustrate, Chisholm (2014) stated that harassment takes place repeatedly and typically involves hundreds of unwanted text messages from the harasser. Denigration occurs when untruths are posted about someone, often appearing on a public website or social media page. Additionally, impersonation involves the perpetrator pretending to be the victim, causing considerable damage to a reputation along with unwanted consequences and attention. The perpetration of trickery can be complicated as it involves tricking the victim into providing personal information and then spreading it via electronic means. Finally, the act of exclusion, which is a type of relational aggression, refers to a situation where the victim is excluded or ostracized from a group or activity (Menesini et al., 2012). Each type of negative, online activity utilizes specific methods to harass or humiliate the victim, and unfortunately as technology continues to change, so will the methods used by online bullies.

Several researchers have explored the methodology of cyberbully as they explored prevalence rates. In a study by Festi and Quandt (2014), 22% of their participants reported partaking in cyberbullying behaviors. The most common (12.6%) was sending insulting messages, followed by forwarding other people's personal information (8%). Spreading rumors on the Internet (7.3%), sending messages from a fake account (6.5%), and uploading embarrassing photos (3.3%) were some of the other techniques perpetrators utilized to harass others. These acts are easy to perpetrate and often occur with a single stroke of a computer or

cell phone button, which can be repeated and passed along by multiple perpetrators.

Victimization as a result of these acts is most often perpetrated by someone who is well known to the victim. Slonje and Smith (2008) reported that 25% of victims and those who cyberbullied them attended the same school. Mishna et al. (2010) further corroborated these numbers, asserting that most acts of cyberbullying are perpetrated by those who are known to the victim.

Additionally, victimization levels are increased when they are directed at young adults who classify themselves as lesbian, gay, bisexual, or transgender (Cassidy, Jackson, and Brown, 2009). Rivers (2016) corroborated these study results, documenting the increase in homophobic bullying at the university level. The population that is most at-risk of being bullied are students with special education needs. This population has been identified as the most vulnerable to aggression consistently over time (Kowalski & Fedina, 2011). Specifically, students who have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome, and those on the autism spectrum are targeted at higher rates than their non-diagnosed peers. Bullying instances are reported at higher rates when these students are integrated into an inclusion-type classroom setting rather than traditional small group settings (Little, 2001; Van Roekel, Scholte, & Didden, 2010). Students with intellectual disabilities perform acts of electronic aggression at a higher rate than their non-intellectually disabled peer group, most commonly targeting other students with intellectual disabilities (Plichta, 2015).

Additionally, another group that may be at a higher risk for cyberbullying victimization are students who are categorized as gifted. Peterson (2009) asserted that oftentimes gifted children lack in social skills. Thus, they spend more time in isolation and may become victims of bullying at a greater rate than their non-gifted peers. Gifted students are often also victimized by adults as well as their peers (Peterson, 2009).

In the university setting, students who are perceived as high-profile such as student government officers or athletes are more often the targets of cyberbullying (Baldasare, Bauman, Goldman, & Robie, 2012). University students who choose to participate in “Greek life” and become members of either a fraternity or a sorority are at a greater risk for both cyberbullying perpetration and victimization as well (Baldasare et al., 2012).

Cyberbullying Nuances

Cyberbullying is considered a unique phenomenon due to several specific nuances which are associated with the behavior. Some of those nuances include the inordinate amount of time that teens and young adults spend online, the anonymous nature of the Internet itself, and the perceived lack of consequences for cyberbullying behaviors.

Young adults online. Teens and young adults are the most susceptible group to becoming victims of or perpetrators of cyberbullying. This is related to several factors, including the amount of time that these groups spend online and the importance that digital technology plays in their daily lives. According to Holladay (2011), “technology use among children has skyrocketed since 1999. Today, 93% of children ages 8 to 18 have computers at home, 66% have cell phones, and 76% own another multimedia device, such as an iPod” (p. 5). In 2005, youth spent an average of two to four hours online each day (Mishna et al., 2010). As of 2013, just eight years later, that number has grown to an estimated four to six hours online each day. In another study, the numbers for teens and young adults were reported to be 17 hours per week spent on the Internet (Davidson & Stein, 2014) as a conservative estimate. The Center for the Digital Future (2010) reported on the high end with up to 40 hours per week spent on the Internet by teens and young adults.

Specific to college students, Salaway, Caruso, and Nelson (2007) found that the average university student spends 18 hours per week participating in online activities. Additionally, Hargittai (2007) reported that approximately 84% of students he studied spent a minimum of one hour per day utilizing the Internet. Statistically, by 2013, 95% of college students were utilizing the Internet. This usage varies in different countries with students in the United States spending an average of 734 minutes per day using the Internet. Comparatively, college students in Japan spent 342 minutes per day while Korean students spent an average of 379 minutes per day utilizing the Internet (Dol, 2016).

Whatever the numbers may be, parents generally underestimate the amount of time their teens spend on the Internet. They also claim to know what their teens were doing while on the Internet. This is in direct contrast to the opinions of their teens, who say their parents do not know much about their online behaviors (Kowalski et al., 2014). Additionally, many teens and young adults reported feeling that they were safe online, while their parents did not believe that they were.

Approximately 74% of students report being mobile users of the Internet (Zickhur, 2014). This rate is even higher among college-age students; 85% of college-age students self-describe as somewhere between “super users to mobile addicts” (Jafarzadeh-Kenasari & Pourghane, 2017). Today’s youth consider methods of electronic communication to be a necessity and a part of their everyday social lives (Kowalski et al., 2008). With all this Internet use, Ybarra and Mitchell (2004) found that over 50% of cyberbullies consider themselves to be experts in the use of technology and the Internet. This same study also indicated that those teenagers and young adults who rated the Internet as “extremely important” in their lives were twice as likely to be involved in bullying behaviors. Several studies have examined the relationship between time

spent online and cyberbullying behaviors (Patchin & Hinduja, 2012; Topcu et al., 2012). Interestingly, Walrave and Heirman (2011) found that the cyberbullies in their research study used private computers in their bedrooms rather than a communal family computer located in a common area of the home. As technology has become an integral part of their lives, these digital natives further open themselves up to the risk of becoming either a perpetrator or victim of cyberbullying.

Anonymity factor. Researchers point to the anonymous nature of the Internet as it relates to the problem of cyberbullying. Kowalski and Fedina (2011) noted that “just under 50% of victims of cyberbullying report not knowing the identity of the individual who perpetrated the behavior” (p. 1202). A 2011 study by the Centers for Disease Control (2011) surveyed students who had been victims of cyberbullying. The results indicated that 67% of the cyberbullying occurred using instant messenger (IM), 17% utilized text messaging, and 21% used email. IM allows for increased anonymity since the aggressor may utilize a false name, which is more difficult to do using texts or email. The anonymity factor offers a shield of protection for bullies, allowing them to perpetrate in situations where they might not venture in person. People tend to say things under the cloud of anonymity that they would not say in person (Udris, 2014). As cyberbullies can conceal their identities, they tend to lose many of their inhibitions. With this loss of inhibition and without a “personal” connection to the act of bullying, cyberbullies cannot physically see the pain that they may cause while bullying others (Chisolm, 2014). Deschamps and McNutt (2016) indicated that the lack of verbal cues that are provided during acts of cyberbullying may make hurtful messages even more impactful than those delivered in person.

A study in 2010 by Yilmaz indicated that school-age and university students tend to be more overtly violent online as they hide behind the protection of the anonymity of the Internet.

Pettalia et al. (2013) asserted that cyberbullies may feel an increase in power compared to traditional bullying due to powerful technology skills and the shield of online anonymity. This anonymity may have dire consequences for the victims of cyberbullying. Kowalski et al. (2014) suggested that the anonymity in situations of cyberbullying impacts victims tremendously, often making them feel “powerless.”

Another factor related to anonymity that may contribute to increased acts of cyberbullying is referred to as disinhibition (Udris, 2014). Disinhibition, which is a lack of restraint that often results in an ignorance of social norms, in an online environment is another result of the anonymity afforded by the Internet. P.K. Smith et al. (2012) contended that the effect of disinhibition leads to increased acting out and sharing of personal information in an online environment over and above what is traditionally shared in a face-to-face situation. Barlett’s (2015) research supported the theory of disinhibition. Barlett indicated that the greater the level of anonymity, the more likely a person will participate in acts of cyberbullying. As an illustration of this statement, Santana (2014) published a study in which 53% of online comments which were posted anonymously compared to 29% that were posted with user identification contained content deemed “uncivil” (Barlett, 2015, p.4). The proliferation of mobile applications such as Yik-Yak, which allows users to post anonymous messages to others within a two to three-mile vicinity, only serves to increase the anonymous nature of technology. Additionally, this lack of inhibition may allow cyberbullies to distance themselves from the emotional realities of the harm that they inflict upon their victims. Dissociative anonymity (Suler, 2004), which separates online actions from a true offline identity, further increases this distance. Removing themselves from the impact of their actions allows cyberbullying

perpetrators to help justify their behaviors and morally disengage from a situation (Topcu et al., 2013).

Consequently, moral disengagement, as proposed in the social cognitive theory, can take place quite easily in an online bullying situation. Many cyberbullies create a new online identity, which allows them to separate themselves from their negative actions. In fact, this disengagement encourages the cyberbullies to feel that they are not responsible for the damage they inflict upon others (Topcu et al., 2013). Additionally, Bauman (2010) believed that the modern, technological world itself promotes this moral disengagement. To further illustrate this point, Mishna et al. (2010) conducted a study in which 41% of the cyberbullies they worked with reported that they “didn’t feel anything” after they perpetrated an act of cyberbullying. Only 16% of perpetrators felt “guilty,” while 9% cited feeling a sense of “power.” Additionally, 16% said that cyberbullying made them feel “popular” and 4% said that their actions made them feel “better than others.” An alarming 25% reported feeling “funny” when they cyberbullied others. These results tied directly to the research that exists regarding the lack of a realization that cyberbullying is not normal nor is it just a rite of passage (Pettalia et al., 2013).

Another method utilized by teens and young adults to protect their anonymity presents itself in the form of hiding their Internet usage from their parents. In fact, over 70% do not share their online activity with their parents (Wilkinson, 2014). Wilkinson also explained that the technology gap between the young and adults continues to grow “with 70% of parents knowing less about the online world than their children” (p. 31). Davidson and Stein (2014) purported that cyberbullies often behave online as they do because of the lack of parental knowledge both with the act itself and with the technologies utilized. This knowledge deficit results in many teens and young adults being afraid to alert their parents to incidences that take place online as

they fear that their parents might intervene and institute rules or limits in their access to technology. This fear results in only one in three victims of cyberbullying informing their parents that they are being harassed (Juvonen & Gross, 2008). As an integral part of the life of a digital native, online communication tools are paramount and a high priority for a normal social life.

Another key to combatting the phenomenon of cyberbullying is the education of parents in the perils of the use of the Internet, especially risks associated with increased screen time. Parents tend to look at the “four P’s” of Internet safety: privacy, pornography, predators, and pop-up ads (Byrne, Katz, & Mcilrath, 2014). As they focus on these four areas they deem a high priority for concern, adults often miss the day-to-day harassment that takes place in non-prioritized areas and content.

Consequences. Bullying can have devastating consequences on both victims and perpetrators. According to Feinberg and Robey (2009), victims often experience “depression, anxiety, low self-esteem, physiological complaints, problems concentrating, school failure and school avoidance” (p. 29). Goebert et al. (2011) purported that victims of cyberbullying are three times more likely to binge drink, two times more likely to use marijuana, and two times more likely to attempt suicide as they grow older. Davidson and Stein (2014) reported that “cyberbullies showed a positive correlation with drug and alcohol abuse, were more likely to suffer from anxiety and depression, have lower life satisfaction, lower self-esteem, lower academic achievement, and higher levels of loneliness, as compared to non-cyberbullies” (p. 599).

Researchers also hypothesize that cyberbully victims experience these phenomena at a greater level due to the ability to easily transmit information anonymously. Campbell et al.

(2013) asserted that cyber victims experience increased anxiety and depression along with increased social difficulties over and above the victims of traditional bullying. Another serious negative effect upon victims is that they are at an increased risk of becoming bullies themselves (Davidson & Stein, 2014). The phenomenon of revenge cyberbullying, which takes place when people take to the Internet to exact revenge for an act perpetrated against them, is also a growing concern. Arslan, Savaser, Hallett, and Balci (2012) addressed revenge cyberbullying as an act that students often undertake as they seek to cope or protect themselves from a peer. Their research puts revenge bullies at a greater risk of becoming an eventual victim of cyberbullying themselves. In fact, the research of Konig, Gollwitzer, and Steffgen (2010) purported that cyberbullying is often an attractive act of revenge. Revenge bullying is viewed as subject to a lower probability of retaliation. The act of revenge itself seeks to “punish bullies, demand justice, and demonstrates that the victim will not be walked over” (pp. 212-213). In a study by Hinduja and Patchin (2009), 22.5% of cyberbullies said they bullied to seek revenge. Almost 3% said they cyberbullied because they were “picked on.” Topcu et al. (2013) listed the reasons that their study participants cyberbullied others. Those included: joking, revenge, causing intentional harm, and the fact that cyberbullying was so easy to perpetrate.

Hinduja and Patchin (2010) also indicated that students “who are bullied, or who bully others, are at an elevated risk for suicidal thoughts, attempts, and completed suicide” (p. 207). Additional studies show that there is a correlation between perpetration of cyberbullying and drug and alcohol abuse; an increase in anxiety and depression; thoughts of suicide and lower life satisfaction; and lower self-esteem, increased loneliness, and lower academic achievement as compared to non-cyberbullies (Kowalski et al., 2014). Sourander et al. (2010) cited additional health risks for those involved in cyberbullying. Specifically, these young people are at higher

risk for exhibiting psychosomatic symptoms including stomach pain, sleep disorders, and headaches. Consequently, cyberbullying may also contribute to decreased school attendance and increased medical costs. In an August 2016 survey conducted by eSchool News (Devaney, 2016), participating adults ranked bullying as their number one health concern for their children. Findings from a 2015 study in Australia called for cyberbullying to be viewed as a modern-day public health risk (Spears, Taddeo, Daly, Stretton, & Karklins, 2015). In the aforementioned study, Spears et al. called for health care officials to acknowledge the negative mental health factors associated with cyberbullying as well as the need for cyberbullying to be addressed not only by the education system but by the healthcare community as well.

Characteristics of cyberbullies. Caucasians are at highest risk for becoming victims of cyberbullying (Goebert et al., 2011). Additionally, when White students are in the minority of the school population, they are more likely to be targets of traditional bullying (Esbensen & Carson, 2009). Economically, cyberbullying burdens the poor, as they are disproportionately victims over those with a higher socioeconomic status (Davidson & Stein, 2014). The literature specifically shows that low levels of athletic self-esteem are also related to instances of bully victimization (Jankauskiene, Kardelis, Sukys, & Kardeliene, 2008).

Gender studies related to bullying indicate that males are more likely to be involved in both overt and relational aggression and are more likely to perpetrate acts of bullying (Storch, Bagner, Geffken, & Baumeister, 2004). In contrast, gender differences related to cyberbullying appear to be minimal. However, research indicates that groups who cyberbully others are more likely to be made up of females (P.K. Smith et al., 2012). Because females often have more close relationships with their peers, they often share intimate information of a sensitive nature. Females also utilize text messaging and email at a higher frequency than their male counterparts,

which allows for more opportunity to cyberbully. Calvete et al. (2010) studied students in Spain who participated in cyberbullying. The results indicated that 47.8% of males and 40.3% of females admitted to participating in at least one act of cyberbullying. However, males were more likely to video record and share “images of physical aggression, record humiliating images of a classmate, and send images of classmates of a sexual nature” (p. 4).

Topcu et al. (2013) solicited opinions from their study participants as to the characteristics of cyberbullies. Interestingly, those characteristics included: isolated, unloved, low levels of empathy, rude, thoughtless, and arrogant. Arrogance was cited due to the anonymous nature of the Internet and the probability that perpetrators would not be caught.

Managing Cyberbullying

As with traditional anti-bullying efforts, the methodology to combat cyberbullying contains several components: structured anti-bullying programs, parental involvement, and community responsibility (Perren et al., 2012).

Anti-bullying programs. Traditional anti-bullying programs such as the Olweus Anti-Bullying Program (Olweus & Limber, 2010) continue to remain popular as a resource to help prevent bullying and cyberbullying. As an extension of his original work, Olweus (2013) authored a meta-analysis of the effectiveness of current anti-bullying programs. Olweus reported data using a study by Tofi and Farrington (2009) in which approximately 20 to 23% of existing anti-bullying programs were found effective in reducing both bullying and victimization of bullying. Limber (2010) reviewed a myriad of bullying policies and programs that were being utilized across the nation. He found that zero-tolerance, peer mediation, and short-term solutions are not “overtly” effective in prevention of bullying behaviors.

Some researchers, including Tangen and Campbell (2010), argued that Olweus did not do enough to distinguish between traditional forms of bullying and cyberbullying. In their study, Tangen and Campbell cited that disparity between interventions in traditional bullying versus cyberbullying and said: “It is also of concern that while less than half of students say adults gave them lessons on face-to-face bullying only about 10% had any lessons on cyberbullying” (p. 232). Konig et al. (2010) insisted that cyberbullying prevention should focus on decreasing adolescent revenge feelings and the increase in personal self-control. Schultze-Krumbholz et al. (2016) promoted empathy training to combat cyberbullying. They utilized a program entitled “Media Heroes,” which when implemented over a ten-week period, “significantly reduced cyberbullying” (Schultze-Krumbholz et al., 2016, p. 154). The intensive version of the program was administered in the classroom by teachers and focused on teaching both cognitive and affective empathy.

Evidence exists that intervention programs designed to combat bullying will also reduce cyberbullying (Salmivalli, Karna, & Pskiparta, 2011). Specific programs such as the ConRed Cyberbullying Prevention Program have shown to be effective in educating students regarding the nuances of cyberbullying (Ortega-Ruiz, Del Rey & Casas, 2012). A Finnish anti-bullying program called KiVa, which is an abbreviation for “against bullying,” produced results which also suggest that strategies used to prevent traditional bullying additionally reduce instances of cyberbullying (Perren et al., 2012). In contrast, a study conducted by Kumazaki, Suzuki, Katsura, Sakamoto, and Kashibuchi (2011) found that teaching lessons regarding netiquette had no relationship with reduced instances of cyberbullying.

Technology itself can also be utilized to help prevent cyberbullying. Devaney (2016) listed the following online resources to help combat the phenomenon of cyberbullying: Class

Dojo, Making Caring Common, The Smithfield School App, Stomp out Bullying, The-No-App, Anonymous Alerts, and the Bully Box. Class Dojo and Making Caring Common are a combined effort that use animated videos to teach empathy. The Smithfield School App allows for students to report incidents of bullying, criminal activity, and other threats. These reports alert school officials to the indicated behavior. Similarly, the Bully Box and Anonymous Alerts also provide a safe way for students to report incidents of bullying, cyberbullying, harassment, and other dangerous situations. Stomp Out Bullying is an online program that aims to teach tolerance. The No App provides a safe space for victims of bullying and their parents. This online tool provides documentation capabilities and alerts parents when bullying is reported. These tools not only make important information and resources available but also provide a platform for deeper communication and community understanding.

Best practices for intervention and prevention should focus on three specific areas: improved school social environment through staff training, establishment and enforcement of anti-cyberbullying rules and policies, and an increase in adult supervision. Wolfer et al. (2014) contended that cyberbullying should be considered a public health problem, and it should be treated as such. Like any other public health problem, it requires prevention and targeted treatment.

Parental involvement. As previously mentioned, many parents feel technologically inferior to their school- and college-age children. Thus, “cyberbullying may appear particularly frightening to parents because it involves communication technologies with which they are unfamiliar” (Cesaroni, Downing & Alvi, 2012, p. 200). Parents need to be encouraged to become aware of the amount of time their students spend online. It is vital that parents limit

their child's time spent on computers as research shows that this helps lessen the threat of cyberbullying victimization (Sampasa-Kanyinga, Roueliotis, Farrow, & Shi, 2014).

The research implicitly indicates that many adolescents do not report being cyberbullied to their parents. Some of the reasons listed in a 2015 study by Jacobs, Goossens, Dehue, Volland, and Lechner included: parents cannot help in these situations, peers know more about technology, teens do not want to bother their parents, teachers do not react to cyberbullying instances, teens want to solve the problem on their own, and teens' fear of restricted Internet access which would serve to socially isolate them from friends. Examination of the previously mentioned reasoning paints a less than hopeful picture of adolescent-parent relationships as they relate to receiving help and support to handle cyberbullying.

To assist in changing these attitudes, Shapka and Law (2013) advocated for the importance of a parent-child relationship where the child feels comfortable sharing information with their parent. Frank and open discussion regarding the Internet along with a collaboration between both parties in creating the household rules for Internet usage has been linked to a diminishing risk of exposure to cyberbullying.

Parents also seem to be overly confident that their students are safe on the Internet while recent studies seriously question the reality of parental preparation regarding Internet safety and responsibility (Kowalski & Fedina, 2011). In addition, parents should monitor their student's Internet usage and history. Parents must work with their children to look for signs of cyberbullying abuse. This is best accomplished by monitoring the Internet sites that their students visit on a regular basis (Goebert et al., 2011). Davidson and Stein (2014) emphasized that "when a minor becomes a cyberbully, it is often a result of the lack of parental communication and/or understanding of the phenomena including the enabling technology" (p.

597). Emphasizing the reality of the threat that exists on the Internet for children is something that must be presented seriously, repetitiously, and vigorously (Goebert et al., 2011).

Parents who are openly supportive of their students are less likely to raise students who participate in the act of cyberbullying. Wang, Iannotti, and Nansel (2009) reported an inverse relationship between levels of parental support and involvement in cyberbullying as a perpetrator. Research also shows that increased family support and a cohesive family help lower the risk of cyberbullying victimization (Pham & Adesman, 2015). Both victimization and bully victimization can be prevented by a series of positive parenting behaviors. These behaviors include: good communication, parental involvement, parental supervision, and an affectionate and loving relationship between parent and child. Further, Lereya, Samara, and Wolke (2013) advocated the family table as a superior example of a positive parenting behavior which is associated with this reduction in victimization. The family table allows the younger members of a family to experience the adults in their lives interacting in a civil, meaningful, and cooperative manner (American College of Pediatricians, 2014).

One interesting aside that should be communicated with parents is the relationship between cyberbullying and socio-economic status. As previously discussed, lower socio-economic status has been associated with higher rates of victimization (Davidson & Stein, 2014). Specifically, lower socio-economic status adolescents are three times more likely to be cyberbullied than higher socio-economic status adolescents. Arslan et al. (2012) suggested that home-related stressors such as lack of money or parental unemployment along with the factor of parent/child bond both play a significant role in both perpetration and victimization associated with cyberbullying.

Feinberg and Robey (2009) offered several suggestions to parents including having open dialogue with their offspring, setting clear expectations and consequences for use of electronic devices, and becoming aware of the signs that their child might be a victim of cyberbullying. While the experts have their theories and suggestions, Topcu et al. (2013) initiated their study to search for possible preventative solutions to combat cyberbullying. Prevention strategies listed as a result of Topcu et al.'s study included: learning privacy settings for the Internet and cell phone applications that students use on a regular basis, encouraging adolescents to spend less time on the Internet and become involved in alternative activities such as playing a sport, making cyberbullies feel ashamed as they are exposed to the public, and taking an aggressive and harsh stance on punishing cyberbullies. These same study participants agreed that although prevention strategies will not fully eliminate the act of cyberbullying, they could help lower cyberbullying instances. Realistically, however, human nature cannot be fundamentally altered to the degree which would eliminate all inhumane behaviors.

School and community responsibility. Although cyberbullying occurs mostly outside the school day, school officials can do their part to help stop the behavior. Since the unfortunate events at Columbine High School in Littleton, Colorado in 1999, 49 states have implemented laws which provide extensive definitions as to what constitutes bullying and specific laws which prohibit these acts. Additionally, 47 states specifically prohibit acts of electronic harassment. Finally, 18 states address cyberbullying as a separate act of aggression (Patchin & Hinduja, 2012).

In 2012, the Canadian Federal Government released its national report on cyberbullying entitled "Cyberbullying Hurts: Respect for Rights in the Digital Age." This report included six recommendations for attacking cyberbullying, including improved cooperation among the

provinces, a national agreement on the definition of cyberbullying, and education regarding human rights and digital citizenship. In 2007, the Canadian province of Ontario introduced Bill 212: The Progressive Discipline and School Safety Act. This new legislation gave school principals the power to implement both gradual discipline and up to a 20-day suspension sentence for acts of cyberbullying. Quebec enacted Bill 56, a law which requires all provincial schools to develop and implement anti-bullying strategies. Additionally, in 2013, the province of Nova Scotia enacted legislation which introduced parental liability, orders of protection, and a special criminal division dedicated specifically to the crime of cyberbullying.

Davidson and Stein (2014) advocated that all schools and universities should include anti-cyberbullying policies in their student handbooks and student behavior policies. They also insisted that school administrators monitor sports and athletics and be vigilant in monitoring students for low athletic self-esteem. In the state of New York, the Dignity for all Students Act (DASA) took effect on July 1, 2012. DASA required that by 2013, school personnel must receive training in harassment, bullying and cyberbullying to be able to renew their teaching certificates (DASA, 2013). Schools who emphasize creating positive relationships with their students may help curb instances of cyberbullying. Williams and Guerra (2007) reported that students who feel an important part of their school community, connected to the school, and who see their school climate as fair, pleasant, and trusting, reported decreased levels of both bullying and cyberbullying instances.

Whether it takes place on campus or off, cyberbullying “has negative consequences for the victim, student learning, and ultimately, when detected, the bully” (Hvidston, et al., 2013, p. 299). The gray area that exists between behaviors at school and those that occur off campus is also a concern for school officials. Jurisdiction over cyberbullying that occurs off campus

remains a question that will undoubtedly be taken up by the courts. In fact, cases that have reached the courts regarding the schools' role in combatting cyberbullying have done so based on a claim that school discipline related to cyberbullying had infringed upon a student's right to free speech, thus violating the First Amendment to the Constitution (Fenn, 2013). To date, the U.S. Supreme Court has not heard any specific case regarding cyberbullying (Hvidston et al.). However, several lower courts have ruled regarding whether schools can punish students for acts that may have occurred off campus. (*J.C. ex rel. R.C. v. Beverly Hills Unified School District*, 2010; *J.S. v. Bethlehem Area School District*, 2002; *Kowalski v. Berkeley County Schools*, 2012; *LaVine v. Blaine School District*, 2001; *Layshock v. Hermitage School District*, 2012). Specifically, *Kowalski v. Berkeley County Schools* (2012) upheld the rights of school administrators to discipline a student who perpetrated acts of cyberbullying while off campus. The court ruled that the school acted appropriately to protect the victim, and that the off-campus cyberbullying interfered with the on-campus environment. Conversely, in *Layshock v Hermitage School District* (2012), the courts ruled against the school's disciplinary sanctions, citing that online behavior did not create a "substantial school disruption." The lower courts seemed to indicate that in-school consequences for off-campus behaviors may only be implemented when the act causes a tangible school disruption.

Increased legislation at the state level has expanded the authority of school officials regarding their authority to deal with incidents which take place off campus. As of 2013, only three states, Wisconsin, Montana, and Alaska, have not incorporated electronic aggression into their existing laws regarding bullying (Fenn, 2013). Until definite decisions are made regarding the authority of the school in these matters, school leaders will continue to walk a fine line when it comes to addressing instances of off-campus cyberbullying (Hvidston et al., 2013).

Communities must also take on some responsibility in educating parents and students regarding the implications of cyberbullying behaviors. Forums, meetings, and conflict resolution sessions should be offered to help educate everyone on the devastation that can occur when someone participates in cyberbullying. In 2014, Canada spent four million dollars on its first national campaign to increase awareness of cyberbullying behaviors. Both Internet and television ads were aired and aimed to bring legal ramifications of cyberbullying into the public spotlight. Shapka and Law (2013) indicated that cyberbullying intervention and education programs should be tailored to specific communities. They advocated that a one-size fits all solution is not possible since different ethnic groups have different cultural norms. What may be considered cyberbullying in one culture may be culturally acceptable in another. When planning intervention programs, especially in multicultural communities, it is important to take into consideration the cultural norms of each subgroup as failure to do so could stifle prevention and intervention efforts to part of the targeted population (Shapka & Law, 2013).

Chisolm (2014) suggested that communities provide increased media literacy for parents, teachers, university faculty, and healthcare providers. Chisolm's research indicated that teaching these professionals to be more technologically savvy will reduce instances of cyberbullying in communities and schools. Additionally, Barlett, Gentile, and Chen (2016) advocated teaching about IP (Internet Protocol) addresses, digital footprints, and how Internet activity can be tracked as a primary method to help combat cyberbullying. When students and parents become more aware of how the Internet keeps and stores data, they may be more understanding that there is essentially no anonymity when using the Internet. By removing the perceived anonymous nature of the Internet and other electronic device applications, students may be less apt to try to hide behind their online comments or identities.

Summary

Cyberbullying is a phenomenon which has garnered much recent attention (“Parents: Cyber Bullying,” 2014; Wallace, 2007). Many questions still exist as to whether it is in an entirely different realm than traditional bullying, and experts still have not reached a real consensus on what behaviors, including their frequencies, constitute bullying over and above the act of harassment (Feinberg & Robey, 2009; Nocentini et al., 2010; Pettalia et al., 2013). Prevalence rates are also quite variable, with estimates anywhere from five to 40% or higher (Dredge et al., 2015; Goebert et al., 2011; Katzer et al., 2009; Pham & Adesman, 2015). Generally, six types of cyberbullying behaviors have been identified including: flaming, harassment, denigration, impersonation, trickery, and exclusion. Although these behaviors have their own exclusive definitions, they can all be perpetrated via electronic or mobile devices.

The mass availability of technology and the web gives almost instant access to students and in turn, opens a wide variety of options for cyberbullying behaviors (Patchin & Hinduja, 2012; Topcu et al., 2013). Most teens and young adults say that their parents are unaware of just how entrenched their online lives have become (Davidson & Stein, 2014; Kowalski et al., 2008). Because many parents lack in technology skills, more often than not, their teens utilize online tools that their parents do not even know exist. Fear that online access may be taken away often drives these victims to keep cyberbullying instances hidden from their parents (Jacobs et al., 2015; Kowalski et al., 2014; Wilkinson, 2014). This perpetuates the negative behaviors that can lead to devastating consequences, including suicide.

The literature recognizes the need for parental and community education regarding students’ online behaviors (Schultze-Krumbholz et al., 2016; Tofi & Farrington, 2009). Further, cyberbullying presents an added challenge in that unlike traditional bullying, it most often occurs

off school grounds (Fenn, 2013). However, due to the invasive and fast-spreading nature of online content, cyberbullying behavior finds its way back onto campus, affecting school and university operations along with student behavior. Educational administrators are still coming to terms with their roles in combatting cyberbullying as well as the high cost in keeping up with the ever-changing technology threats that seem to appear almost daily (*Kowalski v. Berkeley County Schools*, 2012).

While recent studies regarding the phenomenon of cyberbullying provide insight into the effects of the behavior upon both victims and perpetrators, a major gap in the literature exists regarding the reasons that cyberbullies perpetuate their negative behaviors. This study attempted to humanize and understand cyberbullying by examining the words and actions of the cyberbullies themselves.

CHAPTER THREE: METHODS

Overview

Cyberbullying, as a phenomenon, has grown exponentially with today's easy access to all types of new and inexpensive technology (Holladay, 2011; The Center for the Digital Future, 2010; Ybarra & Mitchell, 2004). Although a great deal of emphasis has been placed upon identifying the impact of cyberbullying for both victims and perpetrators (Bonanno & Hymel, 2013; Campbell et al., 2013; Davidson & Stein, 2014; Grigg, 2010; Kowalski & Fedina, 2011; Morrow & Downey, 2013; Pham & Adesman, 2015; Slonje, Smith & Frisé, 2013), very little research exists that seeks to understand the lived experiences of university students who have self-identified as participants in act of cyberbullying. The present study sought in-depth information regarding the reasons that university students believed they cyberbullied others while they attended high school along with the perceptions and lived experiences of those cyberbullies. The purpose of this transcendental phenomenological study was to understand the lived experiences of university students in a suburban Atlanta university who have participated in the act of cyberbullying. This phenomenological study was framed by three research questions which were explored through interviews of adult university students who attended a suburban Atlanta university. This chapter contains a detailed rationale explaining the decision to use a qualitative study, along with sampling methods, identification of participants, and data collection procedures that were utilized in the study. An in-depth discussion of data analysis, including triangulation of data, along with methods to ensure validity and trustworthiness are also described in this chapter.

Design

This is a qualitative study that used a transcendental phenomenological approach.

Creswell (2013) described a phenomenology as a way to gather common meaning for a group of individuals who have all experienced the same concept or phenomenon. As the founder of phenomenology, Husserl (1917) believed that philosophers should focus on a study of phenomena with an emphasis on simple events. Husserl summarized that nature must be experienced before one can theorize about it. Central to Husserl's theory is epoche, which requires researchers to abandon all their preconceived notions regarding the phenomenon under investigation and approach the study with a fresh perspective (Creswell, 2013). Transcendental phenomenology requires the researcher to systematically set aside prejudgment of the epoche. I set aside my predisposed notions regarding cyberbullying in an attempt to obtain a true picture of the phenomenon.

In turn, Moustakas (1994) explained the uniqueness of phenomenology as “what appears in consciousness is an absolute reality while what appears to the world is a product of learning” (p. 27). Langdrige (2007) defined phenomenology as a discipline that “aims to focus on people's perceptions of the world in which they live in and what it means to them; a focus on people's lived experience” (p. 4). The phenomenon of cyberbullying from the perspective of those who have bullied others is the focus of this study. Working closely with a small group of university-aged participants, I gathered in-depth information regarding the actions and life experiences they encountered as they perpetrated cyberbullying while still enrolled in high school. Cyberbullying was examined from the perspective of the university students themselves, which validates the design choice for this study.

Validation plays an important role in qualitative research, and Polkinghorne (1989) believed validation is the “notion that an idea is well grounded and well supported” (Polkinghorne, as cited by Creswell, 2013, p. 260). Dictionary.com. (1999) defined validity as

“the state or quality of being sound, just, and well-founded” (para. xx). Just as quantitative research is concerned with quality research, qualitative research is as well. Assuring validity in a qualitative study requires the researcher to use a wide variety of methods in addition to those based in science. Whittemore, Chase, and Mandle (2001) explained validity in a qualitative study through their notion that qualitative researchers must use both primary criteria, which are authentic, credible, and critical, along with secondary criteria. These secondary criteria must be creative, thorough, vivid, and sensitive to maintain validity. As secondary criteria, this study incorporated explicitness and vividness as a means for establishing validity. Descriptions are substantial and faithful in an attempt to allow those who read the study to connect to the phenomenon at a deeper level. Ambert, Adler, Adler and Detzner (1995) explained that “qualitative work should vividly color in the meanings, motivations, and details of what quantitative research conveys only in broader aggregates” (p. 885).

Data were gathered primarily from participant interviews but also included online journals and member-checking for accuracy. This triangulation of data helped ensure trustworthiness of the study.

Research Questions

RQ1: How do university students perceive their cyberbullying behavior impacts their peers?

RQ2: How do university students explain their motivations to cyberbully their peers?

RQ3: How do university students perceive their life experiences led to perpetrating acts of cyberbullying?

Setting

This study took place at a large, public university that serves approximately 30,000 students in greater Atlanta, Georgia. All participants and institutional names used throughout are

pseudonyms, unless otherwise noted. As one of 28 universities in the state of Georgia, which each vary demographically and socioeconomically, the demographics of this university in 2016 were reported as follows: 59% White, 21% Black, 4% Asian, 4% multi-racial, and 9% Hispanic. In 2016, the rate of students who graduated in four years was 15%. This university is a public, liberal arts school that was founded in 1963. The campus is spread over 581 acres between one large central campus and one smaller satellite campus. The organizational structure of this university is typical of the University System of Georgia, and Mr. Robert Smith serves as the current university president. Since its inception in 1963, administration has been extremely stable with only four presidents to that have served the university. The president works with a cabinet and deans of each of the schools in the university. The university is accredited by the Southern Association of Colleges and Schools Commission with over 50 of the university's programs recognized and accredited by specialized bodies of accreditation.

I chose the university setting over my local school district because, by law, my status as a local public-school district administrator could have compelled me to disclose to local school officials any instances of cyberbullying that were discovered. In addition, the students at the university used as the study setting did not know me, and because they discussed cyberbullying instances which they perpetrated in the past, I was more able to elicit sincere responses from the position of a neutral outsider.

Participants

This study included 11 participants who self-identified as perpetrators of cyberbullying. According to Creswell (2013), "a heterogeneous group is identified that may vary in size from 3 to 4 individuals to 10 to 15" (p. 78). The initial group of possible participants was chosen based on their answers to a participant intake survey (see Appendix A) that was administered via an

email link from their current professor in the department of history education. This survey was administered online, outside of the classroom setting, most often on a mobile device.

Participants used their first names only as they responded to the intake survey. This purposive selection from a conveniently-available sample was the proper choice for this phenomenological study as I needed to establish relationships with a readily-identifiable and accessible sample (Lewis-Black, Bryman, & Futing-Liao, 2004). Purposeful sampling is targeted sampling based upon three conditions: whom to select, the sampling strategy chosen, and the specific size of the sample (Creswell, 2013). Every attempt was made to study a balance of both gender and ages, although with a limited pool of participants, this was not realistically feasible.

Data saturation was achieved as a result of triangulation of the data. By coding data throughout the interview and focus group process, identification of recurring themes was possible after 11 participant interviews and a meeting of the seven-member focus group.

The questions from the intake survey were drawn from a pre-existing survey, the Cyberbullying Questionnaire (see Appendix A), as utilized by Lacherza and Conti (2013). This questionnaire consists of basic demographic information and 40 questions regarding past experiences with cyberbullying. The survey was only utilized to help identify possible study participants. Answers from the participant intake survey were disaggregated to identify students who had participated in cyberbullying. Additional participants were identified through snowball sampling. A pool of students produced 11 participants for the study. The amount of information collected will allow for the replication of this study by additional researchers.

Procedures

The initial participants in this study were identified from the results of a participant intake survey (see Appendix A) that was administered electronically via Google Drive. Only the

students' first names were listed on the intake survey to help provide anonymity. Students also provided their email address to me as the researcher. The intake survey was a variation of the Cyberbullying Questionnaire (Lacherza & Conti, 2013), as some of the questions on the original questionnaire were deleted. The questionnaire was utilized with permission from the authors (see Appendix B). After intake surveys were scored and a list of possible participants was generated, information was sent to students regarding participation in the research study via an email solicitation. Students who agreed to participate were asked to provide online consent via a URL provided in the information letter they received. From the list of possible participants who had submitted their consent to be included in the study, 11 students representative from the school of education at the research site were chosen. I engaged in snowball sampling to identify a greater number of participants. Often, cyberbullying takes place among a group of students with more than one perpetrator. I asked that identified students who were comfortable enough to encourage participation by their peers who had also engaged in cyberbullying provide their peers with my contact information and information regarding the study. Three additional possible participants were identified by participating students.

Once students had completed the consent form using only their first names and email address and had been informed of their rights regarding the study, semi-structured interviews were scheduled. Interviews were held during the school day and after school within a four-week time period. Times and dates were mutually agreed to by the participants and I. These semi-structured interviews were held in a location mutually agreed to by the participants and I with the door closed and a "do not disturb" sign placed outside the door. Interviews were recorded via voice recorder with cell phone recording backup as a precaution against equipment malfunction. Follow-up online journal responses from participants were subsequently recorded electronically,

and member-checking was utilized to ensure I was reporting information accurately. Participants who successfully completed initial interviews, journal responses, and transcript review received a \$10 Starbucks gift card as compensation for participation in the study.

Transcription of data sources, coding of data, and identification of common themes took place according to Moustakas' (1994) seven steps. Peer review, member-checking, and triangulation of data helped to establish trustworthiness of the study. Transcripts and recordings of all interviews and journals were kept in a secure, locked cabinet. I possessed the only key to this cabinet. All data and transcripts collected will be stored in this secured location until they are destroyed, approximately three years following the completion of the study.

A pilot of the interview protocol was implemented with 18-year-old and older recent high school graduates to help establish validity of both the survey instrument and the study as a whole. These students were chosen because they were recent graduates of a local high school, and I had established relationships with their parents. Three students were chosen to be a part of the pilot. None of the students chosen were currently enrolled as a student in high school in an effort to assist in lessening anxiety regarding self-reporting instances of cyberbullying. Interviews were conducted in the conference room of the media center and lasted approximately 30 to 45 minutes. Interviews were recorded via cell phone and a digital recorder. Notes were transcribed from the voice recordings. Consent was received from the recent high school graduates in the pilot study before research began.

The Researcher's Role

My role in this study was to develop a relationship with the study participants. I aspired to establish a rapport with my participants that would enable them to speak openly and honestly with me regarding their experiences with cyberbullying. As a county employee with over 24

years' experience and a current assistant principal in a high school, my interest in cyberbullying has grown over the years as I have continued to work closely with students.

Because I was not permitted to utilize students in high school for my study, I appealed to a fellow educator who now teaches at the research site university to assist in the recruitment of possible study participants. Having an established relationship with the faculty instructor at the chosen research site, I took extra precautions to remain highly professional in my dealings with them as well as with the entire university faculty and staff. Acknowledgement of a pre-established relationship between the instructor and I may have made it difficult to produce reliable information from participants, as students are often guarded about what they share with those who associate with their university instructors. The extra steps to ensure anonymity with the use of student first names, rather than full surnames, contributed to the credibility of the study because I took this extra measure to provide confidentiality for my participants. It was vital to the research that participants believed that they could trust me with their intimate stories and instances of participation in acts of cyberbullying. To help establish a relationship with my participants, I approached the interviews with a complete lack of bias. I hoped to instill a feeling of ease as I started the interview with information regarding the purpose of the study, which was to gather information regarding cyberbullying and the personal experiences of those who had experienced cyberbullying. Ultimately, the goal was to speak through my participants as they shared their stories of cyberbullying. Further understanding of the phenomenon serves to benefit society and particularly, America's students.

Data Collection

Data were collected via participant interviews, counselor focus groups, and online journal responses. Participant interviews were conducted at an agreed upon, private location, which

varied according to the needs of each participant. Several interviews were held in private rooms in a local library, at the university library, and at my home. Interviews were held first, as they were the starting point for in-depth data collection. Focus groups were comprised of high school counselors and were structured using discussion prompts (see Appendix C). These groups were held following the initial participant interviews to allow me to look for common themes between the student participants and the counselor participants. Follow up comments from focus groups were obtained electronically (see Appendix D) during a two-week period following the focus group meeting. Follow-up journal responses from the student participants were obtained electronically during a two-week period following the initial interviews. This allowed the participants time to reflect upon the interview and to include additional thoughts regarding the phenomenon along with their responses to pre-formatted questions.

Interviews

Students at the research site university were interviewed regarding their personal experiences, home life, and participation in past instances of cyberbullying. Each participant was interviewed at a mutually agreed upon time and location, ideally, for a minimum of one hour with all responses tape recorded, utilizing two devices for later transcription. Interviews were held over a four-week time period. Interview protocols were developed, and each participant was presented with the same set of open-ended questions in the form of a semi-structured interview. In a semi-structured interview, the questions are scripted, but follow up questions are encouraged and allowed (Patton, 1999). Beginning the data collection with interviews allowed me to start data collection with a large amount of narrative data, which was then further refined and readdressed in the form of journal questions. Following transcription of all interviews, copies were provided for each participant to allow for member-checking. Participants met with

me one-on-one to review transcription and to clarify lingering questions. Member checking is vital to qualitative inquiry, as it helps to assure credibility (Patton, 1999). Modification of any misunderstandings or miscommunications were implemented as necessary from feedback generated by member-checking.

Semi-structured interview questions.

- (1) Tell me about the electronic devices you use on a regular basis.
- (2) How important are social networking sites to you and your friends?
- (3) Have you ever had a “virtual” disagreement or argument with another person?
- (4) What does the term cyberbullying mean to you?
- (5) Tell me about any experiences you may have had with cyberbullying, especially those in which you may have been the bully.
- (6) How did those experiences make you feel?
- (7) How did those experiences make the victim feel?
- (8) Why do you think that some students cyberbully other students?
- (9) Tell me about your home life.
- (10) Is there anything else you want to tell me about your experiences with cyberbullying?

The purpose of the first two questions helped to establish the usage and exposure to devices and social networking that might be used to cyberbully. Question three set the stage for discussion regarding the types of situations that usually led to cyberbullying. Question four was important as it informed me regarding whether the participant truly understood the behaviors that are classified as cyberbullying. Because so many different definitions of cyberbullying exist, it was important to determine if discussion during the focus group was needed to address the true

meaning of the phenomenon. There are many different opinions among researchers regarding what acts should be considered cyberbullying and what acts fall under the umbrella of cyber aggression. Grigg (2010) discussed that educators need to teach students the difference between the two acts when he noted that although the field of cyberbullying is a modern phenomenon, researchers must work to develop a broader concept that encompasses not only traditional definitions of bullying but which includes the negative behaviors utilized by those on the Internet as well as their mobile devices. Grigg specifically noted that cyber-aggression refers to a large variety of negative online behaviors. Grigg (2010) also cited that cyber-aggression includes both “repeated and un-repeated” acts, which cause harm to cyber victims (p. 204).

Questions five, six, and seven were designed to get participants talking about instances where they cyberbullied and gauge their empathy levels for victims. Question six spurred the participants to speak in-depth about what was going on in their minds during and after the cyberbullying occurrence(s). Studies have shown that cyberbullies tend to have lower levels of empathy, as referenced by Ang and Goh (2010) when they stated, “The nature of cyberspace may facilitate both low affective and low cognitive empathy in individuals, and the ease and effectiveness of bullying in cyberspace emboldens cyberbullies to effectuate their antagonistic agenda” (p. 389). In a study by Ortega-Ruiz et al. (2012), the researchers pointed to empathy as a very important personality trait that seems to be lacking or low in bullies.

Finally, questions eight, nine, and 10 were intended to elicit rich, textual data as cyberbullies discussed why they believed that they and others participated in the act of cyberbullying. The anonymity that often accompanies the act of cyberbullying is one reason that persons who would not bully in person feel more comfortable cyberbullying. The guise of anonymity lulls many perpetrators into the belief that their acts will go unpunished. This may be

partly true in comparison with traditional bullying as it is much more difficult to identify and punish a cyberbully. Morrow and Downey (2013) stated, “From a legal standpoint, cyber bullying presents a situation that is inherently difficult to control, given challenges in identifying perpetrators, pressing charges, and ensuring that cyber bullies be held accountable” (p. 536). Bandura’s (2001) research on social cognitive theory explains the importance of learning by observation. If students see others committing acts of cyberbullying with no perceived consequences, this may, in turn, inspire them to follow the same path to bullying. Bandura (2001) also emphasized reciprocal interaction, which is the way people interact with one another. Most often, people react to others because of their behavior. Many victims of cyberbullying often become bullies themselves, which could plausibly be explained by the theory of reciprocal interaction.

Focus Groups

Focus groups of high school counselors were convened to allow for discussion of observed characteristics of cyberbullies. Focus groups are utilized as a method which allows for common discussion on a specific topic (Schwandt, 2007). Successful use of focus groups requires substantive planning, structured questions, and purposeful moderation by the researcher (Kruger & Casey, 2000). Focus groups were beneficial to me as the researcher because they allowed a group of people to share their expertise and personal knowledge of cyberbullies. Additionally, focus groups encourage participants to expound upon their personal views while benefiting from the positive aspects of group dynamics (Kitzinger, 1995). Focus group data were used to help validate collected data by identifying common themes from focus groups and data received from participant interviews and journal responses.

I recruited high school counselors from my county by working with the county office and supervisor of local school counseling. An informational flyer was distributed at the monthly county meeting for the high school counselors. The time and date for the focus group was listed on the flyer, and an attempt was made to hold the focus group at a time when the counselors were already convened for other business. This focus group was held following a monthly counselor's meeting, which is normally held at the county office. The exact number of participating counselors was unknown until the actual event; however, every attempt was made to include a minimum group of 15 counselors. Refreshments were provided as an incentive to get counselors to participate in the focus group discussion. The focus group discussion was recorded via both digital recorder and cell phone for transcription and clarity.

Focus group outline/agenda.

- (1) Introduction of focus group participants and facilitator
- (2) Introduction of focus group prompts (see Appendix C)
- (3) Facilitated discussion
- (4) Presentation of follow up comments URL (see Appendix D)

Participating counselors introduced themselves to the rest of the group members. I introduced myself and the topic of my research. Focus group prompts were presented on index cards.

Participants read their prompts and discussion took place among the group members.

Focus group prompts.

- (1) As a school counselor, describe your involvement in dealing with incidences of cyberbullying.
- (2) Think of a student who perpetrated an act of cyberbullying. Describe that student's personality and/or traits.

(3) Thinking of that student who cyberbullied others, do you know anything about his/her life at home?

(4) Why do you think students cyberbully others?

I audio recorded the session and took notes during this process. Once all the prompts were read and discussed, focus group participants were provided a handout with a URL link to provide any follow up comments they may want to contribute after the discussion. Additional commentary was solicited for two weeks following the focus group, at which time the commentary discussion forum closed.

Journals

The individual interview participants responded to a series of three journal prompts over the course of the study. These prompts were determined after initial interviews with any required follow up interviews occurring to help provide further clarification and insight into participant dialogue. Journals were electronic in format and private, only viewable by me. Participants had a designated time frame to respond to each of the three journal prompts, allowing for in-depth self-reflection in an asynchronous environment. Journal prompts focused on the three research questions of the study. Journaling has been recognized as a valid method of data collection in a qualitative research study. Hayman, Wilkes and Jackson (2012) acknowledged that journaling is not used often in phenomenological research for the collection of data. However, they agreed that it can be a powerful tool for participants to express their feelings and common experiences.

Journal prompts.

(1) Why do you think students cyberbully other students?

(2) Tell me how you felt when you were cyberbullying someone. How did you feel afterwards?

(3) What are the best memories of your childhood? What are your worst memories of childhood?

The purpose of the first question was to examine motivation to cyberbully. Myers and Cowie (2017) included motivations such as power, need for dominance, and interpersonal relationships as some of the reasons that university students provided regarding their motivation to cyberbully others. Question two allowed the participants to self-analyze by describing their feelings as they participated in acts of cyberbullying. The question also allowed participants to discuss possible feelings regarding regret or remorse. Slonje et al. (2012) advocated the position that in order for the cyberbully to truly visualize the impact of their behavior, they must feel regret or remorse. Elicitation of these feelings from participants helps to gauge empathy levels as well as the impact of cyberbullying. Question three was designed to allow the study participants to share memories, both positive and negative, of their respective childhoods. This question was designed in an effort to identify common characteristics or events which may likely shape future cyberbullies. Recent research by Hébert, Cénat, Blais, Lavoie, and Guerrier (2016) connected cyberbullying behaviors with past experiences of child abuse. Information regarding home life and childhood experiences may contribute to the research regarding prevention and intervention efforts to combat cyberbullying.

Data Analysis

Data analysis followed the steps advanced by Moustakas (1994) for a phenomenological study. These steps included listing and preliminary grouping, reduction and elimination, clustering and thematizing, final identification of themes, textual description, structural

description, and textural-structural description of the essence. I centered on themes I identified through the following processes.

Memoing

Prior to the data analysis process as data were being collected, all data sources were read numerous times. Following the initial reading, I took notes, or memos, in the margins of document transcripts. Memoing provides the researcher the opportunity to make notes regarding thoughts or feelings they experience during the data analysis process on the physical transcript of each participant interview. These memos consisted of “short phrases, ideas, or key concepts that occur to the reader” (Creswell, 2013, p. 183). As a result of the process of memoing, frequent notions such as power, anonymity, and social status were noted on each interview transcript. Extensive memoing logically led into the first formal process in data analysis, referred to as coding.

Coding

Coding allows the researcher to organize and sort qualitative data. To begin the sorting process, I took the written transcripts of participant interviews and organized the data into initial codes. Creswell stated, “The process of coding involves aggregating the text or visual data into small categories of information, seeking evidence for the code from different databases being used in a study, and then assigning a label to the code” (p. 184). Out of this coding process, some of the data were eliminated as unnecessary (Wolcott, 1994). I followed the suggestion of Creswell (2013) who advocated developing only “25-30 categories of information . . . working to reduce and combine them into the five or six themes” (p. 185) that I used in the end to write my narrative. My coding process began with detailed reading, highlighting of significant statements, and margin notes of emerging themes. Significant statements were developed and then grouped

into units of meaning, or what Moustakas (1994) referred to as themes. Fifteen initial codes were identified and then reorganized into 10. These 10 codes were subsequently grouped into six themes. The process of coding allowed me to look for the most meaningful participant statements. This also helped to highlight common experiences among participants, which provided insight to allow for answering the culminating research questions in this study.

Textural Description

A description of what participants experienced with cyberbullying was compiled into narrative form. Textural description helps fully describe the “what” participants actually experienced. For example, some participants described the isolation they felt as a result of bullying or being bullied. This textural description included verbatim statements from participants. A rich, textural description allowed me to explain cyberbullying in the actual words of the participants, allowing the true voices of the study participants to be heard.

Structural Description

This second written description focused on how the cyberbullying occurred. Information found in this description included the types of electronic devices that were used to cyberbully as well as where the participants were located as they participated in the act of cyberbullying. Study participants discussed their involvement with social media and the devices they utilized on a regular basis as they interacted with their peers. SnapChat and Instagram were the most cited social media sites utilized by participants in this study. This method is sometimes also referred to as imaginative variation. Imaginative variation allows the researcher to examine textural description from a variety of perspectives. Moustakas (1994) expounded upon imaginative variation stating that this process varies the frames of reference and perspectives for the researcher.

Composite Description

The final step during data analysis combined the textural and structural descriptions into one and is referred to as a composite description. This written piece represents the essence of the participants' experiences. In this study, composite description combines the motivation and the means to obtain a clearer picture of the act of cyberbullying from the perpetrator's perspective. Often referred to as the essential, invariant structure, Creswell (2013) stated that "this passage focuses on the common experiences of the participants. For example, it means that all experiences have an underlying structure" (p. 82). The composite description, which is all-encompassing of the phenomenon, should lead the reader to truly understand the experiences of those who participate in a phenomenon, which for the present study, is cyberbullying (Polkinghorne, 1989).

Trustworthiness

Data triangulation in qualitative research involves utilizing a variety of sources and methods to obtain rich data and information. Traditional methods of triangulation often include gathering data using multiple surveys or questionnaires. In this study, non-traditional triangulation of the information obtained from multiple methods, including member-checking and peer review, was utilized to support validity and trustworthiness.

Credibility

Lincoln and Guba (2000) incorporated the concept of truth value, which is a determinate regarding confidence in the results of a study, and renamed it credibility. Credibility for the present study was established through the collection of thick, descriptive data. Following the steps outlined by Moustakas (1994), I worked diligently to accurately present the research findings. Utilizing a variety of data sources also assisted in the credibility of this study.

Dependability and Confirmability

In qualitative research, consistency is a measure of dependability. Research was carried out in a consistent method, regardless of conduction in a variety of physical locations. For example, Lincoln and Guba (1985) stated “the way in which research is carried out needs to be consistent across time, researchers, and analysis techniques” (p. 293). Providing a great amount of detail throughout the process contributed to the dependability of this study.

By utilizing three data sources, I worked to achieve triangulation in this study. Triangulation refers to utilizing multiple data sources to provide validity. Creswell (2013) stated, “When qualitative researchers locate evidence to document a code or theme in different sources of data, they are triangulating information and providing validity to their findings” (p. 251). Member-checking, peer review, and persistent observation are three data sources that were used to meet the requirements for triangulation.

As an additional method to ensure trustworthiness in my research, I worked closely with participants during the study. Utilizing persistent observation increased the reliability of the study because the interdependent relationship between the participants and I allowed for greater control. This interdependent relationship was created and nurtured over time. Fetterman (2010) believed that “participant observation requires close, long-term contact with the people under study” (p. 39).

One of the final aspects of establishing trustworthiness refers to the accuracy of the research. It must be free of researcher bias or motivation and entirely based upon the information provided by the participants. To establish dependability, I attempted to conduct research in a manner that was logical, methodically laid out, and easily able to be replicated (Schwandt, 2007).

To establish confirmability in my study, I followed the advice of Lincoln and Guba (1985). They recommended a confirmability audit whereby an outsider checks the research for unwanted bias on the part of the researchers. In this study, a peer reviewer worked with me throughout the project to provide an outside perspective on each part of the research study. In-person, weekly debriefing sessions were held with a colleague who did not work at the research site university. This fellow administrator offered critical feedback and suggestions regarding the ongoing study. Peer review, also referred to as debriefing, provided another method of quality checking on the entire research project (Creswell, 2013). In accordance with recommendations made by Lincoln and Guba (1985), notes were kept by and the peer reviewer and I from each session for later comparison. Peer review increased the reliability of the study because there was another set of critical eyes on every process completed during the research.

Member-checking and peer debriefing were also utilized as methods to ensure confirmability of this study. To establish trustworthiness, I invited participants to attend an individualized confirmability meeting at the end of the study. Any disparities that were discovered were addressed and corrected appropriately. Participants were provided with a copy of the study findings and asked to reflect upon the accuracy of the information presented. Member-checking increases the reliability and thus the confirmability of the study because the participants provide validity to the accuracy of the information. Lincoln and Guba (1985) considered member checking to be “the most critical technique for establishing credibility” (p. 314).

Transferability

Transferability is an indication that the findings of a study could be repeated (Lincoln & Guba, 1985). The findings of a body of research should be able to be applied to another context.

It is my hope that the findings of this research study will be furthered and transferred by future researchers. Transferability was accomplished by creating a vivid picture of the research process with each step listed and described in specific detail. This allows other researchers to successfully replicate this study.

Ethical Considerations

One potential ethical consideration was the reliance of the students to self-identify as cyberbullies and to self-report instances of cyberbullying in which they participated. Participants were notified and fully aware that any information reported to me regarding abuse of minors must legally be shared with authorities, as I was a mandated reporter. Because the participants were all of legal age, I eliminated the chance of involving the Department of Family and Children Services, as I was required to work closely and personally with my participants. I worked hard to assure participants that anonymity was a specific priority and that it was safeguarded through all phases of the study with all responses kept strictly confidential. My peer review partner never saw or interacted with the participants, thereby assuring that identities would not be compromised. I utilized pseudonyms to help protect anonymity of identity. Additionally, all study data will be kept in a locked cabinet for a three-year period following the conclusion of the study. Electronic documents were exported to a portable data drive and will be kept locked in the same cabinet for an equal period of time.

Students were advised that should they experience any negative feelings or consequences due to their participation in this study, they should seek immediate help from their university counseling center. Counseling center contact information was made readily available to all participants.

As a requirement of Liberty University, my study was submitted for approval to the Institutional Review Board (IRB) prior to any research being conducted. Approval was also received from the school district and the research site university before the study was implemented.

Participants were advised that participation in the study was voluntary, and information was provided regarding the right to withdraw at any time without penalty. Student participants signed an online consent form (see Appendix F) which outlined the voluntary nature of the study.

Summary

This phenomenological study examined cyberbullying from the perspective of the bullies themselves. The purpose of the study was to understand the lived experiences of university students who have participated in the act of cyberbullying. Therefore, to examine the lived experiences of cyberbullies, 11 participants were chosen from the results of a participant intake survey. Interviews and journal entries were utilized to gather data regarding the experiences of the participants. Focus groups were conducted with high school guidance counselors to discuss their experiences and perceptions of cyberbullies and as a method to improve data triangulation. Data analysis was completed by coding for themes by utilizing textural, structural, and composite descriptions. Trustworthiness was established through triangulation of the data, including member-checking, peer reviews, and persistent observation. Ethical considerations were carefully examined and addressed in detail.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this transcendental phenomenological study was to understand the lived experiences of students in a suburban Atlanta university who have perpetrated acts of cyberbullying. Chapter Four first provides a detailed description of the 11 participants, including an overview in table form (Table 1) of participant characteristics and is followed by a presentation of data obtained from the study. The research questions are answered through an extensive analysis of study data, which were identified using Moustakas' seven steps of data analysis. Six themes were generated from initial and comprehensive coding of the participant data. An in-depth discussion of the six themes is also included in this chapter.

Participants

Eleven participants agreed to be interviewed for this study. The initial target number of participants was 12 to 15. However, finding participants who agreed to take the intake survey and then follow through with a scheduled interview was problematic. Recruitment of additional participants was hampered by a reliance on a university faculty member to provide her students with information regarding participation in my study. Initial participants were identified from the 21 possible students who completed the intake survey questions. I met with each participant for an in-depth interview, during which they responded to the provided semi-structured interview questions. To maintain confidentiality of responses, pseudonyms were utilized for all study participants. The following is a narrative description and a tabular presentation (see Table 1) of the study participants.

Zoe

Zoe is a 21-year-old university student. She is the only child of two well-educated, married parents. Zoe stated that social networking sites, such as Facebook, Snapchat, and Instagram are “definitely very important” to her and her friends. She has a close relationship with her parents and positive memories of her childhood. She believes that her parents instilled values in her and taught her about safe practices on the Internet. Zoe noted her acts of cyberbullying included making fun of peers on social media. Zoe made “ugly comments” on her friend’s Instagram page because “she always showed off her new phones, like she was better than everyone else.”

Joey

Joey is a 19-year-old university student in the metro Atlanta area. The son of two professional parents (his mother is a teacher), Joey has one older brother who is also currently enrolled in a university. Joey believes that most teenagers rate a “seven or eight” on a scale from one to 10 when it comes to the importance of social media in teenagers’ lives. He, however, rated himself a six in that category. Joey acknowledged that social networking is less important to him than it is to his circle of friends and peers. Joey discussed his acts of cyberbullying which were related to online gaming. He specifically recounted a time when an online shooter game participant started cursing at the game players. Joey participated in this online conflict with a player he called “a 12-year-old kid.” The kid’s “mom walked in and started yelling at the other players – who had recorded the whole online fight.” His most utilized social networking sites are Instagram, Twitter, and Snapchat.

Karol

Karol is a 24-year-old university student who is currently working on her graduate degree at a metro Atlanta university. She is a practicing teacher in a local high school here in the metro area. Karol participates in social networking, utilizing mostly Facebook, Twitter, and Snapchat. She proclaimed to be a “lurker” on these sites and stated that she “usually just kinda looks at things. I don’t ever really post a whole lot.” She shared that she is careful to keep details of her personal life off social media sites. Karol’s parents have been married for 32 years, but her mother (who is also a teacher) raised her and her three siblings often times as a single parent. Karol’s father, who is a military veteran and who now works in the airline industry, was away from home a great deal due to his career obligations. Growing up, she played sports, attended church on Sundays, and often acted as a caretaker for her siblings. She was diagnosed with Attention Deficit Disorder (ADD), and her parents chose not to medicate her until she was a senior in high school. Her childhood memories are mostly positive, with the exception of her struggle with grades which she attributes to her ADD. Karol felt that her online interactions with rivals were not really acts of cyberbullying but rather part of typical childhood behavior. Her online disagreements with others were addressed using “facts” rather than what she described as “pure emotion.”

Wayne

As an 18-year-old high school senior and dually-enrolled university student, Wayne said that social networking sites are “like 100% important” to him and his friends. He utilizes Instagram and Snapchat most often when he visits social media sites. Wayne’s experiences with cyberbullying occurred during online gaming and via social media as he struggled with self-esteem issues relating to “embarrassment about my car.” The oldest of three siblings, Wayne’s

parents are married and both work in professional careers. His mother is a teacher, and his father is in business. He is very close to his parents, who he credits with shaping his life.

Marsha

Marsha is 21 years old and just graduated from the university. She utilizes Facebook and Instagram as well as Twitter. Marsha said she only uses Twitter to obtain the most current news stories. Her parents have been married for 28 years and are both professionals. She recounted “a pretty happy childhood, and living in a regular house, while attending public school.” Marsha said she uses social media, but she does not post daily. Her self-reported involvement with cyberbullying was associated with revenge. Marsha “got her feelings hurt” and it [the back and forth comments] “kept coming until I just had to log off.”

Richard

Richard is a non-traditional university student, who at the age of 50, went back to college for a career change. He is married, has three children, and his wife is a stay-at-home parent. The only social networking site he uses is LinkedIn. He stated that his wife has a Facebook account to “keep up with friends and family.” However, she rarely posts anything online and does not access Facebook very often. Wayne provided perspective not only on his own experiences with cyberbullying but touched on his pre-teen son’s experiences as well. Richard recounted online criticism of game play utilizing language such as “you suck...you need to do this better...you don’t know what you are doing.... that kind of thing.”

Avery

Avery is an 18-year-old student at a local community college. She stated that social networking sites such as Facebook, Snapchat, and Instagram are important to her and her friends because “people don’t talk about things personally like they should.” Avery’s parents divorced

when she was three, and both of her parents are remarried. As a result, she has a large extended family with step-siblings, two natural siblings, and even a half-sibling. Avery did not remember her parents being together, and she spent the majority of her time growing up with her mother. She visited her father on a varied schedule, ranging from weeks at a time, weekends, to twice a year when she moved out of state with her mother. Her memories of cyberbullying related to trying to be accepted by her new peers when she moved. Although she was not certain that the acts would be considered cyberbullying, she admitted to using social media to post “stuff like you are fat...stuff like that.” She stated that she does not have any “particular bad memories of childhood.” Avery’s father is a professional and her mother does not work outside the home (she has a high school diploma).

Nigel

Nigel is 20 years old and expressed that social networking sites are “not usually important” to him and his friends. He stated that he and his closest friends have “a Facebook page where they plan events and post online pictures.” In addition to Facebook, he utilizes Instagram, Snapchat, and LinkedIn. Nigel reported “baiting” people online to engage in virtual arguments, as he likes to “push buttons” to see how far people will go. He has had virtual disagreements that lasted “not more than an hour or two...you know, I’ll do it [post negative comments online] while I’m doing other things.” Nigel has three siblings and his parents, who divorced when he was 10, are both remarried. As a result, he also has three step-siblings. He proclaimed to have had a “pretty healthy childhood.” He recounted traveling a great deal and having “everything we needed like nice clothes on our backs” during his childhood.

Carlos

Carlos is a 19-year-old university student. He was an only child when his parents divorced (he was three at the time). His mother, whom he spent the majority of his time with as a child, remarried. As a result, he has a half-sibling and an adopted half-sibling. He visited with his father every other weekend and stated that he has a good relationship with both parents as well as with his step-father. He “had a good home life, a good growing up” experience. Carlos shared his cyberbullying experience, which spread from online to in-person confrontation.

Carlos stated,

I’ve been called names before over Facebook or through text messages by acquaintances from school or work. It made me feel mad and I like to retaliate and shoot something back at them. I have called people names before on the Internet or [in] a text that’s not kind words.

Carlos utilizes Facebook and Snapchat and said that to people in his age group, social networking sites are “a pretty big thing.” Carlos claimed that he rarely posts on social media and uses Facebook for “watching funny videos” and Snapchat for “seeing what people are up to.”

Pamela

Pamela is a 36-year-old, non-traditional university student who is working on her master’s degree in education. She is employed as a full-time teacher and is single. Pamela utilizes Facebook, Twitter, Instagram, and sometimes Snapchat. As a homeowner, she uses social media to get “ideas and inspiration” for her home and to shop in online estate sales. She rarely posts anything on social media and prefers texting for communication with her friends and family. Her parents divorced when she was one, and she stated that her step-father is “an alcoholic, her biological brother has Attention Deficit Hyperactivity Disorder (ADHD), and her

step-brother is gay.” Pamela participated in online arguments with others who she perceived were not accepting of others with disabilities or alternate lifestyles. She grew up in the role of protector for her mother, citing that she didn’t want to “add anything else to her mother’s already full plate.” Her biological father has been married several times and Pamela has a very strained relationship with him.

Jacob

Jacob, an 18-year-old university student, shared his experiences regarding cyberbullying with me. He is an avid sports fan and often comments on sporting sites and sporting blogs. His comments have led to online confrontations, trolling, and eventually, instances of cyberbullying. Jacob stated,

It’s funny to mess with people online. I have been blocked by members of my favorite college football team because they didn’t like what I had to say about their play on Saturday. They even go back and forth with me...it’s cool. I think it’s ok because they are public figures who have Twitter accounts...they brag on Twitter, so they should be able to take it from me [the negative comments].

Jacob, who has been diagnosed with Asperger’s Syndrome, comes from a home with divorced parents. He is the second oldest child and one of three boys in a family of four siblings. Jacob utilizes Snapchat and Twitter as his two main social media platforms.

Table 1 (below) contains a brief overview of the 11 previously mentioned study participants. Information is provided regarding age, gender, university status, and home-life.

Table 1

Participant Profiles

Name	Age	Gender	University Status	Home Life
Avery	18	Female	Freshmen	Parents Divorced
Carlos	19	Male	Freshmen	Parents Divorced
Jacob	18	Male	Freshmen	Parents Divorced
Joey	19	Male	Freshmen	Parents Married
Karol	24	Female	Graduate Student	Parents Married
Marsha	21	Female	University Graduate	Parents Married
Nigel	20	Male	Sophomore	Parents Divorced
Pamela	36	Female	Graduate Student	Parents Divorced/She is Single
Richard	52	Male	Graduate Student	Married
Wayne	18	Male	HS/University Dual Enrollment	Parents Married
Zoe	21	Female	Sophomore	Parents Married

Results

After extensive review of the data and a reading of the data sources numerous times, I constructed memos in the margins of all document transcripts. Coding of the memos identified an initial group of 15 categories which were then condensed to 10 categories (Tables 2-11), with those categories combined into six overarching themes. These six themes represent the lived experiences of the study participants who have perpetrated acts of cyberbullying. The next section of this manuscript contains the composite description along with extensive quotes from each participant, which allows the reader to visualize a clear picture of these lived experiences.

Table 2

Social Networking Sites Utilized by Participants

Code	Frequency of Occurrence
Snapchat	10
Twitter	9
Instagram	7
Facebook	6
“Finstagram”	2
Linked in	2

Table 2 indicates that most of the study participants utilized Snapchat as their primary source of social media. Twitter was utilized by nine of the 11 study participants. Two participants indicated that they utilized LinkedIn, while two also indicated that they had created a fake Instagram account. This second account is referred to as their “Finstagram” account; it is the same account that they allow their parents and relatives to view. Creating a fake Instagram account allows students to post their true actions without fear of parental notification or awareness.

Table 3

Definitions of Cyberbullying Provided by Participants

Code	Frequency of Occurrence
Electronic	11
Online	9
Multiple occurrences	5
Single occurrences	4
Anonymous	4

As indicated in Table 3, all study participants agreed that cyberbullying is perpetrated through electronic means. Agreement was, however, not reached regarding frequency required

for acts to be considered cyberbullying. Four study participants also specifically spoke regarding the anonymous nature of cyberbullying and how it perpetuated their online activity.

Table 4

Feeling of Cyberbullying Victims

Code	Frequency of Occurrence
Sad	10
Hurt	7
Anger	7
Revenge	4
Alone	3
Depressed	4
Indifferent	3
Confused	2

Illustrated in Table 4, study participants attributed a variety of feelings which they believed were exhibited by victims of cyberbullying. The most frequently cited feelings included sadness, hurt, and anger. Three study participants discussed that victims were confused, and that often they did not even realize that they were being cyberbullied.

Table 5

Motivation to Cyberbully Others

Code	Frequency of Occurrence
Low self-esteem	7
Peer acceptance	7
Jealousy	6
Teenage behavior	6
Power	5
Social status	5
Affirmation	4
Avoidance of being bullied	3

Shown in tabular form, Table 5 indicates that study participants agreed that lack of self-esteem and the need for peer acceptance were the two greatest motivators to cyberbully. Six participants also noted that feelings of jealousy often motivate bullies. The majority of study

participants also agreed that the nature of young adults in itself contributes to the propensity to cyberbully others. Interestingly as well, three study participants stated that students often cyberbully others to avoid becoming victims of bullying themselves.

Table 6

Home Life Characteristics

Code	Frequency of Occurrence
Siblings	10
Public school attendees	9
Educated parents	6
Step siblings	6
Normal	5
Positive	5
Divorced	5
Parental support	4
ADHD/ADD	3
Negative	2

Table 6 illustrates that 10 of the 11 study participants have siblings while nine of the 10 attended public school. Six reported having educated parents and the same number have step-siblings. Just fewer than half the participants came from a divorced home. The majority did not report any specifically negative childhood occurrences.

Table 7

Importance of Social Networking

Code	Frequency of Occurrence
------	-------------------------

Strong	7
Semi-important	3
Not that important	1

Table 7 provides a picture of the importance of social networking among study participants. Seven participants reported that social networking usage was very important to them. Conversely, only one participant stated that social networking was not important to them in daily interactions.

Table 8

Feelings of Perpetrators

Code	Frequency of Occurrence
Anonymous	11
Power	8
Control	7
Guilt	3

Table 8 indicates the important part that anonymity plays in the act of cyberbullying. All 11 study participants reported that they felt some degree of anonymity as they perpetrated cyberbullying. Power and control were also frequently listed as feelings experienced by cyberbullies. Three participants mentioned feelings of guilt regarding their behaviors.

Table 9

Teen/Young Adult Behaviors

Code	Frequency of Occurrence
Importance of Technology	10
Peer Acceptance	8
Social Networking	7
Gaming	6
Immaturity	4
Affirmation	4

Table 9 indicates frequency of responses regarding participant's views of typical teen and young adult behavior. The vast majority of the study participants included the importance of technology amongst teenagers and young adults as typical behavior. The necessity for peer acceptance along with the pervasive nature of social networking was noted by most participants. Online gaming activities, immaturity, and affirmation from others were discussed as well.

Table 10

Cyberbullying Prevention

Code	Frequency of Occurrence
Home/Parents	7
School	5
Classes	3
Empathy Training	3
Pro-teacher stance	2

As illustrated in Table 10, discussions regarding the importance of home and/or parents were atop the list of suggestions to prevent cyberbullying. Almost half of study participants believe that schools must play a role in the prevention of the phenomenon. Further, structured

classes and empathy trainings were noted as suggested preventive measures as well. Two study participants specifically mentioned the notion that cyberbullying prevention should not be another burden placed upon public school teachers.

Table 11

Society and Cyberbullying

Code	Frequency of Occurrence
Negative	7
Changed/Evolved	6
Lack of Parenting	5
Celebrities/Athletes	5
Positive	1

Table 11, which illustrates participant feelings regarding current societal issues, indicates that the majority of study participants expressed concern that society had changed and not for the better. A lack of parenting and societal importance placed upon both celebrities and athletes were also a frequent topic of discussion. Only one study participant expressed a favorable view of the changes which have taken place in society.

Theme Development

Extensive data analysis revealed six themes including: varying definitions of cyberbullying, motivation to cyberbully, anonymity in cyberbullying, home life, teen and young adult behaviors, and, suggestions for prevention and intervention. The following is a comprehensive discussion of each of the themes that emerged during data analysis.

Theme One: Varying Definitions of Cyberbullying

Eleven participants gave 11 different definitions of cyberbullying. As a result, the theme of varying definitions of cyberbullying appeared early in most conversations with the

participants. Although some definitions were similar, each participant had their own thoughts about frequency, relationship, and balance of power. For example, Carlos stated that the definition of cyberbullying was “electronically bullying someone” and Nigel stated “I guess harassment online is probably the number one thing. Yeah, following people around and just being rude. I guess it’s kinda the same thing as normal bullying but through the Internet.” Additionally, Avery discussed her version of cyberbullying as something “online where you’re not in person, or face-to-face, where people feel like they’re guarded, then somebody can’t start a physical fight with them so they can say whatever they want.”

Marsha took her definition of cyberbullying a little further when she stated:

To me it means bullying that either starts in a like an Internet-based or social media-based or bullying that carries over into that. So maybe you have a disagreement at school and then maybe someone posts on social media about it. I think what you see a lot, for me, is you’ll see new people kind of jump into these cyber disagreements and then they get dragged into it and so I think, then it kind of snowballs as more people get brought into it.

Similarly, Karol mentioned the use of social networking sites and their relationship to cyberbullying when she shared,

I guess it is anything that can be done on a social network that’s hurtful to someone in any shape or form. I feel like it’s easier to do behind a computer screen. So, if it’s at someone’s face it’s like you know, you would never say to someone’s face. It’s much easier to do behind a screen.

Jacob also mentioned social media when he defined cyberbullying as “using Twitter or Snapchat or other apps to call someone out or pick on them.”

Wayne's definition of cyberbullying was parallel with Karol's, although he expounded upon his definition by tying it to occurrences by stating,

People making fun of somebody, something like taking issues at somebody and then, yeah, I feel like if someone is saying bad about somebody on social media then it is harassment. I think the first time isn't really bullying, but if it keeps happening then it turns into bullying.

Zoe's definition also included information regarding frequency. She believed that cyberbullying can occur through social media, phone calls, or texting. Additionally, she discussed whether actions could actually be categorized as bullying, if the victim was not aware they were taking place. Zoe referred to cyberbullying as,

an individual being harassed by multiple people either anonymously through social media or not anonymously....an individual being harassed by multiple parties. At that point, maybe it would be cyberbullying if that one person was actually directly being, you know, affected. When you formally define cyberbullying, something could be considered bullying without you even realizing it.

Joey went a step further by recognizing that there is a fine line between picking on someone and cyberbullying them by stating,

Cyberbullying is bullying online but then you have to think about what does bullying mean...and what is bullying...man it really can be skewed nowadays with all the different ways available to bully someone. I would say that making fun of someone or picking on them doesn't necessarily qualify. True bullying must be destructive, and it's not any kind of criticism or constructive – you want to hurt their feelings on purpose.

The definition provided by Pamela was noticeably different from other participant's definitions. She provided a very in-depth picture of what she believes cyberbullying looks like. She stated that the harassment must also be relentless, "almost stalker behavior" to be considered actual cyberbullying. Pamela also believed that cyberbullying is a "childish and immature behavior," but it crosses the line when it breaks the law. She went so far as to mention that bullying, including cyberbullying, is part of growing up when she stated,

I mean, how many times did it say on the bathroom wall, for a good time call so-and-so? And so, I think part of that ...and I'm probably in the minority...is a little bit of a rite of passage. You have to develop a thicker skin to be in this world. It's because we coddled and told people that you're wonderful, you're perfect, there's nothing wrong with you. Yes, there is...There are things that are wrong with people, and those things that are wrong with us, they need to be acknowledged and they need to be taught when to rein it in.

Richard defined cyberbullying by comparing it extensively with traditional bullying. For example, he talked about cyberbullying being the same as bullying but just using different methods other than the traditional tools. Richard stated,

I would say it's a critiquing or a harassing, just like it would before we had the Internet. Just that it's being done behind the scenes and people, because it has become such a part of their culture and a typical method of communication don't think about it before they participate. It's just the same as, you know, just being constantly haranguing someone verbally at school, or knocking someone's books down, or spilling food on them. You know, doing it electronically still has the same emotional reaction.

Richard also delineated the notion of frequency as it pertains to cyberbullying. He mentioned several times that bullying can be at the hands of several people as well as an individual. Richard suggested that bullying requires a specific frequency when he stated,

For me there is some very clearly defined bullying that goes on over time with the same person, and that's very clear in black and white. But as you start moving away from that one end, from that one extreme, there is a lot of grey in the middle. If I don't know someone and they did something to me one time, I would not consider that bullying. But if that same person did it to me 10 times, yes, he is bullying me.

All participants agreed that utilizing electronic tools to harass someone was considered cyberbullying. However, frequency, severity, and cyberbullying as a rite of passage were held differently by the study participants.

Theme Two: Motivation to Cyberbully

Regarding the motivation of student to cyberbully others, a variety of reasons were provided by study participants. The reasons listed with the greatest frequency were: personal power, fear of being bullied yourself, low self-esteem, ease of access to the Internet, jealousy, and increased social status.

Nigel addressed the issue of personal power when he stated,

Cyberbullying is just one big pissing contest. People want the edge over others and they want to see who can push the most buttons. I guess it probably stems from them being not so popular. The Internet gives them an outlet where they can do what they want and they have a team of people who all gang up on others and dog pile them. So, I think it's just a power thing...I'm convinced.

Many comments from the school counselor's focus group also centered on the issue of power as a trigger for cyberbullying. For example, one particular counselor stated,

I really do think that this type of bullying makes them feel powerful and I think it makes them feel important in a world where they don't feel that important – there's so many more things out of their control, especially in adolescence.

Another counselor added,

I think you hit the nail on the head when you said control. People have different kinds of ways to exert control over their lives, like eating disorders, mania, and bullying others. Kids think this is one thing in my life that I can control, when the rest of their world seems so out of control.

Avery, Wayne, and Karol specifically mentioned jealousy as another major motivator for cyberbullying. According to these participants, jealousy manifests itself over appearances, possessions, social status, and perceived friendships. Wayne specifically mentioned that students cyberbully "because they feel jealous of their peers."

Avery added,

They [cyberbullies] are jealous and they want to make that person they're jealous of feel down about themselves. Often times it is a girl doing it to another pretty girl cause she is mad that the other girl is prettier than her.

Specifically, Avery participated in cyberbullying because "I wanted to make myself feel better about the way I looked."

Additionally, as another motivation to cyberbully, Richard spoke a great deal about becoming a bully to prevent being bullied. He recounted his childhood when his parents moved him to another school, as he had been the target of school bullies. When he got to the new

school, he joined in with a group of boys who were bullying another child, thinking “if you’re being the bully, that means you can’t, you’re not the one being bullied.” He also said, “putting somebody else down means you’re not thinking about your shortcomings and on top of that it means you won’t be the target at the time.”

Self-esteem issues were mentioned many times by the participants as a reason that students cyberbully others. Carlos indicated that bullies “could try to just make themselves feel better by saying something worse about somebody else.” In fact, Carlos perpetrated cyberbullying by making derogatory online remarks regarding “an ugly dude with a pizza face.” He believed that by doing this, it would “take attention off of me.” Wayne concurred with Carlos when he explained that cyberbullies “put others down and make themselves feel better.” Some comments from the counselor focus group on the topic of self-esteem included a statement that teenagers “don’t like themselves and then they want to bring someone down to their level to make them feel better about themselves.” The school counselors also discussed cyberbullying in the focus groups:

Sometimes, from what I’ve seen, they have low self-esteem and they, when people are gravitating toward them and encouraging them in their public drama, they start getting that attention. So, then they feel better about themselves, at the expense of someone else. Whether the attention is negative or positive, attention is attention. Often times they are not getting this attention from anywhere else.

Marsha stated that some students cyberbully others because Internet access and access to electronic devices is a major part of their daily routines. She believed that bullying is easier now than it used to be – which she attributed to the easy access to technology and devices. Referring to cyberbullying over traditional bullying, she said,

I think it's easier sometimes because maybe there's not as much adult supervision. I mean, if you do it at school and there's adults around then maybe they'll catch on, but if it's online and it's not necessarily being monitored, then it's easier and you don't have to say it to their face and watch their reactions. I know that I feel safer messing with someone online – I don't think I would say half of what I say online if it was in person.

The high school counselors also mentioned ease of access to technology as a motivation for students to bully others. One of the counselors commented, “they're growing up with technology, so they have easier access to it and they're able to do more things with it because they feel so comfortable with it.” Additionally, another counselor indicated a concern about the age at which children start using technology when she stated,

I think it's a problem that they're so exposed even at such a young age. My son is in the third grade and he has friends [who have] their own cellphones. I wonder if the parents are aware of everything they can access on that phone?

Finally, the possibility that students cyberbully others to gain social status or acceptance was mentioned several times by multiple study participants. Joey came back to social status and bullying many times during his interview with me. He stated that,

It makes them feel better and makes them look cooler, which is weird, but that's the trend. To make themselves feel better they place themselves on a higher pedestal to kind of make them look like a king, with everyone else below them. It has a lot to do with status and coolness and all that. It might be trying to fit in. I mean, I guess if you flock to them it's more of a protection mentality. You go to that person and you become friends with them, and they are not gonna make fun of you.

Joey also recounted his involvement with cyberbullying by sharing a story with me where he became friends with a peer in an effort to “up his social status.” He stated that he would not have normally tried to befriend this individual and only did so as a means to “self-protect.”

Zoe agreed with Joey and cited social status as a motivation to cyberbully in her interview also. She noted that by putting others down, bullies make themselves feel better and appear stronger than they really are, because what they are saying is negatively affecting another person. She said,

They do it [cyberbully] because they think their peers will respect them. If I say these funny, although, mean things about another person, then all my friends will laugh. They will see me as cool.” She recounted making comments about a peer’s outfit because she received “positive attention and likes on my social media page.

Jacob also maintained that an increase in social status pressures other students to cyberbully others when he stated “I get attention [from peers] when I blast on someone on social media. Getting more followers is important to me.”

The counselors in the focus group also mentioned social status as a possible motivation for cyberbullying. They observed that the public nature of cyberbullying lends itself well to gaining followers or those who want to join in on the bullying. One male school counselor mentioned that often students who end up in the most trouble are not even the original students who were involved in the first dispute - or the first offensive online post. He stated,

It’s never the two original people. It ends up as everyone else getting involved and then they feel like, now, I have an audience so now I have to show out. I can’t look like a punk in front of all my friends.

Another counselor described it as living in a “drama generation.” She stated, “think about how popular reality television is right now. Everybody likes drama and they want to be a part of it, and they want to see it. That’s this generation – they’re drawn to it [drama] like a magnet.”

Theme Three: The Anonymity Factor

The third theme discovered during data analysis was that students participate in acts of cyberbullying because they believe they can hide behind the anonymity of electronics and cyberspace. As an example, each of the 10 participants along with the counselors in the focus group, specifically mentioned that students participated in acts of cyberbullying because they believed that they were protected or shielded by the screens that they were utilizing. To illustrate this point, Zoe discussed her take on the anonymity factor by saying that people say and do things online that they would not do in person because:

They can hide behind an anonymous screen or at least just there’s some [protection] – even if they know that it’s you saying it, you’re not actually with them face-to-face. It takes a lot of courage to actually look someone in the eye and say something but when it comes down to it and there is no one in front of you, you can really put whatever you want on the Internet because you think that it’s not going to come back to bite you.

Zoe shared her personal participation in cyberbullying as she stated, “It was super easy for me to bother someone online because I wasn’t so worried about seeing them in person. I felt somehow [that I was] protected.”

Nigel discussed that due to the anonymous nature of the Internet, many people cyberbully others because they do not feel that they are ever going to meet the person that they are bullying. He stated, “I think most people when they do stuff like that they just assume that there are no

consequences, whatsoever.” Nigel discovered that that assumption was not true, however, as he experienced being called into the school administrator’s office to answer for online comments he made regarding another student. He also spoke of the notion that students do things [cyberbully] online because if they “did something like that in person, you’re probably gonna get your butt kicked.” Wayne reiterated Nigel’s comments when he stated cyberbullies are “hiding behind a keyboard, so they don’t have to worry about someone beating them up or something like that.” He also mentioned that the “lack of physical reaction” also encourages students to use online tools to harass or bully other students. Wayne shared an incident where he cyberbullied a peer because “the dude was way bigger than me.” Carlos also concurred regarding the issue of possible physical violence being lessened by harassing someone online rather than in person. He stated, “I think people are scared of confrontation, so they do things online because they feel less threatened than if they said the same thing to someone else face-to-face.” Carlos also believed that online bullying is not as effective as traditional bullying. He stated, “it’s easier to do something online, but I don’t think it’s effective.” Carlos stated that he made “more of a point when he confronted someone in person and not online.”

Jacob echoed some of those same sentiments as Carlos in his belief that cyberbullying “doesn’t hurt other people as much as bullying them [in person].” He also discussed using social media to “point out things online that people would not normally say in person.”

Pamela took her thoughts about anonymity even further when she stated,

I think kids are afraid, so they would rather say it from behind a keyboard instead of saying it to your face. Instead of saying look, I love you, I think you’re great, but there are some things that are really messed up about you...but instead of saying it like that, we

make a joke. Then we put it on Facebook, and we have to have likes and we have to have hearts and we have to have shares and all this kind of stuff to validate their point.

Richard said that students become bolder as they hide behind the anonymous nature of the Internet. He discussed bullying behavior from the vantage point of online gaming and stated, Online gamers often get angry with one another over mistakes in their play, especially in games that require team-play. When someone starts getting onto another player online, because of the fact that they're behind a computer or television screen, they don't have to look at that other person, and can be much freer to say things. I have noticed that online, people will take it further and they get more direct or blunt in their critique of other's play. People say things that they would have never said to me if we were playing a game in person – they wouldn't talk like that. I am stunned at how people treat one another online.

Richard shared an instance where he was provoked by another gamer. This provocation led to an online verbal confrontation, which turned quite graphic. He stated, "because we were online, I felt more free to use language that I normally wouldn't use – it's like I became another person."

Avery also noted that most of the time teenagers say things online that they would not say in person. She felt that people "just feel protected behind a screen." She also stated that if people said the same things in-person that they said online, "a fight would break out." She believed that many students are too scared to do things in person and that they often "go in anonymously and don't want the other person to know that it's them."

The counselors in the focus group mentioned that the anonymity factor makes them students feel "powerful because they are hiding behind it [anonymity]." One particular case was

discussed regarding the overtly threatening statements made by the bully online. However, when the bully was called into the administrator's office, she turned from the overtly voracious aggressor into a mild version of her former, boisterous self. Online, the student had written, "I know where you live and I'm going to roll up on you and I'm going to beat your ass. I am bullying you bitch, what are you going to do about it? And who is going to stop me?" The counselor recounted how the student's demeanor changed when the administrator and the school counselor met with the bully, and she was far less bold in person. The counselor summed up the situation when she said "I think the anonymity makes them [cyberbullies] bold, I really do, and I think it makes them feel powerful. I think it makes them [cyberbullies] feel important in a world where they feel that so many things are out of their control, especially during their painful adolescence."

Theme Four: Home Life

The most robust discussion regarding home factors that influence cyberbullying came from the counselors in the focus group. As a group, they believed that students have changed. For example, they noted,

Something has happened. There's been a shift. I don't know if it's a shift in how we're raising our kids, the home they live in, or how they're NOT being raised. There's less accountability, I think. I feel like a lot of parents want to be friends with their kids and not be old school. As a school counselor, I am helping these parents to parent. They will ask me, "what do I do"? I'm like...take his keys. I often feel if you don't know what to do with him as his parent, what are we supposed to do with him here at school?

The consensus of the counselors in the focus group was that most students who participate in cyberbullying come from homes where life is "not great," "jacked up," or "the

environment is out of control.” The counselors believed that cyberbullying allowed these students [cyberbullies] to take control of some aspect of their lives in a world where everything else seems out of their control.

Six out of the 11 student participants in my study who had perpetrated acts of cyberbullying had parents who were still married. In an online journal response, one participant specifically mentioned that one of the worst childhood memories they had was that of “meeting my step-parents for the first time.” Three of the 11 shared stressful experiences in their childhoods, all having to do with their divorced parents. One journal response recounted having no memory of their biological parents that “didn’t involve anger or lots of tension.” Several participants mentioned specific incidences of cyberbullying that they were privy to, and in each of those instances, there was some mention of problems in the home. Avery mentioned a specific girl in her high school who had committed suicide as a result of being cyberbullied and who was also having a “tough time at home.” Mental illness and substance abuse were also identified as factors in a person’s life that may have contributed to their participation in cyberbullying.

Theme Five: Teen and Young Adult Behaviors

Many participants observed that the very nature of being a teenager or young adult may contribute to the rise in cyberbullying. Many students seem to lack the maturity to ignore online criticism or comments. Joey discussed that his personality and level of maturity help him to deal better with online harassment than some of his peers. He stated,

I’m in a group of friends that does the sarcastic joking and poking at each other. So, I think I am more lenient on what really is bullying and what is not bullying. It all comes down to how it comes off and who says it and what kind of timing they have. I don’t

think I've ever been truly cyberbullied because a lot of stuff people say that is mean, I just think "they've got no reason to say it." They're just really trying to make me mad and they think that's fun. I really just brush off a lot of what goes on and that kills it for them. The fun is having people get mad and then a lot of people enjoy the argument and enjoy the fighting and yelling. So, you just don't create that audience for them.

Joey also discussed that students look up to celebrities and athletes and that cyberbullying behaviors are often modeled by these individuals, especially on social media sites like Twitter. Joey said,

I guess the media and TV shows always have the one bullied character and although they're trying to teach a lesson about the bad nature of bullies, it comes off to some people that they're probably like that guy, and the bully is usually the cool and popular kid. So, then you connect the two subconsciously and some people think they will be the bully to be the cool jock football player-star-person.

Joey further stated that "fights between celebrities and stuff will go big," and "the people that many students look up to as high in status, the role models of society, are getting into fights and that gets them social media attention and they get on the news for their behavior."

Pamela added that many students do not know who they really are as people. As a result, they base their self-worth and their identity on their peers giving them "props and making them feel good about themselves." She believed they do not have the innate intrinsic value to step away from online harassment or cyberbullying at this age. She said that students feel it necessary to read what is posted about them online. She often tells them to "just turn it off, put it away." But the students cannot seem to do that. She believed the reason that students cannot ignore the comments is because their peer's opinions of them means a great deal to them. Pamela also

stated, “I don’t know if it’s a generational thing or if it’s individual personalities that put such great stock in being accepted by their peers.”

Richard also reiterated that when students are criticized, they are often unable to see it as someone else’s opinion rather than a truth. He recounted an incident where he was harassed in an online gaming situation and acknowledged that he was able to simply block the person after he saw that the situation was not going to de-escalate on its own. However, he acknowledged that if he had been “14 or 15 when it happened, I would have taken it very personally.” Richard also shared a situation regarding his son, who was playing Pokémon Go with a group of friends. His son was being made fun of because he was not as successful in the game as some of his friends. To his son, his worth and his status were tied to his success in this game. Richard stated:

My son was frustrated. He felt like he was falling behind. He was considered lesser than his friends. It’s like when we were young, and I was a kid and I played baseball. I was the kid who got sent up for right field because I wasn’t very good. I was part of the team, but I knew that I didn’t play one of the important positions on the field. It’s the same kind of thing.

The high school counselors believed that female students participated in cyberbullying at a higher rate than their male counterparts. They attributed this to the natural behavior that they observe in female students who share their “personal drama and stories” with their peers at alarming rates. The high school counselors credited males with perpetrating traditional bullying at a higher rate than females. This was attributed to the natural propensity of males to govern themselves utilizing “testosterone.” The focus group counselors also recounted many instances where online harassment and cyberbullying began over a “boy-girl relationship matter.” In their

discussion, they noted that males seem to encourage the cyberbullying and they “like to watch the girls go at it.”

Theme Six: Prevention

The final theme that emerged during data collection was that of cyberbullying prevention. Only one of the 11 participants indicated that they had received any instruction in high school regarding appropriate online behavior. This instruction was not anything formalized but rather an effort on the part of her teachers to help their students with proper online etiquette. Zoe said that “teaching someone how to use netiquette does nothing to prevent instances of cyberbullying.” She specifically remembered that her high school displayed posters discouraging texting and driving and cyberbullying, but it was only part of an awareness month, and no formal instruction or presentation was provided regarding those two issues. She did, however, mention that some of her teachers actually took the time to address proper online behaviors if they heard their students talking about situations in their particular classrooms. She recalled her teacher saying “Hey, be careful what you post on the Internet.” Zoe stated that she often thinks of her teacher’s warning “as she posts on social media.” Zoe also stated that “the foundation for anti-cyberbullying is a foundation for responsibility on the Internet. It definitely comes from the household.”

Karol mentioned she wished schools offered a course regarding digital citizenship. She noted that students do not realize that things that they post can never be permanently deleted. She stated, “they hear that their Snap [Snapchat post] goes away, but it doesn’t really go away – and they are snapping nudes [naked pictures of themselves] and all this stuff.” Karol believed that formally instructing students regarding the “permanent” nature of their social media postings will help with cyberbullying prevention efforts.

Pamela felt that it is the responsibility of the parents to teach their kids about online behavior and cyberbullying. She stated that teachers do not need “another thing on their plate.” However, she believed that many parents do not seem to want to take on that responsibility. Regarding a parent’s role in educating students regarding cyberbullying, she stated,

I think that we give kids too much freedom too early with some things. Granted, so I want my child to be exposed to the technology at a young age? Yes. If I had a child, yes, I would. I would want my kid to learn how to use those skills at a young age. The problem is that many parents don’t model appropriate [online] behavior in their own lives. I don’t think your kid needs to see you as that adult who takes their private drama to a public forum. I believe that teaches your kids that the only outlet they have is the six billion people, and that is not true. People will wrong you on Facebook, or Twitter, or Instagram, or Snapchat or whatever. They will use whatever information they can against you. So, if somebody points out your flaws, it’s ok. Learn to embrace them, because it’s what makes you who you are.

Pamela also believed that cyberbullying cannot be eradicated. She observed the key to reducing instances of cyberbullying is teaching kids empathy and how to deal with feelings. She stated, “we need to teach people that it hurts to call someone a name or post something ugly about them. Then we need to discuss the lessons to be learned from that experience.” Pamela stated it is “more about teaching accountability, rather than teaching technology use or digital citizenship.”

Research Question Responses

Analysis of the study data including participant interviews, journal responses, and focus group discussion revealed six general themes regarding cyberbullying experiences. These six

themes were directly related to the research questions utilized in this study. Responses related to the research questions proposed in this study are summarized in this section.

Research Question One: How do university students perceive their cyberbullying behavior impacts their peers? All study participants agreed that cyberbullying negatively impacts others. However, the degree of that impact was a topic that was widely discussed during the interviews and follow up journal responses. For example, Carlos said that saying something about someone online is “easier, but I don’t think it’s effective.” He believed that confronting someone in person, which he has personally done, has a greater impact.

Zoe recounted a situation where her friend in high school was the victim of cyberbullying. She believed that her friend experienced a great deal of “confusion” because the girl who was bullying her did not really even know her. Although she was sad and cried a great deal, the thought that someone she did not even know would say such terrible things about her set her on a path of confusion. Several participants indicated that bullying behavior has more impact upon the victim if the perpetrator is known to them. Richard stated that when he cyberbullied someone in an online game, he “didn’t really feel that bad about it afterwards, since he didn’t know the guy.” Although anonymous cyberbullying takes place, most of the participants believe that it has less impact upon the victim than when it is perpetrated by someone they actually know.

Avery “made sure” that her victim knew who was perpetrating the bullying against her because she wanted the online audience to “see how I roasted the girl.” Although Avery felt freer to make negative comments about this girl online because it was on social media, she also wanted her identity to be known – because this would make her victim feel “worse.”

Pamela believed that students need to develop a “tougher skin” when it comes to negative comments being made about them. In general, some of the terms participants used to describe the feelings of students who had been cyberbullied include “sad, angry, mad, depressed, confused, and picked-on.”

Therefore, for research question one, study participants believed that their cyberbullying behaviors negatively impacted their peers. Participants also believed that by posting negative comments on social media, their bullying behaviors had a more profound impact because they could be seen by others. The degree of this impact varied; however, consensus showed that the negative impact is greater when the victim is known by the perpetrator.

Research Question Two: How do university students explain their motivations to cyberbully their peers? Jealousy was one of the main motivations cited by study participants. Specifically, Avery, Karol, and Wayne all discussed instances of jealousy as their specific motivator. Students can be jealous of another individual’s looks, possessions, or social status. In one online journal response, a study participant stated the students cyberbully other students “because they are either jealous of the person they are bullying, or they are trying to fit into a group or into the crowd to become cool.” Another stated that students bully because they are “jealous or they view something different as weird.” Wayne was motivated to bully another student online because he was “embarrassed about my car.” He indicated that he felt extremely jealous when a former friend of his received a new car for his birthday. After several online postings on social media where Wayne felt that his former friend was “showing out,” Wayne posted hurtful comments regarding how he felt the car was acquired. The harassment continued via text message as well.

A second motivation to cyberbully relates to lack of self-esteem. Several online journal responses indicated low self-esteem as a motivating factor, stating that “they do it to feel better about themselves, and they really do not realize the impact it is having, and it is easy to do.”

One particular response in the follow up journal stated,

I think students cyberbully other students because they want to experience the feeling of gaining power over someone or something – mostly because they lack power in their own lives. It usually connects back to their self-esteem and how they view themselves; they can project this on to others in the form of bullying. This is also the easiest method of bullying because it can be done from virtually anywhere, with a certain veil of anonymity.

Many students obtain increased self-esteem by acquiring new and more expensive technology. This technology itself can also lead to jealous feelings over property, which may result in instances of cyberbullying. For example, Zoe made “ugly comments” on social media toward a friend who she felt “received a new phone every six months.”

Additional motivating factors include ease of access to technology, lack of personal power, fear of being bullied yourself, and increased social status. For example, in the following journal response, one participant addressed several of these factors:

I think students choose to participate in cyberbullying others because of the convenience. With devices always available, it is much easier to make a nasty comment without ever looking at the person. There also can be an anonymity factor with certain apps and chat rooms. Whereas with traditional bullying you have to see the victim’s reaction, cyberbullying does not require this. This can give the aggressor a greater sense of power.

Research Question Three: How do university students perceive their life experiences led to perpetrating acts of cyberbullying? Lack of strong parenting, lack of model parenting, and stressful circumstances at home are life experiences that many bullies share. Some study participants who were the products of divorced parents experienced stressful home situations. The focus group of high school counselors mentioned several times that those who participate in cyberbullying have less than desirable home lives:

The epidemic of bullying and cyberbullying seem to have been brought on by a societal shift. There has been a societal change of how people are parenting their kids because we want to be friends with them. We also never seem to want them to experience any hardships or challenges in life.

As a result, the counselors believe that children are not being held accountable for their actions. The parents want to “make excuses for their kid’s behaviors or misbehaviors.” Lack of accountability to both their parents and to society in general is a viable explanation for teenagers thinking that they are allowed to harm or harass others both in person and online.

Agreement among the participants exists that children follow their parent’s lead. They observed that a parent who models appropriate behavior and appropriate use of the Internet results in children who are less likely to participate in bullying-type behaviors. Zoe noted that her parents took the time to explain to her the responsibilities that came with utilizing technology, and that they would be monitoring her Internet and technology use. Although Zoe was aware that her parents were monitoring her accounts, and she knew proper parameters for online behavior, she still participated in cyberbullying. According to her, that was very impactful in curtailing some of her online misbehavior:

If I was doing something that I wasn't supposed to be doing, I would pause and say, "oh wait, my parents could see this." or "oh, I might get in trouble," or "oh, they've told me not to do this." This was accountability for me. Of course, my dad being in education, he's always taught me everything about safety, I think really that affected me more than anything else...just growing up in a household where that was established early on. I think it was really beneficial for the rest of my life.

Wayne also discussed the important role his parents played in shaping his character:

Basically, my parents wanted me to strive to be the best and throughout sports, like telling me what to do and how I could improve. My dad went to practices and tried to help correct me in the things I was doing wrong. Through school, because my mom is a teacher, she wanted me to do extra work and go in early and see what all I can do, so I can get ahead in the class. My dad is teaching me what to do to go for an interview for a job, how to dress, how to write a resume, etc.

Conversely, Pamela participated in an online heated exchange that she initiated and included repeated disrespectful language, name calling, and cursing, with someone whom she felt was not sympathetic to kids with disabilities. Her close relationship with her sibling, who was diagnosed with a disability, influenced her feelings regarding students who struggle. She pointed out that her friend was "ignorant in her comments regarding those students who deal with personal demons." Had Pamela not grown up and shared these experiences with her sibling, she may have avoided this online confrontation.

Summary

Overall, participants in the study echoed many of the same sentiments which are found in the existing literature regarding cyberbullying. Those sentiments included a variety of identified

definitions of the phenomenon, anonymity afforded by the nature of the Internet, the importance of social networking sites for young adults, self-esteem and power issues as motivators to cyberbully, and that cyberbullying prevention must begin at home. Six themes emerged as a result of the data analysis including: varying definitions of cyberbullying, motivation to cyberbully, anonymity in cyberbullying, home life, typical teen and young adult behaviors, and suggestions for prevention and intervention. A wide variety of definitions were given for what constituted actual cyberbullying. All 11 participants agreed that cyberbullying was easier to perpetrate than traditional bullying and that the anonymous nature of the Internet served to provide extra motivation to cyberbully. Additionally, the typical behavior of today's students and their dependence upon the use of electronic devices and social media was cited by study participants as factors which influence their cyberbullying. Many participants agreed that cyberbullying should first be addressed at home with additional support provided at school. Finally, the lack of intervention and prevention efforts at home and school, which was noted by study participants, provides additional evidence that more needs to be done to address the epidemic of cyberbullying.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this transcendental phenomenological study is to understand the lived experiences of university students in an Atlanta-area university who have perpetrated acts of cyberbullying. Chapter Five consists of a summary of the study findings embedded in a discussion regarding the relationship of the findings and how they pertain to the current body of existing research, implications of the study, limitations and delimitations, and finally, recommendations for future research.

Summary of Findings

An in-depth analysis of the data gathered from university students who had both experienced and perpetrated cyberbullying revealed six themes including: varying definitions of cyberbullying, motivation to cyberbully, anonymity in cyberbullying, home life, student behaviors, and suggestions for prevention and intervention.

The first theme, varying definitions of cyberbullying, revealed that none of the participants in the study maintained the same definition as to what constituted an act of cyberbullying. While all participants agreed that cyberbullying was perpetrated through electronic means, the conditions attached to that belief were varied. Frequency, balance of power, severity, and relationship requirements were a point of disagreement among the participants. Some participants maintained that a one-time act was considered cyberbullying, but others disagreed and stated that it must occur multiple times to qualify. Additionally, there were differences of opinion regarding whether students could be bullied by someone that was unknown to them.

The second theme, motivation to cyberbully, was identified in the analysis of data. The most common reasons cited for students to participate in these acts included: personal power, fear of being bullied yourself, low self-esteem, ease of access to the Internet, jealousy, and increased social status. Several participants stated that acts of cyberbullying led to an increase in social status among their peers. Additionally, the notion that bullying other students resulted in an increase in personal power was reiterated by several participants. The participants often coupled lack of control over one's life to cyberbullying behavior as a student attempts to gain control over outside influences by overpowering others. Ease of access to technology and the Internet was revealed as a reason that study participants often participated in cyberbullying. The students' feelings of low self-esteem and typical jealousy were also discussed by several participants who believed that, similar to traditional bullying, cyberbullying occurrences often take place when a person lacks intrinsic self-value.

The third theme to emerge from the data analysis was the anonymous nature of the act of cyberbullying. All participants agreed that it was easy for them to perpetrate cyberbullying acts because they could hide behind the screen or keyboard. The discussion included the anonymous nature of the Internet and its effect of making students bolder and more brazen in their acts and words. One participant stated that although his online perpetration was almost effortless, the effect on his victim was not as impactful as an act which had been perpetrated by someone that his victim could identify.

The fourth theme identified was the deficiencies in home life for those participating in cyberbullying. The school counselor focus group observed that many students who participate in bullying others come from home environments that are less than optimal. Focus group

participants acknowledged that a few cases of cyberbullying were perpetrated by students whose families seemed “normal” and were not known by the community to be troubled.

The fifth theme to emerge in this study relates to typical student behavior. In general, the participants agreed that several common behaviors and beliefs of students lead to participation in cyberbullying. Some of those behaviors and beliefs include emulation of celebrities and athletes, immaturity, and over-reliance on electronic devices and social media. Finally, students who are overly dependent on the opinions of their peers also emerged as a factor which motivated acts of cyberbullying both as a perpetrator and victim.

The sixth and final theme was prevention and intervention of cyberbullying. Most participants believed that their parents should be responsible for teaching them about acceptable use of the Internet and social media sites. However, most participants also acknowledged that often, there is no parental guidance in these areas. Only one participant indicated that she received any type of prevention lessons in high school, and those lessons seemed to be an incidental part of the student-teacher relationship rather than a prescribed and intentional curriculum. During the interview process, participants mentioned that schools should provide lessons regarding acceptable use and how to safely use the Internet.

Three research questions guided this study. The first research question asked how students perceive their cyberbullying behavior impacted their peers. While some study participants agreed that their cyberbullying others was hurtful and caused sadness, alienation, hurt, and confusion, other participants indicated that the humiliation and sadness brought to peers was just as great or even greater than the impact generated from traditional bullying. There were a few participants who disagreed. They believed that their cyberbullying had less of an impact upon the victim, as it could be “ignored” or “deleted.”

The second research question asked how students explained their motivation to cyberbully their peers. The most cited self-motivators to cyberbully others included jealousy, an attempt to gain social status or “cool points,” and easy access to technology and social networking. Students acknowledged that jealousy over appearance, possessions, or social status motivated many teens and young adults to participate in acts of cyberbullying. Additionally, the trend to post opinions and begin feuds on social media, often perpetuated by those that students look up to such as celebrities and athletes, encourages them to emulate this negative behavior. Participants also discussed that students who feel powerless over their own life circumstances will perpetrate acts of cyberbullying as a way to exert power over others, and in turn, feel more powerful in a life circumstance where they might otherwise feel powerless.

The third research question asked how participants’ life experiences led to perpetrating acts of cyberbullying. In general, the lack of parental supervision or parental involvement were cited as reasons that they had participated in the act of cyberbullying. The belief that many parents want to be their child’s friend rather than a traditional parent was also expressed as a life experience which enabled cyberbullying. Many students who act out towards others, including traditional and cyberbullying instances, were described as having issues at home or a non-traditional home life. Study participants also believed that strong parents who take the time to educate and follow through with their children help to decrease acts of bullying.

Discussion

The results of this phenomenological study indicate that teenagers and young adults participate in cyberbullying due to a variety of motivations, deficit in home life or parenting, and the belief that cyberbullying has a greater impact upon victims when compared to traditional bullying. Motivations to cyberbully that were reported by study participants align with the

existing research regarding motivating factors. Motivational factors included an increase in personal power, the fear of becoming a victim of bullying, low self-esteem, ease of access to the Internet, feelings of jealousy, and increased social status. Additionally, study participants held a variety of opinions regarding the definition of cyberbullying that supports findings in the existing literature. All 11 participants agreed that cyberbullying was detrimental to victims. However, study data supported the theory that the impact of cyberbullying upon the victim was greater if they knew their perpetrator. The results of this study contribute additional perspective to the ever-growing body of literature regarding cyberbullying.

Empirical Literature

This study supports the existing literature regarding lack of consensus regarding the definition of cyberbullying (Nocentini, et al., 2010; O’Dea & Campbell, 2012; Wingate et al., 2013). Eleven different definitions for cyberbullying were provided by study participants as well as varying opinions regarding balance of power, frequency, and required relationships. Some similarity was expressed in regard to frequency by three participants. Study results align with the current literature regarding the inconsistency in cyberbullying measurement as a result of a lack of expressed frequency, relationships, and power. Additionally, all participants agreed that cyberbullying required the use of some type of electronic device. The importance of these electronic devices was corroborated by study results as participants indicated that they relied heavily upon these devices in their daily lives.

With regard to the anonymous nature of the Internet, current research (Pettalia et al., 2013; Yilmaz, 2010) indicates that students exhibit increased violent behavior as they hide behind the protection of the Internet. The study participants, including the focus group of school counselors, unanimously agreed that anonymity led to increased instances of cyberbullying. The

perceived anonymity afforded by the Internet was discussed by study participants as a motivation which influenced their decision to participate in acts of cyberbullying. Additionally, participants stated that anonymity allowed for increased power for cyberbullies. These study results also align with current research regarding disinhibition and moral disengagement (Barlett, 2015; P.K. Smith et al., 2012; Suler, 2004). Participants indicated that in making a decision to cyberbully others, moral disengagement and disinhibition were factors which influenced them to perpetrate.

Ten of the 11 study participants revealed they received no anti-bullying instruction in school. This number directly supports the existing research by Tangen and Campbell (2010) who reported that only 10% of students received any formal lessons on cyberbullying. Support for decreasing cyberbullying prevalence by focusing on teaching empathy and accountability was expressed by several study participants. Schultze-Krumbholz et al. (2016) reported that empathy training “significantly reduced cyberbullying” (p. 154). The consensus of my study participants was that to be truly effective, cyberbullying lessons and discussions must begin in the home. Shapka and Law (2013) were in agreement with the importance of the parent-child relationship as a venue to reduce incidences of cyberbullying. Problems in the home as they impact behavior and lack of control were discussed by the focus group as well as by my study participants. Multiple studies supported the notion that supportive and involved parents are an important factor in reducing cyberbullying (American College of Pediatricians, 2014; Further et al., 2013; Wang et al., 2009).

Theoretical Literature

Social cognitive theory stresses the importance of self-regulation (Bandura, 2001). This is rooted in the conviction that people control their behavior based upon both goals and internal values. Bandura, the father of social cognitive theory, also believed in the concept of triadic

reciprocity (Schunk, 2012). Triadic reciprocity asserted that behavioral, personal, and social/emotional factors influence behavior. This study supports the notion that cyberbullying behaviors occur due to a perceived lack of consequences. Participants shared that many of them cyberbully as a way to achieve social status among their peers. Additionally, the anonymous nature of the Internet allows bullies to hide behind their keyboards or screens, and many bullies believe that they will not be identified or punished (Barlett et al., 2016). Finally, the perception was raised by participants that students lack the maturity level needed to walk away from an online harassment or bullying situation, which often results in increased incidents of negative online behaviors (moral disengagement). Disinhibition, which allows the bully to disconnect themselves from the acts that they are perpetrating was supported by this research as well. Several study participants indicated that it was easier for them to participate in cyberbullying because they could not see the reaction from their victim in-person. Additionally, perceived moral disengagement was noted in several study participants' responses regarding their motivation to cyberbully others. These findings extend the existing theory regarding the impact of moral disengagement in regard to instances of cyberbullying (Bauman, 2010; Mishna et al, 2010; Topcu et al., 2013).

Olweus' (1988) theory of bullying asserted that the three factors of intentionality, frequency, and imbalance of power be present in an authentic bullying or cyberbullying situation (Olweus, 2013). While study participants did not agree on a particular frequency factor which they believed constituted cyberbullying, they did agree that intentionality and imbalance of power are required. Many students participate in acts of cyber aggression and cyberbullying as a result of feeling powerless (Ruschoff, Dijkstra, Veenstra, & Lindenberg, 2015), which is a theory that is advanced by the results of my study and helps to explain the motivation for students to

bully their peers. Teenagers and young adults crave acceptance by their peers and as a result often intentionally and purposefully harass others to gain a captive audience, which then contributes to a higher perceived personal social status (Faris & Ennett, 2012). Data collected from this study indicates that increased social status in students often results from acts of cyberbullying. Specifically, study participants stated that increased acceptance by their peers often resulted from perceived participation in acts of cyberbullying. These findings align with a recent study by Wegge, Vandebosch, Eggermont, and Pabian (2016) in which electronic forms of bullying provided an avenue to increased popularity in teens and young adults. An imbalance of power in students' home situations was also cited by study participants as one of the reasons that they often become cyberbullies. Many of my study participants came from broken homes and shared stories of their family dysfunction. This directly supports and extends existing literature, which correlates the phenomenon of cyberbullying and a troubled home life (Arslan et al., 2012).

Implications

Study participants were in agreement that cyberbullying is hurtful to their peers. The degree of the impact was an area of non-consensus among those who contributed to this study. The importance of technology in the lives of these teenagers and young adults was stressed by all of the study participants. These findings support the statistics reported by the Center for Digital Future (2010), which estimated that students spend upwards of 40 hours each week utilizing the Internet. The research also shows and was supported by the data in this study that students consider the use of technology to be an important part of their daily routines (Kowalski et al., 2008). All study participants agreed that technology was important to them, and most also agreed that social networking sites were very important. Chisolm's (2014) research indicated that the anonymous nature of the Internet led to a decrease in inhibition. This loss of inhibition

contributes to the theory that perpetrators can't physically see the pain that they are causing as they participate in the act of cyberbullying. As an extension of Chisolm's (2014) research, my study participants provided specific examples of how a loss of inhibition due to Internet anonymity provided additional motivation to cyberbully others.

Theoretical Implications

Theoretical implications resulting from this study support Bandura's social cognitive theory. Because today's students rely heavily on the use of the Internet and electronic devices, social networking plays an integral part in their lives. The majority of my study participants supported their heavy reliance on the use of social media. The use of social media as a method of peer communication and networking further emphasize the fact that people learn from interaction with each other. Therefore, this study extends the importance of positive social learning and social cognitive theory as it pertains to prevention of cyberbullying.

A perceived lack of consequences, which are often associated with the act of cyberbullying, results in an increased prevalence rate (Barlett, 2015). Study participants recommended that students receive instruction regarding the permanency of their online behavior as well as in the area of acceptable use and Internet etiquette both at school and in the home. Students should also be taught that there are consequences associated with cyberbullying, which are both long and short term in nature. Short term consequences may include peer conflict, school discipline, and legal ramifications. These legal ramifications may develop into more serious, and therefore, long-term legal and social consequences. Educators, law-makers, parents, and community members must lead by example as they model appropriate online behaviors, especially in regard to the use of social media. Additionally, education programs should be

offered to parents in an effort to assist them in teaching their children about Internet permanency and empathy.

Empirical Implications

Data collected through in-depth interviews, online journals, and focus groups support that while teenagers and young adults acknowledge that they hurt their peers by cyberbullying them, the suggestion that cyberbullying also provides positive outcomes for the bullies was clearly presented. Typical students are married to the technology and specifically, social media applications. The combination of this need by my study participants to utilize technology while participating in social media activities seems to outweigh the negative effects associated with cyberbullying. Jealousy, fear of being bullied by others, low self-esteem, and personal power are some of the reasons that participants reported they cyberbullied others. Many teens and young adults place priority of their social status over the feelings of those who are being victimized. Education and regulation of social media sites and the use of technology should be provided to help decrease instances of participation in cyberbullying.

With regards to the anonymous nature of the Internet, all study participants agreed that the ability to hide their identity encouraged them to perpetrate negative online behaviors. The lack of maturity of teenagers and young adults was also cited as a motivation to cyberbully. Many young people simply lack the ability to walk away from confrontation, especially when it takes place online. Those participants who reported that their parents took the time to both monitor and explain acceptable online behavior seemed to have the strongest grasp regarding the negative aspects of cyberbullying. Strong agreement existed that many students who bully others have significant issues at home that lead to increased negative behaviors. Lastly, the data supports the lack of prevention/intervention programs that exist for students today. In an effort

to decrease instances of cyberbullying, all community members should work together to ensure that every child is raised in a positive and supportive home.

Practical Implications

Practical implications resulting from the data collected in this study include recommendations that students participate in empathy lessons that would allow them to connect cyberbullying to the pain it causes the victim. Study participants indicated that they did not receive any formalized training in the areas of acceptable online behaviors, Internet permanency, or empathy. Additionally, the suggestion that parents should monitor their children's Internet and data usage was supported by this study. Parents who discuss Internet safety and appropriate online behavior make a positive impact on their children and thusly, their behaviors (Davidson & Stein, 2014; Goebert et al., 2011; Shapka & Law, 2013; Wang et al., 2009).

A final practical implication requires parents to examine their responsibilities to their children as the current lack of formal parenting skills contributes to instances of cyberbullying. Parents must take the lead, take on more traditional parenting roles, and model appropriate online etiquette as a method to decrease cyberbullying. Communities and schools can partner to provide needed guidance to parents. Additional regulation requiring parents to be held culpable in instances where their children cyberbully others may serve as a deterrent that would require parents to take acts of cyberbullying more seriously.

Delimitations and Limitations

This study had several delimitations: controlled age of participants, utilization of students who have cyberbullied, and utilization of a phenomenological approach. The first delimitation of this study was the use of students who were at least 18 years old. Utilizing participants who were of legal age, removed the necessity to report self-reported instances of

cyberbullying and cyber aggression, thereby allowing participants to speak more freely regarding their experiences with the phenomenon of cyberbullying. This delimitation also removed the need for parental consent. Research shows that participant recruitment declines substantially when parental consent is a requirement (Esbensen, Melde, Taylor & Peterson, 2008).

The second delimitation was the utilization of students who self-identified as participants in the act of cyberbullying. The study was limited to those particular students because of the need to identify participants who have experienced cyberbullying. This was necessary in order to extrapolate information from the perspective of bullies themselves – they must have experienced the phenomenon to provide their own motivations.

The final delimitation was the use of a phenomenological research approach. Because I wanted to interact with study participants and truly experience cyberbully through their eyes, I chose a qualitative approach for the study research. The use of a phenomenological study may have discouraged possible study participants, as they may not have felt comfortable discussing their cyberbullying actions with me.

In addition, several limitations existed in this study: sample size, sample location, the use of self-reporting subjects, and researcher bias. The sample size was limited to 11 participants, which itself is a limitation. Although this sample size fell within the recommendations set by Creswell (2013) of five to 25 participants for a phenomenological study, it was on the lower end of his recommendation scale.

Utilizing participants from only one research site was the second limitation of this study. Although ethnic diversity exists among students at the research university, it is highly possible that diversity was limited by socio-economic status, culture, and regional influence. The use of university participants limited the participant base because it eliminated a large number of

students who do not attend a university. The small sample size from the same area of the United States limits the transferability of the study to other areas of the country or the world.

The biggest limitation of the study was the utilization of participants who self-reported their participation in cyberbullying. The possibility exists that potential participants were dissuaded from participating in my study because study inclusion required sharing sensitive and personal information regarding cyberbullying. Participants, in the name of self-protection, may have limited the information they shared with me even though every precaution was taken to safeguard identity and confidentiality of responses. While the counselors who participated in my focus group discussion were volunteers, the very nature of the face-to-face focus group may have influenced some of the counselors to temper their conversations. In-depth conversation among focus group members may have been hampered by fear of embarrassment or by the desire for self-protection.

One final limitation ever-present in phenomenological qualitative research is the influence of researcher bias. Personal thoughts and notes were journaled on the interview transcription as a method to help me recognize and isolate my own bias. A peer reviewer also provided additional bias check.

Recommendations for Future Research

While the findings of my study are relevant and contribute to the larger body of knowledge regarding cyberbullying, further research is still needed. For example, to address the limitation of a small sample size, future studies could provide important findings by using a larger sample size with a more diverse participant demographic. Additionally, in future studies, addressing the delimitation of using only students who are at least 18 years of age is recommended. Researchers should obtain access to students who are currently participating in

the phenomenon of cyberbullying as this will provide more accurate and reliable information. Relying on the memories of events that took place several years prior reduces data reliability. To truly capture the lived experiences of students who have participated in acts of cyberbullying, researchers need to work directly with those students, utilizing current situations, thus utilizing current high school students. Prior to beginning data collection, comprehensive research should take place as to the viability of using high school students as study participants; in turn, this will allow for increased credibility and trustworthiness.

In response to my study findings regarding the influence of home life on cyberbullying, future research should focus on the examination of cyberbullying instances with groups of students who have stable home lives, and strong, supportive parents. A case study that includes a select group of participants who come from model homes with positive parental relationships may provide additional data as to the true impact these characteristics may provide in the battle to combat cyberbullying. In-depth information regarding the specific effects of strong parent-child relationships should be a focus from a prevention and intervention perspective.

Finally, future research which focuses on the correlation and effectiveness of empathy and accountability programs, utilizing a case study method, must be a focus. My initial study findings indicate that these types of prevention and intervention programs may be the most impactful in regard to decreasing the prevalence rates of cyberbullying. Should data from additional research support my initial findings, a new method of anti-cyberbullying intervention may prove to be key to combat the phenomenon of cyberbullying. A comparison of the effectiveness of these types of program versus traditional anti-cyberbullying interventions should also be a primary emphasis in this future study.

Summary

This study provided additional insight into the reasons that university students participate in the act of cyberbullying. The most cited reasons included low self-esteem, fear of being bullied themselves, the anonymous nature of the Internet, jealousy, and lack of control over their lives. Additionally, although study participants agreed that cyberbullying behaviors were hurtful to their peers, there was not a consensus as to the degree of impact.

The anonymous nature of the Internet along with dependence upon the use of technology contribute to a decrease in inhibition and conversely, the increase in acts of cyberbullying. Prevention efforts need to focus on teaching acceptable use, netiquette, and the consequences related to perpetration of cyberbullying. Study data indicated that very few participants received any instruction regarding proper online behaviors, either at home or while in school. Additionally, the need for empathy lessons was a practical implication that student participants shared.

Finally, participants also believed that parents should take on the responsibility of educating their children regarding the appropriate use of the Internet and social networking sites. Adults need to model responsible behavior both in person and online. Children look to their parents as their first and most important role models; consequently, these adults need to curtail their own social media and cyberbullying tendencies.

Societal changes regarding acceptable behavior on the Internet along with a greater value placed on kindness and empathy for all may hold the key to eliminating cyberbullying behaviors. If the desire is to decrease participation in the act of cyberbullying, the root causes of the phenomenon need to be addressed and recognized as the true national crisis they present.

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APPENDIX A

PARTICIPANT INTAKE SURVEY – “Cyberbullying Questionnaire”

*This survey has been modified and is being used and reproduced with permission by the primary author, Dr. Richard Conti.

Most of the questions are about your life in and out of school in the past 2 or 3 months. So, when you answer, you should think of how it has been during the past couple of months and not only how it is just now.

Before we start with questions about bullying, we will first define or explain the word bullying. We say a student is being bullied when another student, or several other students:

- say mean and hurtful things or make fun of him or her and call him or her mean and hurtful names.
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- hit, kick, push, shove around, or lock him or her inside a room.
- tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself.

We also call it bullying, when a student is teased repeatedly in a mean and hurtful way. But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

Today, we would like to look at a special kind of bullying: Cyberbullying. This includes bullying:

- through text messaging
- through pictures/photos or video clips
- through phone calls
- through email
- in chat rooms
- through instant messaging
- through websites or phone apps

Bullying can happen through text messages/pictures/clips/email/messages, etc. sent to you, but also when text messages/pictures/clips/email/messages etc. are sent to others about you.

1. Have you been bullied in the past couple of months (any kind of bullying, including cyberbullying)?

_____ I haven't been bullied in the past couple of months

_____ It has only happened once or twice

_____ 2 or 3 times a month

_____ About once a week

_____ Several times a week

2. How often have you been cyberbullied in the past couple of months?

- I haven't been cyberbullied in the past couple of months
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week

3. How often have you cyberbullied others in the past couple of months?

- I haven't cyberbullied in the past couple of month
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week

Email Bullying

4. How often have you been bullied through email in the past couple of months in school?

- I haven't been bullied through emails in the past couple of months in school
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week
 Other: _____

5. How often have you been bullied through email in the past couple of months outside of school?

- I haven't been bullied through emails in the past couple of months outside of school
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week
 Other: _____

6. Have you bullied others through email in the past couple of months in school?

- I haven't bullied through email in the past couple of months in school
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week
 Other: _____

7. Have you bullied others through email in the past couple of months outside of school?

I haven't bullied through email in the past couple of months outside of school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

8. Have you heard of bullying taking place through email in your school or circle of friends in the past couple of months?

Yes

No

9. Do you think email bullying compared to "normal, traditional, conventional" bullying...

Has less of an effect on the victim

Has the same effect on the victim

Has more of an effect on the victim

Don't know

*Reason: _____

10. In which classes is the student or students who bully/bullies you through emails?

I haven't been bullied through email in the past couple of months

In my class

In a different class but same grade/year

In a higher grade

In a lower grade

In different grades

Not in my school

I do not know who sends me those emails

11. In which classes is the student or students who you bully through emails?

I haven't bullied through email in the past couple of months

In my class

In a different class but same grade/year

In a higher grade

In a lower grade

In different grades

Not in my school

12. Have you been bullied through email by boys or girls?

- I haven't been bullied through email in the past couple of months
- Mainly by one girl
- By several girls
- Mainly by one boy
- By several boys
- By both boys and girls
- I do not know who sends me those emails

13. Have you bullied boys or girls through email?

- I haven't bullied through email in the past couple of months
- Girls
- Boys
- Both boys and girls

14. By how many students have you usually been bullied through emails?

- I haven't been bullied through email in the past couple of months
- Mainly by one student
- By a group of 2 or 3 students
- By a group of 4-9 students
- By a group of more than 9 students
- By several different students or groups of students
- I do not know who sends me those emails

15. With how many students do you typically engage in bullying through emails?

- I haven't bullied through email in the past couple of months
- Mainly by myself
- With one other person
- With a group of 2-4
- With a group of 5 or more

16. How long has the bullying by email lasted?

- I haven't bullied or been bullied through email in the past
- It lasted one or two weeks
- It lasted about a month
- It has lasted about six months
- It has gone on for several years

17. Have you told anyone (that you have been bullied or bullied others through email)?

- I haven't bullied or been bullied through email in the past couple of months
- Your class teacher
- Another adult at school
- Your parents/guardians
- Your friends
- Someone else: _____

_____ I have told nobody

Chat room Bullying

18. How often have you been bullied in chat rooms in the past couple of months in school?

_____ I do not use chat rooms

_____ I haven't been bullied in chat rooms in the past couple of months in school

_____ It has only happened once or twice

_____ 2 or 3 times a month

_____ About once a week

_____ Several times a week

_____ Other: _____

19. How often have you been bullied in chat rooms in the past couple of months outside of school?

_____ I do not use chat rooms

_____ I haven't been bullied in chat rooms in the past couple of months outside of school

_____ It has only happened once or twice

_____ 2 or 3 times a month

_____ About once a week

_____ Several times a week

_____ Other: _____

20. Have you bullied others in chat rooms in the past couple of months in school?

_____ I do not use chat rooms

_____ I haven't bullied in chat rooms in the past couple of months in school

_____ It has only happened once or twice

_____ 2 or 3 times a month

_____ About once a week

_____ Several times a week

_____ Other: _____

21. Have you bullied others in chat rooms in the past couple of months outside of school?

_____ I do not use chat rooms

_____ I haven't bullied in chat rooms in the past couple of months outside of school

_____ It has only happened once or twice

_____ 2 or 3 times a month

_____ About once a week

_____ Several times a week

_____ Other: _____

22. Have you heard of bullying taking place in chat rooms in your school or circle of friends in the past couple of months?

_____ Yes

_____ No

23. Do you think bullying in chat rooms compared to “normal, traditional, conventional” bullying?

- Has less of an effect on the victim
 Has the same effect on the victim
 Has more of an effect on the victim
 Don't know

*Reason: _____

24. In which classes is the student or students who bully you in chat rooms?

- I haven't been bullied in chat rooms in the past couple of months
 In my class
 In a different class but same grade/year
 In a higher grade
 In a lower grade
 In different grades
 Not in my school
 I do not know who sends me those messages

25. In which classes is the student or students who you bully in chat rooms?

- I haven't bullied in chat rooms in the past couple of months
 In my class
 In a different class but same grade/year
 In a higher grade
 In a lower grade
 In different grades
 Not in my school
 I do not know who sends me those messages

26. Have you been bullied in chat rooms by boys or girls?

- I haven't been bullied in chat rooms in the past couple of months
 Mainly by one girl
 By several girls
 Mainly by one boy
 By several boys
 By both boys and girls
 I do not know who sends me those messages

27. Have you bullied boys or girls in chat rooms?

- I haven't bullied in chat rooms in the past couple of months
 Girls
 Boys
 Both boys and girls

28. By how many students have you usually been bullied in chat rooms?

- I haven't been bullied in chat rooms in the past couple of months
 Mainly by one student
 By a group of 2-3 students
 By a group of 4-9 students
 By a group of more than 9 students
 By several different students or groups of students
 I do not know who sends me those messages

29. With how many students do you typically engage in bullying in chat rooms?

- I haven't bullied in chat rooms in the past couple of months
 Mainly by myself
 With one other person
 With a group of 2-4
 With a group of 5 or more

30. How long has the bullying in chat rooms lasted?

- I haven't bullied or been bullied in chat rooms in the past couple of months
 It lasted one or two weeks
 It lasted about a month
 It has lasted about six months
 It has gone on for several years

31. Have you told anyone (that you have been bullied or bullied others in chat rooms)?

- I haven't bullied or been bullied in chat rooms in the past couple of months
 Your class teacher
 Another adult at school
 Your parents/guardians
 Your friends
 Someone else: _____
 I have told nobody

Instant Messaging Bullying

32. How often have you been bullied through instant messaging in the past couple of months in school?

- I do not use instant messaging
 I haven't been bullied through instant messaging in the past couple of months in school.
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week
 Other: _____

33. How often have you been bullied through instant messaging in the past couple of months outside of school?

I do not use instant messaging

I haven't been bullied through instant messaging in the past couple of months outside of school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

34. Have you bullied others through instant messaging in the past couple of months in school?

I do not use instant messaging

I haven't bullied through instant messaging in the past couple of months in school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

35. Have you bullied others through instant messaging in the past couple of months outside of school?

I do not use instant messaging

I haven't bullied through instant messaging in the past couple of months outside of school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

36. Have you heard of bullying taking place through instant messaging in your school or circle of friends in the past couple of months?

Yes

No

37. Do you think instant messaging bullying compared to "normal, traditional, conventional" bullying?

Has less of an effect on the victim

Has the same effect on the victim

Has more of an effect on the victim

Don't know

*Reason: _____

38. In which classes is the student or students who bully/bullies you through instant messaging?

- I do not use instant messaging
- I haven't been bullied through instant messaging in the past couple of months
- In my class
- In a different class but same grade/year
- In a higher grade
- In a lower grade
- In different grades
- Not in my school
- I do not know who sends me those messages

39. In which classes is the student or students who you bully through instant messaging?

- I do not use instant messaging
- I haven't bullied through instant messaging in the past couple of months
- In my class
- In a different class but same grade/year
- In a higher grade
- In a lower grade
- In different grades
- Not in my school

40. Have you been bullied through instant messaging by boys or girls?

- I do not use instant messaging
- I haven't been bullied through instant messaging in the past couple of months
- Mainly by one girl
- By several girls
- Mainly by one boy
- By several boys
- By both boys and girls
- I do not know who sends me those messages

41. Have you bullied boys or girls through instant messaging?

- I do not use instant messaging
- I haven't bullied through instant messaging in the past couple of months
- Girls
- Boys
- Both boys and girls

42. By how many students have you usually been bullied through instant messaging?

- I do not use instant messaging
- I haven't been bullied through instant messaging in the past couple of months
- Mainly by one student
- By a group of 2-3 students
- By a group of 4-9 students
- By a group of more than 9 students
- By several different students or groups of students

43. With how many students do you typically engage in bullying through instant messaging?

- I do not use instant messaging
 I haven't bullied through instant messaging in the past couple of months
 Mainly by myself
 With one other person
 With a group of 2-4
 With a group of 5 or more

44. How long has the bullying through instant messaging lasted?

- I do not use instant messaging
 I haven't bullied or been bullied through instant messaging in the past couple of months
 It lasted one or two weeks
 It lasted about a month
 It has lasted about six months
 It has gone on for several years

45. Have you told anyone (that you have been bullied or bullied others through instant messaging)?

- I do not use instant messaging
 I haven't bullied or been bullied through instant messaging in the past couple of months
 Your class teacher
 Another adult at school
 Your parents/guardians
 Your friends
 Someone else: _____
 I have told nobody

Website Bullying (for example: setting up a negative website about someone, revealing personal details, etc.) or Phone App Bullying

46. How often have you been bullied through websites or phone apps in the past couple of months in school?

- I haven't been bullied through websites or phone apps in the past couple of months in school.
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week
 Other: _____

47. How often have you been bullied through websites or phone apps in the past couple of months outside of school?

I haven't been bullied through websites or phone apps in the past couple of months outside of school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

48. Have you bullied others through websites or phone apps in the past couple of months in school?

I haven't bullied through websites or phone apps in the past couple of months in school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

49. Have you bullied others through websites or phone apps in the past couple of months outside of school?

I haven't bullied through websites or phone apps in the past couple of months outside of school

It has only happened once or twice

2 or 3 times a month

About once a week

Several times a week

Other: _____

50. Have you heard of bullying taking place through websites or phone apps in your school or circle of friends in the past couple of months?

Yes

No

51. Do you think website or phone app bullying compared to "normal, traditional, conventional" bullying?

Has less of an effect on the victim

Has the same effect on the victim

Has more of an effect on the victim

Don't know

*Reason: _____

52. In which classes is the student or students who bully/bullies you through websites or phone apps?

- I haven't been bullied through websites or phone apps in the past couple of months
 In my class
 In a different class but same grade/year
 In a higher grade
 In a lower grade
 In different grades
 Not in my school
 I do not know who set up the website

53. In which classes is the student or students who you bully through websites or phone apps?

- I haven't bullied through websites or phone apps in the past couple of months
 In my class
 In a different class but same grade/year
 In a higher grade
 In a lower grade
 In different grades
 Not in my school

54. Have you been bullied through websites or phone apps by boys or girls?

- I haven't been bullied through websites or phone apps in the past couple of months
 Mainly by one girl
 By several girls
 Mainly by one boy
 By several boys
 By both boys and girls
 I do not know who set up the website

55. Have you bullied boys or girls through websites or phone apps?

- I haven't bullied through websites or phone apps in the past couple of months
 Girls
 Boys
 Both boys and girls

56. By how many students have you usually been bullied through websites or phone apps?

- I haven't been bullied through websites or phone apps in the past couple of months
 Mainly by one student
 By a group of 2-3 students
 By a group of 4-9 students
 By a group of more than 9 students
 By several different students or groups of students
 I do not know who set up the website

57. With how many students do you typically engage in bullying through websites or phone apps?

- I haven't bullied through websites or phone apps in the past couple of months
- Mainly by myself
- With one other person
- With a group of 2-4
- With a group of 5 or more

58. How long has the bullying through websites or phone apps lasted?

- I haven't bullied or been bullied through websites or phone apps in the past couple of months
- It lasted one or two weeks
- It lasted about a month
- It has lasted about six months
- It has gone on for several years

59. Have you told anyone (that you have been bullied or bullied others through websites or phone apps)?

- I haven't bullied or been bullied through websites or phone apps in the past couple of months
- Your class teacher
- Another adult at school
- Your parents/guardians
- Your friends
- Someone else: _____
- I have told nobody

Other forms of cyberbullying

60. Are there any other forms of bullying you have experienced, involving the Internet or other electronic devices, which we have not mentioned?

- No
- Yes (please describe): _____

APPENDIX B

Permission to Use Survey Email

Re: Permission to use Cyberbullying Questionnaire

Richard Conti <[REDACTED]>

Wed 1/18/2017 2:17 PM

To: Osborne, Christi <[REDACTED]>

Dear Christi,

Please feel free to use the Cyberbullying Questionnaire.

Your research sounds interesting. Best of luck to you!

Regards,

Rich

Richard P. Conti, Ph.D.
Assistant Professor
Coordinator, Forensic Psychology Program
School of Psychology
Kean University
[REDACTED]

Spring 2017 Office Hours

Monday: 11:00am – 12:15pm; 2:00pm - 3:00pm
Tuesday: 2:15pm – 4:15pm
Thursday: 11:00am – 12:15pm; 2:00pm - 3:00pm
Saturday: 12:00pm – 2:00pm

Office Location: East Campus Room 232C

On Mon, Jan 16, 2017 at 9:08 PM, Osborne, Christi <[REDACTED]> wrote:

Dear Dr. Conti,

I am a doctoral student at Liberty University in Lynchburg, Virginia. My dissertation is a qualitative phenomenology, focused on characteristics of cyberbullies. In my research, I came across your paper entitled "Cyberbullying: The New Phenomenon". I am requesting permission to reuse parts of your Cyberbullying Questionnaire as an intake survey to help me identify possible instances of cyberbullying in students aged 18 and over.

Please let me know if this use is acceptable to you, and of course, I will cite and attribute proper credit to you both.

Thank you for your time and attention to this matter. I look forward to hearing from either, or both of you.

Take care,

Christi Osborne, Ed.S.

APPENDIX C

Focus Group Prompts

1. As a school counselor, describe your involvement in dealing with incidences of cyberbullying.
2. Think of a student who perpetrated an act of cyberbullying. Describe that student's personality and/or traits.
3. Thinking of that student who cyberbullied others, do you know anything about his/her life at home?
4. Why do you think students cyberbully others?

APPENDIX D

Focus Group Follow Up

School Counselor Focus Group Follow Up:

Answers are anonymous and can be viewed only by the researcher.

Share any additional thoughts or ideas about cyberbullying here:

Your answer:

SUBMIT

Never submit passwords through Google Forms.

APPENDIX E

Focus Group Follow Up Directions

Thank you for participating in this focus group today. Should you have any follow up comments, or information you would like to share following the session, you may contribute them, for the next two weeks, at the following URL: XXX

You may contact the researcher, Christine L. Osborne at ( or via email at XXX

Thank you again for your contributions to my study!

APPENDIX F

Semi-Structured Interview Questions

Understanding adolescent lived experiences of cyberbullying interview questions

1. Tell me about the electronic devices you use on a regular basis.
2. How important are social networking sites to you and your friends?
3. Have you ever had a “virtual” disagreement or argument with another person?
4. What does the term cyberbullying mean to you?
5. Tell me about any experiences you may have had with cyberbullying.
6. How did those experiences make you feel?
7. How did those experiences make the victim feel?
8. Why do you think that some students cyberbully other students?
9. Tell me about your home life.
10. Is there anything else you want to tell me about your experiences with cyberbullying?

APPENDIX G

Consent Form

Understanding the lived experiences of university students who self-identify as cyberbullies – A phenomenological study.

Christine L. Osborne, Liberty University Department of Education

You are being asked to participate in a qualitative research study of lived experiences of students who have experienced cyberbullying. The goal of the study is to identify experiences of cyberbullies to better understand motivation to cyberbully.

This study is being conducted by Christine L. Osborne, Doctoral candidate, School of Education, Liberty University.

Background Information:

The purpose of this study is to understand the experiences of students in a suburban Atlanta university who have participated in the act of cyberbullying.

Procedures:

If you agree to take part in this study, I would ask you to do the following: participate in an in-depth interview, respond to three online journal prompts, and review a transcript of your interview with the researcher to verify accuracy.

Risks and Benefits of the Study:

This study has minimal risks, as your identity will never be revealed to the researcher. You will be assigned a pseudonym and none of your identifying characteristics, apart from your age, gender, and ethnicity, will be noted.

The benefits to participation are contribution to the knowledge base of cyberbullying, which will assist in the creation of anti-cyberbullying programs and interventions.

Compensation:

Participants who complete all three requirements of the study (interview, journal prompts, and transcript review) will receive a \$10.00 thank you gift card from the researcher, redeemable to Starbucks.

Confidentiality:

All information obtained from this study will be kept confidential. Research records and documents will be kept confidential and stored in a locked cabinet for three years following the conclusion of the study. Only the researcher will have the key to the locked cabinet. All participants will be identified to the researcher only as a number. Pseudonyms will be utilized for all participants in the results section of the study. Since the researcher does not work at your university, she/he has no power to punish you for any information you may reveal, nor will the researcher tell your current faculty or staff about information you may reveal, unless it is mandated by the official Code of Georgia (19-7-5(a)) regarding mandated reporters.

Voluntary Nature of the Study:

Participation in this study is totally voluntary. In no way, will your decision to participate or not to participate affect your school performance or relationship to any faculty member. Should you decide to participate, you may withdraw from the study at any time with no fear of penalty or reprisal. To withdraw from participation in this study, please contact the researcher via email.

Contacts and Questions:

Please ask any questions you may have now.

The researcher is Christine L. Osborne.

If you would like to discuss the study with someone other than the researcher, please contact the

Institutional Review Board at Liberty University at 

Liberty Institutional Review Board

Green Hall, Suite 1837

1971 University Blvd.

Lynchburg, Va. 24515

A copy of this consent form will be provided for your records.

Statement of Consent:

“I have read the information contained in this document. I have asked questions, if applicable, and have received appropriate answers. I consent to participate in this study.”

Signature of Participant: _____

Date: _____

Signature of Investigator: _____

Date: _____

APPENDIX H

Focus Group Consent Form

CONSENT FORM

Understanding the lived experiences of university students who self-identify as cyberbullies: A phenomenological study.

Liberty University
School of Education

You are invited to be in a research study of your experiences with cyberbullies. You were selected as a possible participant because you are a working high school counselor who may have knowledge regarding dealing with students who have experienced cyberbullying. Please read this form and ask any questions you may have before agreeing to be in the study.

Christi Osborne, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to understand the experiences of university students in a suburban Atlanta university who have participated in the act of cyberbullying.

Procedures: If you agree to be in this study, I would ask you to do the following: Participate in a focus group with other high school counselors, lasting no more than one hour, which will be audio recorded for transcription.

Risks and Benefits of Participation: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include contributions to the knowledge base of cyberbullying, which will assist in the creation of anti-cyberbullying programs and interventions.

Compensation: Participants will not be compensated for participating in this study. However, refreshments will be served during the focus group to all who participate.

Confidentiality: The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- I will conduct the focus group in a location where others will not easily overhear the conversation.
- Data and information will be kept confidential and stored in a locked cabinet for three years following the conclusion of the study (this includes digital and written recordings).

Only the researcher will have the key to the locked cabinet. Pseudonyms will be utilized for all participants in the data/results section of the study. After the required three-year period, all documents will be shredded, and digital recordings erased.

- One limit of confidentiality arises out of the fact that I cannot assure participants that other members of the group will not share what was discussed with persons outside of the group.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or the Cobb County School District. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study:

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Christi Osborne. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [REDACTED]. You may also contact the researcher's faculty advisor, Dr. Randy Tierce at [REDACTED].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at [REDACTED].

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

The researcher has my permission to audio-record me as part of my participation in this study.

Signature of Participant

Date

Signature of Investigator

Date

APPENDIX I

IRB Approval

The logo for Liberty University's Institutional Review Board. It features the words "LIBERTY UNIVERSITY" in a large, bold, blue serif font, with "INSTITUTIONAL REVIEW BOARD" in a smaller, blue serif font centered below it. The text is set against a light blue rectangular background.

March 22, 2017

Christine L Osborne

IRB Approval 2795.032217: Understanding Adolescent Lived Experiences of Cyberbullying: A Phenomenological Study

Dear Christine L Osborne,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,



G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

The Graduate School

The Liberty University logo, featuring the word "LIBERTY" in a large, blue serif font above the word "UNIVERSITY" in a smaller, blue serif font. The text is set against a light blue rectangular background.

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APPENDIX J

Participant Interview – Zoe

ZoeSpeaker key

- S1 Interviewer
S2 Interviewee

Speaker	Transcript
S1	Yeah, it's working. Okay. So tell me about the electronic devices that you use on a regular basis and what you use them for.
S2	Okay. I use my Microsoft tablet to do schoolwork, taking notes in class, download PowerPoint and different notes from my teachers. I use my cell phone, my iPhone6, basically for everything everyday and I got my social media, it's on there, texting, you know things like that. My work email and then I use my work computer. I work 8:00 to 5:00, Monday to Friday so I'm on that pretty much all day doing work-related things and I have my DS, a Nintendo DS. I don't know fi that counts or not.
S1	Yeah, sure.
S2	But I use that and the PS3.
S1	Okay.
S2	And so we—
S1	Awesome. How important are social networking sites to you and your friends?
S2	Definitely very important.
S1	Can you tell me why?
S2	For me, it's a good way to stay connected with my friends because a lot of my friends don't live in the US or they don't live in Georgia. So, it's a good way to stay and keep up with them and see what's going on with them, and then all my friends that do live in Georgia a lot of them don't live in Mitchell over the summer or don't, you know, even live in Mitchell where I go to school so it's really nice for me to go and see what they're doing and talk to them and keep up with them even though they're not actually here. And I think the same goes to my friends too.
S1	Okay. What would you say your top social networking sites are?

S2	Oh. Probably Facebook, Snapchat and Instagram.
S1	Okay. And would you say you—? How often would you say you utilize those?
S2	Every day.
S1	Every day? Okay. Multiple times a day or once a day?
S2	Multiple times a day.
S1	Okay. Alright. Out of those three, what's your go to one? If you had to choose and just only have one of those in your life, what would it be?
S2	Oh gosh.
S1	I know, right? (Laughs)
S2	Oh! That's hard. I would say Facebook just because, I mean a lot of my, you know, like everyone is on Facebook and not everyone is on Snapchat or Instagram but you can still use Facebook Messenger to talk to people and use selfie photos and technically send pictures and stuff 'cause they're kind of adopted, you know, like stole what Snapchat and Instagram have done. But yeah I'd say Facebook 'cause it's easier to keep up with family.
S1	Okay. Alright. Let me ask you, have you ever had a virtual disagreement or a virtual argument with another person?
S2	Oh yes.
S1	Can you tell me about one or two of those instances or maybe the one that you think had the most impact or was the mysterious one?
S2	I kind of remember. I remember in high school, something I said something or someone said something and we started an argument on someone's Facebook status. I don't remember exactly what was said. I think it might have been over Messenger. Like, someone messaged me and was like: "hey, so and so wants to beat you after class or like want to fight you after class" and I was like "oh my gosh, what did you do" and they said "oh they didn't like what he was saying" that he put on Facebook or he put in this that or the other.
S1	Okay.
S2	I think it was like a technical interaction between person A and person B. It was more like I posted something that you know person B didn't like and they went to person C and it was just... just a whole mess. You know that or just something political you know like someone has posted something and they got commented on and whatnot.
S1	Right. But did you ever had anything that went on for any length of time or were they more kind of one incident things?
S2	No, it was just one incident.
S1	Okay, okay. When I say the word cyberbullying, what does that mean to you?

S2	I think of an individual being harassed by multiple people either anonymously through social media or not anonymously just, you know, an individual being harassed by multiple parties.
S1	Okay, do you think it has to happen through social media? Can it happen in any other means?
S2	It could happen through social media or I guess texting or phone calls or emails. I think basically anything that you could, yeah, or like anything that you could use on your phone or on a computer or an electronic device.
S1	Okay.
S2	You know, I think could be effective.
S1	Okay. Have you ever had any experience with cyberbullying, personally?
S2	It's kind of hard. I mean like when you when you define cyberbullying and if something could be bullying without you even realizing it but, no, I don't think you know with anything where I'd look at it and say, oh, I'm being bullied. I had a friend who wore this outfit and I made comments about it...like lots of us did.
S1	Right. You heard of anything in your circle of friends where someone was being cyberbullied or did cyberbully someone else?
S2	I guess, yes, they were bullying the person but the person wasn't aware of it. So like they would take screenshots of someone like Instagram pictures or Facebook statuses and then it would go on a separate group text that that person wasn't in and they would make fun of them.
S1	Got you.
S2	So wasn't directed at the person but it was definitely about them and not my thing but it definitely makes sense.
S1	Right. And so would you consider that cyberbullying?
S2	I don't know. I mean it definitely were bullying someone through the internet? But, I guess it would have only been detrimental to that person if they were aware of it but, that person later did become aware of it and they just didn't care.
S1	Right...
S2	Like as at that point maybe it would be cyberbullying if like that one person was actually directly being, you know, affected.
S1	Sure. Sure. Alright...how do you think that-that-that—I mean I know you said that that person didn't care but speaking generally, how do you think people feel or has anybody expressed to you how they feel when someone cyberbullies them or makes comments about them online?

S2	Yeah, I mean I definitely don't think it feels good and I know that, you know, some people... I don't know if this is an example of cyberbullying or not but one of my best friends, she and her boyfriend broke up and then he got with the new girl and they were posting pictures and his new girlfriend was just talking crap about by best friend and saying she was ugly and she was all upset and all that. She didn't say it directly to her it was just a general thing that she was posting but my best friend she would see it and she would cry over it and get really upset.
S1	Sure.
S2	And that definitely affected her and that definitely was I think a form of bullying just 'cause I got to witness kind of firsthand how that made her feel.
S1	Yeah, so—
S2	So, it definitely affected her a lot.
S1	Totally. So, she was mostly sad, upset? Would you describe any other feelings? Did she get angry?
S2	She wasn't—I think she was confused as to why the girl would say that—
S1	Right.
S2	—because they weren't friends. She said I'm upset that she's saying these mean things, I'm confused as to why she would say them because she doesn't know me. I'm hurt as to why my ex-boyfriend would let her say these things while we didn't end on a bad note or anything.
S1	Right.
S2	I think if she was angry it would've been at her ex-boyfriend and not the new girlfriend.
S1	Right. Do you remember how that issue resolved itself that they just kind of let it go or...? I know that's making you think back— (Laughs)
S2	Well, talked to her—(Crosstalk) to the new girlfriend that was posting that stuff I—
S1	Oh.
S2	You know, I called her because I—
S1	Really?
S2	—I knew her. I always knew her or at least knew her enough to have her number and I said: hey, don't say these things about such and such anymore, it's really hurting, you're just trying to cause a trauma and so you need to quit 'cause this isn't fun and then she just yelled at me but she never did it again, so.
S1	Oh, oh. It was effective though, huh, interesting.

S2	Yeah.
S1	Interesting. Why do you think that some students cyberbully other students?
S2	I think the most important thing or just a major thing is that they do it to make themselves feel better or they just want to engage like in battle you know, they're like: oh I want put this person down because it's gonna make me feel better and make me look better because I know that what I'm saying is affecting them. It gives them this kind of power or they could do it because they think that their peers will respect them or if I say these funny but mean things about this person like all my friends will laugh, they'll think it funny or a cool thing. Personally, I got positive attention.
S1	Right.
S2	You know?
S1	Do you think that people say and do things online that they would not say or do in person?
S2	Oh, yeah. Absolutely.
S1	Yeah? Why do you think that is?
S2	Because they can hide behind an anonymous screen or at least just there's some—even if they know that it's you saying it, you're not actually with them face to face. It takes a lot of courage to actually look someone in the eye and say something but when it comes down to it and there is no one in front of you, you can really put whatever you want on the internet because you think that it's not going to come back to bite you. It's important to get approval on your social media pages...I got likes on my social media postings when I said something that wasn't nice.
S1	Do you think that a lot of teens and college-aged adults, young adults, think that what they post on the internet do you think that they understand that it doesn't really ever go away or do you think that's something that we need to do a different job of teaching them?
S2	I think it's definitely something that no one really understands because they may think: oh, I posted all the status on Facebook or on Twitter but I'll just delete it and then no one will ever see but it's always going to be out there—
S1	Right.
S2	You know? Even if you do erase it from the social media account like you don't know who saw it and it can always be recovered. You know, they can get anything with technology.
S1	Oh yeah.
S2	And I just think the other thing is people just don't care. I see some of the stuff that my friends post and they have their Instagrams on public so anyone could see it or their Twitters is on public or—

S1	Right.
S2	—their Facebook so absolutely anyone can see anything and with some of the things they post, you know, I don't think it should be posted on social in general but certainly not that just anyone—
S1	Can see.
S2	—can see it. Because I actually think that their future employers or current employers or their school... You know, the least you can do is at least set some privacy so that only your friends or people who follow you can see it but they just don't think about it and I think that's how a lot of kids in college get in trouble when you see kids that you know, they have like hazed or you know have been bullied involving this side or the other. You know, or have posted very racist things on Facebook. It's just so public. You know, it's out in the open. They don't care 'cause they don't think anyone is gonna come after them. Online it is super easy to bother someone because you aren't worried about seeing them in person. This made me feel somehow that I was more protected. Even though it's public...it's comfortable.
S1	Right. So that leads me to an interesting question just from your perspective as a college student. Did your university or your college that you go to provide any type of training or any type of information to students about the consequences of posting on social media?
S2	No, I don't think so.
S1	Okay.
S2	I mean it has been, you know, about three years since I went through orientation but usually things like that stick out in my mind a lot. But no, they didn't get any sort of cyberbullying or any sort of "well actually what you post on the internet" speech. The only two things that I do remember and would never forget having to go over are the drug and alcohol policies.
S1	Uh-hmm?
S2	Hazing at parties and Greek life and anti-rape sessions. You have to attend those, you know, and mandatory.
S1	Right.
S2	Almost every year.
S1	Wow.
S2	But never anything about cyberbullying.
S1	Wow. So, that's interesting to me what they're focusing on then.
S2	Yeah. It was all—even when I went to study abroad in England for a semester the first session and the only one session that I went to, it was, you know, controlling how much you drink because they're 18—
S1	Right.

S2	You know, that they can legally drink where they went and you know, consent, and “No Means No” and all that. But nothing was ever focused on, you know, anything electronic or bullying or anything along those lines.
S1	Interesting. And I guess, I’m assuming. Correct me if I’m wrong. I’m assuming you didn’t get any of this kind of cyberbullying information or learning in high school either.
S2	Yeah, we did.
S1	Oh, did you?
S2	I went to xxxxxxxxxxxx in xxxxxx and, you know, of course we never did any drugs there or alcohol besides like the: oh, it’s Red weekend.
S1	Right.
S2	You know, don’t do drugs or whatnot but they definitely did, they talked about not texting while driving and cyberbullying. There would be posters of and just even in the classroom, my teacher if they heard kids talking about it or you know what I mean, they would just say something like: hey, be careful what you post in the internet.
S1	Okay.
S2	All of my teachers in high school instilled that in us so I don’t think it was necessarily a part of their curriculum.
S1	Okay, so it was just something that teachers kind of did to help out?
S2	I think so, yeah.
S1	Yeah, interesting. Yeah, that’s really interesting. That surprises me and that’s actually a good thing. (Laughs)
S2	(Laughs)
S1	Awesome. Okay. So tell me about your home life, number of siblings, parents, what they do for living, are they still married, divorced? Just kind of give me a quick synopsis of that.
S2	Okay, I’m an only child. My parents are still married. My mother, xxxxxxxx, works as a credit manager for First American Resources Company and a treasurer for our church. My dad works as an assistant principal at—the teacher in high school and he used to be a teacher, an English teacher. I believe it was AP, language AP literature and English as a Second Language.
S1	Awesome. Alright, and you’re obviously living away at school right now...
S2	Uh-hmm?
S1	A good childhood?
S2	Yes, uh-hmm.
S1	Awesome. Anything that comes to mind about cyberbullying or anything that you’ve thought of before or you think that’s important

	to discuss we didn't talk about today? Just, it's kind of an open— anything else that you might want to say? You don't have to but you know, sometimes, people think of things as we're going along and, oh yeah, I just kind of want to talk about that.
S2	Yeah, I think that the foundation for anti-cyberbullying are just a foundation for responsibility on the internet. It definitely comes from the household. You know, my parents they provided everything for me. You know, my first computer and phone and you know any kind of electronic device where obviously I couldn't pay for and along with it, you know, they said if we're giving you this phone or this or the other. You know, if we feel actually it's wrong we are going to check it and we are going to make sure that you're not getting any bad or vice versa. So that kind of, you know, was a little bit of an accountability for me because—
S1	Sure.
S2	—if I was you know doing something I wasn't supposed to I would pause and say “oh wait, my parents could see this” or “oh, I might get in trouble” or “oh, they've told me not to do this” and you know of course my dad being an educator he's always taught me everything about safety especially safety in school than look your peers so he, you know, it was important that he told me “be careful what you put on the internet for employers” and this that or the other—
S1	Right.
S2	—and I think really that that affected me more than anything else just growing up in a household where that was established early on I think was really beneficial for the rest of my life. Now I wasn't perfect by any means...I did make ugly comments on my friends Instagram page because she was always showing off her stuff..seems like she got a new phone every 6 months and rubbed it in everyone's faces.
S1	Awesome, awesome. That foundation, you're right, so important. Awesome. Alright, I'm going to stop the recording now.

APPENDIX K

Participant Interview - Richard

Richard

Speaker key

S1 Interviewer

S2 Interviewee

Speaker	Transcript
S1	Okay.
S2	Okay.
S1	Fantastic. Okay. So, would you tell me about the electronic devices that you use on a regular basis?
S2	Smartphone, iPhone, the occasional tablet, and then, I'm on a PC a fair amount.
S1	Okay. Alright.
S2	PC or laptop.
S1	This one is going to seem kind of funny but how important are social networking sites to you and your peers?
S2	Oh, um... There is from a professional standpoint where in my previous career, LinkedIn was becoming pretty important and then from a standpoint of peers, we were interested in certain social media web sites but that was mostly from a client perspective...
S1	Uh-hmm.
S2	...what were our customers, in terms of their Facebook posts, like for instance, IKEA's Facebook posts, Pizza Hut's Facebook. Those kind of things. That was the social networking that we looked at how people interact and a client that was a retailer for farm supplies or horse supplies, things like that, and so they have a social networking site that we paid attention to just because we saw how the customers... It was, you know, people posted like: "oh, I have this problem with this particular product" and people talk about that.
S1	That's interesting.
S2	So, that kind of social networking. Me, personally, I don't social network. I don't have a Facebook page. I have my LinkedIn page that I maintain but other than that I don't do anything else.
S1	And I know you have kids. Do they use social network?

S2	They're not there yet. My son, he and his friends text, and I... all of his texts come to my phone so I do read them. So I see some things that go on there in terms of the garbage they give back and forth to one another.
S1	Right.
S2	But other than that, no. They're not quite there yet.
S1	Interesting. So, um...
S2	My wife does not social network either.
S1	Okay
S2	She goes out. She has a Facebook page that she uses to go and talk to other people once in a blue moon.
S1	Fantastic. And you probably have some interesting experiences with your middle school kids when you start?
S2	Uh-hmm?
S1	Start in the fall and you'll see some different things but...
S2	Yeah, I think that I'm familiar with the—yeah, I mean I know of Instagram. I know of the thing and the SnapChat. I know of them but I just don't use them. I just don't...
S1	Yeah, I got you. You know as an administrator too, we like (Laughs) we have fake accounts that we use to go and look at things. It's just a whole different perspective.
S2	Yes, I'm sure.
S1	Awesome. Okay. Have you ever had a virtual disagreement or argument with another person?
S2	Yeah. I mentioned when we talked about, I mean I played a couple of online games.
S1	Tell me about that. Yeah?
S2	The one game...I think I would say it was the (Mumbles). It's a closed environment especially to us playing it. So that way we don't really have any disagreements other than we're verbally talking as well with an audio software package. But there is another game, it's not World of Warcraft but it's similar to, so there is a huge online community.
S1	Uh-huh.
S2	So that's, I see, you know, that's how I do see that. I interact in the chatroom, the game chat room there so.
S1	All right. What kind of things do you see?
S2	You know the general discussions but then I see political discussions. I see people making fun of one another or criticizing one another's political views, also religious. Sometimes it'll go to the religious route, they talk about world events but other times too they get

	criticized other's game play, you know. "You suck, you need to do this better, you don't know what you're doing" that kind of thing
S1	Right.
S2	And then sometimes it does go to some harassment, but people do have the option to ignore, they can type in a response or ignore where they go but that's what I see. In terms of interaction with people and the bullying... I mean I know a lot of times if I see it going on or if I see people typing, you know, calling them names and things all the time and that I think it's a little long I just put them on my ignore list and I'll decide that I'll no longer see their chat.
S1	And you don't have to see their chat.
S2	Yeah.
S1	But you never experienced or have you ever experienced it personally any way...?
S2	Someone started getting on me because I was not playing well because I was on the phone. They were criticizing me, and I went back and forth for maybe a minute. I think it wasn't that big of a deal because I didn't really feel bad about it afterwards since I didn't know the guy. If I knew him personally, it would have had more impact, I think.
S1	Okay.
S2	A-minute-and-a-half when we talked back and forth. You know, there were a couple of insults back and forth. Nothing major, but then I got tired of it and I just put them on my... him or her on my ignore list.
S1	You and I have the experience of age that we know that we can (Laughs)
S2	I, I have better things to do with my time. You know? (Laughs)
S1	Exactly.
S2	Than get involved with someone.
S1	Exactly. Unfortunately, sometimes with the younger people that's not the case. They just...
S2	Well, they, I definitely especially for the ones, because you know, I got age. There are people... There are plenty of people my age that are playing and we group up sometimes, but I do play as well with some of the younger players and it's true. It's more important to them this is a lot of their social interaction. And so, when someone starts getting on them, you know, and everyone seems to have because of the fact that they're behind the computer screen and not look one another I do see that the people are much freer to say things. But sometimes they're not being... they're not cyber bully—they're not bullying but you may not criticize someone's play on a soccer field because you're like, you know "oh, you messed up, you may not go

	any further than that,” but online I have noticed that people will take it further and that’s... and not even name call. They’ll get a little bit more direct or blunt in their critique. When I got into an argument with someone online, I bought into all the hype. I think because we were online, I felt more free to use language that I normally wouldn’t use. Sometimes I felt like I became another person altogether...kind of scary.
S1	I think it’s so interesting that you noticed that, because one of the things I’m really looking at is what part of this (Audio Skips) (Silence)
S2	So [inaudible 05:29]
S1	That’s good.
S2	Alright this.
S1	Now it is. Okay...
S2	Yeah, I do. And people say things that you would—and I’ve heard this from people too. You would have never said it to me if we were... Just because I would be talking with, you wouldn’t say that to me otherwise. You wouldn’t talk like that.
S1	Exactly.
S2	And you know, people, the social norms in terms of saying “thank you” or “see you later” or just “I got to go” sometimes people just go. Part of that is the anonymity and the other part of it too is when you are in especially with this—I haven’t so much in the schools yet but with these games, when you have thousands of people that you may not intera—or you may interact with them because the computer puts you together sometimes.
S1	Right. They just kind of match you up, huh?
S2	And you’re matched up for a portion of the game that may last anywhere from 5 minutes to 20 minutes or even sometimes longer, but if you go for as longer bench you want to be with people you know, but for those random events you’re never gonna see this person again. You don’t say thanks. You don’t say goodbye. You don’t... you don’t even say hello half the time. You know? You’re actually—it’s weird. Because they feel themselves as these avatars are them but at the same time they don’t act as if they were them too.
S1	Interesting. Very interesting. I love it. So, if I had to ask you to define cyber bullying, give me your definition.
S2	I would say it’s... a critiquing or a harassing just like it would when you know pre-internet. Just that it’s being done behind screens and people, because it’s become so much part of the culture and it’s so much part of the way especially you know – I’m thinking kids for the most, but even adults too – but because it’s become such a way of communication, just a standard with communication it’s just the same

	as, you know, just being constantly haranguing someone verbally at school...
S1	Okay
S2	...or pushing their book bag, you know. You know, you see in the movies. You know?
S1	Oh yeah.
S2	Knocking someone's books down or spilling food or doing something to them. You know, doing it electronically it still has the same emotional reaction.
S1	Okay.
S2	Especially when, you know, especially if someone is reading you know some words and you're being criticized. No matter how get it...
S1	Uh-hmm?
S2	Criticism, you know, whether it's justified or not and especially when it's not justified but you take it personally, it's the same as any other way.
S1	Sure. Do you think that there has...? That there is a kind of a time requirement or an event requirement for it to be categorized as cyber bullying? Do you think it can happen one time and be done? And just give me your thoughts on that.
S2	It's a matter of perspective. If you're the one doing the bullying and you do it one time just because you had a bad day or this person really ticks you off because they did something dumb in the game and it cost you half-an-hour or you failed to get whatever and, you do it one time for 10 seconds. I would not consider—maybe that is bullying but, I'm not saying this person is a bully or maybe they just got frustrated with it. But if you're on the receiving end, and for whatever reason you're that type of person who gets bullied, that one person that did it to you at one time. But, six or seven other people may have done it to you one time as well, you're being bullied.
S1	Okay.
S2	You know, not being by the same person, but...
S1	All right. Interesting.
S2	You know? And it depends on who is getting bullied, you know, and how often. You know. It does not have to be from one person.
S1	So, it's kind of ambiguous kind of thing, I think.
S2	Circumstantial, but I mean... For me there is some very clearly defined bullying that goes on over time with the same person to this, from one person to another and that's very clear black and white. But as you start moving away from that one end, from that one extreme, you start moving... There is a lot of gray in the middle where you can say, yeah, that's bullying. He did it at one time, but you know,

	it's...you always have to—I didn't, you know. If I don't know someone they do it to me one time, I wouldn't consider that being bullied. But if that same person did it to me 10 times, yes, he is bullying me or if one person did it to me and then seven or eight other people did this to me, I would think I'm getting bullied.
S1	Okay. I appreciate that. Because those perspectives are interesting to me because they're just, everyone has kind of a different take on it. So...
S2	Right. Yeah. Well, you just need to take a look at what's going on, you know, what you read in the media what I consider some, you know, what parents talk about. "This happened to my kid..." Sometimes I'd go: "okay, so what?" But to them you know it's...
S1	It's major.
S2	It's major. So...
S1	Yeah, I got you. I got you. Okay, so, I know that we talk about that you may or may not have kind of experienced cyber bullying. There was one incident that you said. Tell me about that incident. Can you just lay out what happened?
S2	I was playing...
S1	What you were doing?
S2	I was playing this game and there was a certain sequence of events you need to do on in order for something to happen. And we tried, this person and I tried three or four times to accomplish the feat that we were trying to do. Couldn't do it. Couldn't beat the electronic challenge.
S1	Yeah.
S2	And it was my fault. I wasn't sure what I was doing and, uh... but he also messed up. I'm assuming it was a he. He messed up a couple of times as well and so he finally gave up and he started...he just started thrash talking to me, saying "you suck" you know, "I can't believe you play this game, how long have you been playing," and you know, I'd get, I shot right back at him. "Well, I can't believe you did that. You know. How old are you?" You know.
S1	Right.
S2	You know. Really, "oh, I'm intimidated by some 14-year-old" I had no idea how old this person was too. He could be older than me for all I know. So we went back and forth with a couple of name calling, a couple of comments about how poor we both played when he made some comment about... Now what did he say? Something...? Something about how poor my computer skills were. I made some comment about how did he ask, did he regularly ask people if they wanted fries with their order with his job. It was just, it was a lot of—and then after I guess after about a-minute-and-a-half, two minutes, it

	just became tiresome. I wanted to go on and play the game somewhere else with someone else.
S1	Right.
S2	And so I just typed IGNORE and moved on.
S1	You just moved on?
S2	So, I mean he could have been—but in those communities, that person could have been typing in the chat... You can do direct one to one chat. You can do specific group chat or you can talk to everybody who happens to be on the server at the time.
S1	Right.
S2	And he could have been thrash talking me on the server chat all the time, but because his name was on my ignore list I have no idea.
S1	You didn't see it. I got you.
S2	So. But no one else relayed the comments so I'm assuming that he stopped.
S1	Good. Okay. Interesting. How long ago was that? Year? Months?
S2	That was before Zack went to school so it's got to be... seven years ago? Eight years ago?
S1	Okay. Okay. Interesting.
S2	But I see those exact same exchanges happen. I see it happen all the time, daily if I play the game real...
S1	I mean, it wasn't...you didn't consider it a monumental event but if you think back...?
S2	If I had been 14—
S1	What were some of the feelings?
S2	If I had been 14 or 15, I would have taken it very personally. It's because of the fact that, you know, that would have been my... Yeah, I'm sure that would... and like you said , that would have been one of the key things that made up what I did about for myself. So, if I get criticized it would have been the same way if I had been criticized for how I ran and interact. You know, kinda like—
S1	Part of your identity.
S2	Part of the identity. Exactly.
S1	I got you. I got you. And so it may be, you may not even remember 'cause it was so long ago but, when you were going for this exchange, did you have any particular feelings or...?
S2	Yeah, he ticked me off.
S1	Yeah.
S2	You know. Because it was, I was just yeah, "I don't need to hear this" you know "you wouldn't have said this to me face to face" and

	that was still like... and I'm still stunned by how people treat one another online.
S1	Uh-hmm.
S2	Because you shouldn't be able to take it personally. You think 'cause I'm never— and I said, the last thing I said to him was “you know, I'm tired of this, I'm never going to see you again, I gonna go back and play the game.”
S1	Right.
S2	But, um...yeah, it's someone who I'm never going to see again, never interact with them again, I typed IGNORE. There is no way for me to interact but still he ticked me off a bit. You know? Why I got an emotional response from someone like this, I don't know. But if that happens to me, what is it going to do for a kid? You know.
S1	Yeah. I appreciate that perspective because I think that's so important. Sometimes, you know, we have emotional tools to kind of compartmentalize and “okay, I'm dealing with someone that's not rational” or whatever and “I can ignore you”. But you're right. If you're 14 or...
S2	Or 12 or 13, yeah. So...
S1	Yeah. It's way different.
S2	Uh-hmm. My son, he played Pokemon Go for awhile.
S1	Uh-huh?
S2	And he...we...he is very restricted in terms of how much screen time—what we call screen time or electronic time he has.
S1	Yes. Smart.
S2	And, um, you know, he had friends who were...you know, not teasing him, but were bragging that fact that they had more Pokemon than he did. And he said that was the part of the group of friends he was with, that's part of status.
S1	Yeah.
S2	You know. So...
S1	And did you feel like he was frustrated about that?
S2	He was frustrated. He felt like he was falling behind. He wasn't...he was considered not “lesser than” but was kind of like, you know, it's like when you have a kid, you— it's you know when I was a kid you played baseball, whatever. You're the kid who got sent up for right field. It was the same kind of thing.
S1	He was the right fielder.
S2	He was the right fielder.
S1	I got you. I got you. And you know, it's frustrating to see your kids go through that too.

S2	Right. Exactly. So, we allow them to play the game when we were in the car at that point. So it was like the five-minute driver here and there. It allowed him to do a little bit of catching up but he felt better about himself. And you know, both my wife and I are like: C'mon! But this is, that's what's important to them.
S1	It's the reality. Exactly. Exactly.
S2	I was, like...I had baseball cards when I was a kid. I collected baseball cards and if you fell behind or if you didn't have whatever, that's what it's like you know. So, I get it. I totally get it.
S1	Interesting. Just...
S2	It's strange. I mean a lot of people are saying: oh, that the way kids are doing... It's the same stuff, it's just a different medium.
S1	Yeah.
S2	It really is.
S1	Interesting. I think you have a really good perspective on things. Last. Why do you think...? And we kinda touched on this. So why do you think that some students cyber bully other students?
S2	I think for the same reason. They do it or bully for the sake of bullying. You know, it's... It could be because if you cyber bully that kid, that makes this a bit—no one is gonna... If you're being the bully that means you can't, you're not the one being bullied. My own personal experiences I changed schools in the middle of third grade. I was being bullied a bit there and it was getting worse so my parents moved me. And then I remember at middle school it was like people were picking on one another or whatever. And then this one kid, one day, got started getting bullied and I was just like, I jumped in on it. You know? It was not just one. There was like two or three other kids in that group. And it wasn't like we did any physical or anything like that. It didn't last more than a couple of days where... because it shifted. We all shifted our targets. Eventually, it did come around to me but— That's why I think people cyber bully.
S1	Uh-hmm.
S2	It makes... One, it makes you feel good about yourself because you're [inaudible 16:48]. Putting somebody else down means you're not thinking about your shortcomings and on top of that it means you won't be the target at the time.
S1	Interesting. Do you think it's easier to bully people today than back in our day?
S2	Easier? I think it's more... It could possibly be anonymous. Although the kids seem to know one another so... From a cyber bullying standpoint, I don't think it's any easier. Is it easier? It can be more frequent. Because after school you could go home.
S1	Right.

S2	Now, when you have the phone it can get you anywhere. So, I guess maybe in terms of access it's easier to access that person. Yes.
S1	I think about one of my favorite movies. It's a Christmas story and, them facing the bully and they're going to and from school and they're trying to get away from him. Once they got home or to school...
S2	They were safe.
S1	They were in a safe place.
S2	Right. Exactly. But if you are communicating with your friends, it means you're still accessible otherwise. So, I guess is it easier? Yeah, I can give you yes. It is easier. Yes. You can nail a person when they're in front of you or they're not in front of you.
S1	Uh-hmm. Interesting. So, I know you kind of gave me a few details about who you were because we weren't sure if, you know, I would want to talk to you but just kind of tell me about your home life. You know you don't have to name any names, but you're married?
S2	Uh-hmm. Yeah. Married with three kids. A son who is going into seventh grade and two daughters who are going into fifth grade.
S1	Twins?
S2	Twins. Yes.
S1	Awesome!
S2	Uh-hmm. Yes. And two very different girls.
S1	Oh, wow! Wow!
S2	But they get along very well. I've been married for 22 years now.
S1	That's awesome.
S2	Thank you. Born and raised in Detroit. We moved down here back in '98.
S1	That's awesome.
S2	I consider myself more of a Georgian now. I am a lot more of a Georgian, but definitely more of Southern a person now. I'm not going back up north.
S1	Yes.
S2	Was career oriented for a while.
S1	Okay.
S2	Um, I wanted to say at some point, probably just before or around the time my son was born, the job I had I'm pretty much decided it's the kind of job I wanted to keep. I was an accounting executive.
S1	Okay.
S2	And I wasn't so much concerned about the pay. I mean, the pay was good. It afforded me the lifestyle that I wanted.
S1	Sure.

S2	It wasn't any extravagant but I was able to—I wasn't interested in becoming a vice president or working my way through the—
S1	You were good where you were.
S2	I was good because I could do things, like work from home. And then when my son started going to school it allowed me to—the job afforded me the ability to, you know, if you've got small kids the teachers at the elementary school, the teachers, say I need some help doing science lab or can someone come in and be with the kids in school, I could jump on that every single time. How many working parents can do that?
S1	Okay.
S2	My job afforded me that and so, I mean, that's something that I, you know, could not—and that's what I enjoyed about life, about that. [inaudible] the career thing and just wanted, you know, I enjoyed my job, enjoyed the people I work with and to me that was what was important at that point.
S1	Okay. And you decided on career change.
S2	Uh-hmm.
S1	Why?
S2	The company I was working for 21 years was getting bought out and so they were cleaning up the books and I was part of the big bloodletting.
S1	Uh-hmm.
S2	And over the course of about a year they started letting people go and then that summer—but it got bought October, that summer a bunch of us got let go and in September a big chunk of people got let go. The job I had was measured in quotas, very measurable. And for that year, you know, was not having a good year and so I got cut. I was trying to figure out, you know, just starting over. I was in the same place for 21 years which might have been a mistake, but I enjoyed working there a lot so...
S1	Sure.
S2	Why would I move? But every time I thought about starting over someplace else, I just couldn't bring myself. I just, I don't want to call them, I don't wanna, and I did a couple of interviews and I just could not work up any enthusiasm. Teaching was something that I said when I was in college it was something I could do you know, when I hit 50, somewhere in there. I'm not going to be a guy who is getting out of airplanes, you know, later on in life.
S1	Okay.
S2	And I said "you know, maybe now is the time to do it..." So, I was looking around. Talked about it with my wife. I talked about it, did the numbers looked alright. And I started looking around schools

	and, you know, I was looking at...I looked at Mercer, and KSU was the third or fourth school I looked at after Georgia State and I thought KSU had a history education degree and I thought that's exactly what I wanted to do.
S1	History buff?
S2	History buff. I enjoyed talking about that stuff. So...
S1	Yeah. Awesome. So, it kind of fell on the place.
S2	It did fall into place. It really was how everything just kind been measured.
S1	That's awesome.
S2	But it took a little longer than I thought it would. I thought I could do one of those things where, you see the thing on TV, you go and teach. You know, like, "I have all this work experience and so I'll just... take a year long course or six-month course to teach and that's it." And, uh...
S1	Not the reality.
S2	Yeah, you could do that but it wasn't the areas where I did want to teach. I didn't want to go Appalachia. I wanted to go on, you know.
S1	I got you. Staying around home would be good.
S2	Yes. Exactly.
S1	And does your wife work around the home as well?
S2	No. She did, but not anymore. When our son was born, she stayed home.
S1	Awesome. Okay. Is there anything else? Any other thoughts that you have about cyber bullying or anything that you've seen with students or at school, just anything that comes to mind that we didn't talk about or touch on?
S2	Well, I just, I mean, I've witnessed how cyber bullying can get people riled up.
S1	Uh-hmm?
S2	One of my students this past year, she was... She wasn't the best student but she was one of my smarter students. She could, she actually paid attention to what was going on around her. She could put together thoughts and arguments very well. She could take...and she remembered things and could tie them all together on what she observed, what was around her and she—and I really like her a lot, but she had (Stutters) one of the co-teachers in the class said she caught her cheating. And people were talking about her. She mentioned to me a couple of times about how people were talking to her and what would you do. I come into the classroom one day and the co-teacher said: "oh, your girl has got in trouble, what happened?" She jumped a girl in the cafeteria that morning. I'm like,

	“Oh no...” and so it affects them. You know? No matter what—and this was someone who for whatever reason, they didn’t know each other directly but, because this girl was—it was something, like, she knew her through some one or two other connections and—
S1	Oh, I see.
S2	And for whatever reason, I’m like: “why do you care what this girl says? She is a freshman....” you know, who cares? I thought I was just (Mumbles) but apparently this girl said something one too many times and...
S1	That was it.
S2	And it took the cops, you know, the cops had to come to break them apart. It was one of those things.
S1	Oh, wow. Oh, yeah. And you’ll witness that and hopefully not as much in middle school but high school definitely but, you know, I don’t know. They’re starting earlier and earlier.
S2	Yeah, but I mean, again, just because it’s electronic and you think, you know you just—because a person can do it with a device in another place, 10 miles away or even 100 miles away even if you’re on vacation you can... It’s definitely a tool that can be used to do it. So...
S1	Yeah.
S2	Again, I definitely feel just based on my own personal experience, that you can... criticism at any form regardless of whether or not you know a person or not can be taken quite personally.
S1	Sure.
S2	So, you know like anything it adds up.
S1	Exactly. Awesome. Well, I so appreciate it for being...
S2	No problem. [RECORDING ENDS HERE]

APPENDIX L

Participant Interview Avery

Avery

Speaker key

S1 Interviewer

S2 Interviewee

Speaker	Transcript
S1	Okay. Alright, so I'm going to start with the list of questions that I have and we'll just kind of go off with that, okay?
S2	Okay.
S1	Right, so tell me about the electronic devices that you use on a regular basis.
S2	Like my phone or like apps?
S1	All of it.
S2	Just my phone that's it.
S1	Okay.
S2	I'm not using anything else.
S1	No lap—?
S2	A computer.
S1	A computer?
S2	Yeah.
S1	Okay, alright.
S2	Like a desktop.
S1	And what do you use your phone for?
S2	Like Facebook, texting, phone calls, Snapchat, Instagram.
S1	Uh-hmm.
S2	Taking pictures.
S1	Okay.
S2	I don't (Laughs)—I don't know. That's basically all I do.
S1	What would you say is the number one thing that you use your phone for? If you had to lose everything else...?
S2	Texting.
S1	Texting, okay. Alright. How important are social networking sites to you and your peers?

S2	I mean I guess they're important.
S1	Okay, tell me why.
S2	Because, I mean, you see, like everybody's lives I guess, people don't talk about things like personally like they should.
S1	Okay.
S2	Like everything is over at social media, like pictures and how they really feel because they cannot talk about it in person so I mean—
S1	Why do you think they cannot talk about it in person?
S2	I honestly, I don't—maybe they're insecure about it...?
S1	Okay.
S2	Or they just have trouble expressing how they feel because they feel like they're gonna get judged for it.
S1	But they do it on social media?
S2	Like either anonymously, they do it anonymously just to get their point across. They feel like they don't have anybody else to talk to so they just want to get it out there.
S1	Okay. Would you say that you use social networking sites daily, weekly, monthly?
S2	Daily.
S1	Daily, okay. And out of the social networking sites that you use, what would be your top two?
S2	Top two. Besides texting, social media, I would use Facebook and Snapchat.
S1	And Snapchat, okay. Tell me what the teenagers like about Snapchat.
S2	There's lot of cool filters. Messages can't be saved. I mean they can be but they go away if they're not saved. You can just like you post fun things on them I guess.
S1	Uh-hmm.
S2	For everybody to see, kind of show what you're doing.
S1	Have you ever had a virtual disagreement or an argument with another person?
S2	Over social media? Yes.
S1	Okay, tell me about that.
S2	Well, it was... (Sighs) I think it, I'm just gonna say. It happened a long time ago.
S1	Yeah.
S2	It was my freshman year. It was my freshman year and this girl who was that I used to be friends with, commented on a picture that I posted of me and one of my other friends and this other girl that I was friends with, she didn't have a lot of friends and I was like kind of her first friend in Colorado and she was mine. She was a heavier set kind

	of girl and they were like, why would you hang out with her, like nobody needs to hang around people like that and—
S1	Yeah.
S2	I just went back to her and I was like you don't know, you don't know her. I was like, I don't know why are you saying stuff like that. She's like a real cool person. She's super sweet. It doesn't matter what she looks like.
S1	Yeah.
S2	And me and her just got in a big old fight about that and I ended up having to take the post down because it was really upsetting her and I didn't want her to see like much of the comments about it 'cause she was tagged in it.
S1	So you guys were going back and forth on that?
S2	Yeah.
S1	Was it on Facebook?
S2	Yeah. It was on Facebook.
S1	Facebook. So you guys were going back and forth?
S2	Yeah.
S1	Like what kind of language was being used?
S2	I mean they weren't like cuss words but there was a lot like "She's fat and you're not, why would you hang out with somebody like that? It makes you look bad."
S1	Wow.
S2	And stuff like that so...
S1	Wow.
S2	It wasn't like cuss words. It was just like ugly.
S1	The comments?
S2	Yeah.
S1	How long would you say it went on?
S2	That went on for like a week.
S1	Wow.
S2	Yeah.
S1	And so you just ended up...? You said you took the post down.
S2	Yeah I took—
S1	Why did you take the post down?
S2	Because, I mean other people could see it and I just felt bad for her like that being on there.
S1	Right.
S2	All those comments still being on there. At the time, I didn't know you could delete comments.

S1	Right.
S2	That when you post like on something you posted. So I just took the whole thing down just to make her feel better.
S1	Yeah.
S2	And people wouldn't see—like other people wouldn't see things being said about her in that kind of way.
S1	Did you take the post down to end of the disagreement or...?
S2	Yeah, but at the time that other girl had my number.
S1	Okay.
S2	So, when I took it down she texted me and she said, "Why would you take it down, are you embarrassed? Like, are you embarrassed now?"
S1	Wow!
S2	I mean, yeah. I mean it is embarrassing, but I mean I'm trying to protect my other friend here.
S1	Sure. Were you friends after that or...?
S2	Me and the mean girl?
S1	Uh-hmm.
S2	No. No.
S1	So that was the end of your relationship?
S2	Yeah. I mean we weren't friends before it happened. I mean we had disagreements before but I don't—we haven't talked since.
S1	Wow, okay. Interesting. When I say cyberbullying, what does that mean to you?
S2	Cyberbullying?
S1	Uh-hmm.
S2	Online where you're not in first like you're not in person face to face—you're not face to face with the person. So I mean people kind of feel like they're guarded then somebody can start like a physical fight with them so they can say whatever they want to.
S1	Sure.
S2	People can do it anonymously so they can't be caught or whatnot but...
S1	Okay. Do you think that for it to be classified as cyberbullying, it has to happen a certain amount of times or over a certain period of time or can it be something that happens one time? What do you think ab—?
S2	I mean if it happens once, if it happens one time and it is like something rude at somebody else that's still cyberbullying. It doesn't matter how many times that happens.
S1	Okay.
S2	You're still bullying somebody.

S1	Sure. Okay. Makes sense. Alright, so you tell me about the one experience that you had with cyberbullying that or—well, not really cyberbullying, it was a virtual disagreement that you had.
S2	Yeah.
S1	Have you ever had any experiences with cyberbullying where someone was saying something about you or you were saying something about someone else?
S2	Let me think, yes. It was about me. It was when I had just moved and I wanted to fit in so bad.
S1	Okay.
S2	And it was on—what was it on? It was on, it was called ASKfm.
S1	Okay?
S2	And it was at length that people would put in their Instagram bios and you would like click on it and you could like say stuff anonymously and nobody's name would ever show up.
S1	Really? Hmm.
S2	Yes. And so everybody would go like click on everybody's link and like comment stuff either about them or stuff like that. I mean it supposed to be like a cool thing like help people like guys would go in there and be like, oh... Like, dirty things you know.
S1	Yeah, yeah.
S2	And lots of fights between lots of people happened on those because nobody knew who anybody was and—
S1	Wow.
S2	You just knew like whose page you were on. And so if somebody went on my page and I ended up figuring out who it was and she started commenting like all the stuff on my page. Like, “you're a fat whale” and like all (Laughs) and all these crazy stuff. It was over at New Year's eve so I was at my friend Sedona's house and it happened to her too, the same night on hers.
S1	Really?
S2	And we didn't—I don't remember how we ended up figuring out who it was. I think somebody texted her because she was texting on people like, do you know?
S1	Right.
S2	And they ended up coming up with this girl's name and she texted her and she told her, yeah, it was me and all that stuff. And they actually became friends after that.
S1	Really?!
S2	Yeah.
S1	That's interesting. I haven't heard of that one before.

S2	I know, I know. Yeah.
S1	Did she say ugly stuff about her too?
S2	Uh-hmm.
S1	Wow...
S2	She, like Sedona, she had like really messed up teeth and so everybody—like she went there and she was like, “you look like Spongebob, I don’t understand why you post selfies smiling” and all that stuff—
S1	Wow.
S2	It was crazy. I don’t know why they became friends but.
S1	Interesting.
S2	Uh-hmm.
S1	So, that was one incident. I guess it happened in one night.
S2	Yeah.
S1	Did it happen again or...?
S2	With her? No.
S1	Are there any other incidences?
S2	Not like over social media.
S1	Okay.
S2	There’d been in person.
S1	You had in person but not—
S2	Yeah.
S1	—not online stuff?
S2	Nuh-uh. I’m not sure..
S1	Okay, okay. Have you ever gone online and made comments about someone else or...?
S2	I’ve wanted to. Like—
S1	Yeah?
S2	Not like bullying, like “you’re fat, like you’re...” stuff like that. It’s like— I don’t know if this would count as like bullying but it’s something—
S1	Tell me.
S2	—if somebody posted something that you disagreed with, like you just wanted to like fire back at them.
S1	Right.
S2	Like your thoughts. I mean I guess that’s not bullying but still.
S1	Right. Do you think that you would’ve done that in person if you were having a conversation?
S2	Probably, yes.

S1	Yeah. Would you be more apt to do it person versus online or online versus in person or does it really matter? I mean...
S2	It really doesn't matter. I mean sometimes I'd rather do it in person so other people don't see like the whole conversation and—
S1	Right.
S2	I mean it was just me in and the person and we are having a dispute, then yeah.
S1	And you would talk about it?
S2	Yeah.
S1	Okay.
S2	But not over social media where everybody can see it. That makes it worse. Well, there was this one time everyone saw it, which did make it worse. Really I actually made sure that the girl knew it was me because I actually wanted everyone to see how I roasted the girl..made a fool out of her...but she deserved it...so..
S1	Okay. When you have that girl go on your bio and make those comments about you, how did that make you feel?
S2	I was confused because I wanted to know who it was at first.
S1	Uh-hmm?
S2	And I mean it really didn't like, it really didn't get to me that much because I mean most of the people that had that thing in their bio, most of it was negative stuff.
S1	Yeah.
S2	And I just had a feeling that it was one person because our school had one. And it was just everybody from the school getting negative stuff—
S1	Okay.
S2	So it was like maybe it's just one person like—
S1	Doing that?
S2	Yeah. I mean, yeah it kind of hurt a little bit but it makes you think...
S1	Yeah, who are my real friends and what—
S2	Yeah, yeah.
S1	Yeah. But I mean, obviously, but you guys took the time to try and figure out who it was—
S2	Yeah.
S1	So it had to have some kind of an impact, yeah.
S2	Yeah, like it didn't make it like it was kind of upsetting I guess. Like, knowing that this person knows who we are, knows what we look like, like we just want to know it is because the bio, it didn't have a picture of you. I mean, it was through your Instagram.
S1	Right, so they had to—

S2	So that person had to be friends with you on Instagram.
S1	I got you.
S2	In order to get to the bio. So you knew who that person was.
S1	So, one of your so called friends.
S2	Yeah.
S1	(Laughs) I got you. How do you think—? Well, like for example, how do you think your friend? Did Sedona...? How did she feel after those comments were made about her, did she...?
S2	She was more impacted than I was.
S1	Really?
S2	Because she has always gotten made fun of for her teeth. Like her 'cause her parents couldn't afford braces for her.
S1	Right.
S2	And they were like in the process of trying to get them. But then her dad got laid off and her parents ended up getting a divorce and her dad moved to California so—
S1	Got you.
S2	(Crosstalk) she was then kind of like in a tough spot.
S1	Yeah.
S2	So it kind of—
S1	So she had some other things going on too.
S2	Yeah.
S1	I got you.
S2	Uh-hmm.
S1	Kind of, it was just the icing on top of the cake of whatever.
S2	Yeah.
S1	Yeah. Why do you think that especially middle schoolers and high schoolers, why do you think that they cyberbully?
S2	To get attention. It depends. Either they're jealous and they want to make that person either jealous of like feel down about themselves. Either it's a girl doing it to another pretty girl 'cause she's mad that the other girl is pretty. Like, it just depends or you're in a group of friends that doesn't like a certain person and you want to fit in and tell them, oh, I messaged this person like look what she said to me. Like I got her good.
S1	Yeah.
S2	Or I got him good.
S1	Do you think there's a lot of that that goes on? Like, you know you're group chatting or group texting or whatever.
S2	Yeah.

S1	And then... Did you ever see the movie Mean Girls?
S2	Yeah.
S1	Where she had the other girl on three-way calling—
S2	Yeah.
S1	(Crosstalk) she got to say something about her.
S2	Uh-hmm.
S1	See, I told you, you know, that kind of thing.
S2	Yeah, uh-hmm.
S1	So, so you think it's like a jealousy kind of a thing?
S2	Yeah, it's jealously or just trying to fit in—
S1	Okay.
S2	—to like the crowd. That's all I can think about now—
S1	Okay.
S2	—or trying to feel cool or start a new trend or something. I don't know.
S1	Do you think that these people that say these things online would say them to someone in person?
S2	No. Half the time, no.
S1	Yeah, why not?
S2	Because I mean either it would break out in a fight and they're too scared to do that in person or they just want to stay secret. Like, they either going anonymously and they don't want the other person to know that it's them.
S1	That it's them.
S2	I don't know. They just feel protected behind a screen.
S1	Yeah. And the research that I've done in that definitely shows that. You're exactly right about that.
S2	Yeah.
S1	Okay, this is going to seem like a weird question but—
S2	(Laughs)
S1	(Laughs) Tell me about your whole life. Tell me about when you were growing up. Like, how many siblings...
S2	Okay.
S1	Parents?
S2	(Laughs).
S1	You know, that kind of stuff.
S2	Okay. So I have two brothers that, what is it, biological brothers?
S1	Uh-hmm.

S2	And then my—both of my parents got divorced and got remarried. On my mom's, on my stepdad's side, he had an older son and then my mom and him had a little boy. And then on my dad on my stepmom's side she had four children and they didn't have any children together. So I mean I have a pretty big family. Those are some of...
S1	Do you remember anything about your childhood when your parents were together?
S2	No. I honestly don't because they got divorced when I was still a baby so it was really—I mean I remember bits and pieces. I remember them buying me a little red jeep and dressing me like I was a boy and giving me a bowled haircut but—
S1	(Laughs)
S2	But (Laughs) other than that I really don't remember much.
S1	So the only memory is really you have mostly is of them leading separate lives?
S2	Yes.
S1	Yeah, okay. So that was the normal for you?
S2	Yes.
S1	So, tell me who you lived with and who you visited and...
S2	Okay, so I went—I used to get back and forth between my mom and my dad. I would go with my mom most of the time. I was with her majority of the time and then I would go to my dad's—I don't even remember the schedule, it's changed so many times, but I go to him a lot less than I was with my mom. It used to be two weeks on with mom and then two weeks on with my dad but as I got older, I mean I kind of got to choose.
S1	Uh-hmm.
S2	But then I moved to Colorado my 8 th grade year and didn't come to Georgia like a ton. I came a couple of times during the summer or once during the summer and for occasions.
S1	Uh-hmm?
S2	And then finally moved back my senior year. So I wasn't with my dad a whole lot—
S1	Uh-hmm?
S2	I don't know. I guess I was just with my mom a lot more. Like in my early year.
S1	Early years?
S2	Early years.
S1	And do you have good memories of your childhood? Do you have...?
S2	Yeah, I don't have any like bad memories of childhood...

S1	Okay, okay. Okay. Is there anything that haven't talked about as far as cyberbullying or anything that you've seen your friends experienced or go through that you wanna talk about or that you'd feel comfortable talking about?
S2	Well, there was a girl that I went to school in Colorado. She ended up committing suicide because of it, of cyberbullying and—but there-I also feel like there was something wrong with my school too because there were four suicides in one week and...
S1	And—
S2	I don't know if all of them were because of cyberbullying but it was like a chain reaction. Like one person did it and then they got all this attention so the other people like: oh, I'm going to do it too.
S1	Right.
S2	But anyways, there was this one girl that I knew the best out of all the other people that did that. She was dating this one guy and lots of people were telling her that on social media that he was cheating on her and all this stuff and he ended up breaking up with her over social—like over text right before Christmas, two days before Christmas.
S1	Right.
S2	And she ended up killing herself because she was leaving like all of the—like cheating stories and all that stuff but he just didn't want to be with her.
S1	Uh-hmm.
S2	And he just ended and, uhm, she ended up doing like, killing herself and then he ended up going crazy because—
S1	Yeah.
S2	He thought it was like his fault. He didn't know all like the cheating rumors were going around. But they were all over social media. It wasn't like a person coming to her face to face like with actual—
S1	Right.
S2	—evidence of it.
S1	Right.
S2	And he ended up getting super upset about it and his parents had to send him away to some like rehab place—
S1	Wow.
S2	—or not rehab but—
S1	Right.
S2	—like a facility because he was going crazy like trying to do stuff to himself as well.
S1	Wow.

S2	And while he was gone, her mother ended up killing herself too.
S1	Oh my goodness!
S2	Yes, and he... I guess like got out and he's doing good today but his little brother and dad, I mean I guess they're doing okay. I don't know they're dealing with it but-but yeah.
S1	But having two people in your family commit suicide, wow, that's bad.
S2	Yeah, within a two-week span.
S1	Did your school...? When this was going on did the school do anything to like, you know...?
S2	Yeah.
S1	Let's talk about what was going on or—
S2	That was the crazy part. Okay, so the school, they really didn't do anything big about it which was concerning a lot of the parents at the time.
S1	Sure.
S2	Because it—there was like 14 over that entire year.
S1	Oh my goodness!
S2	And there was like arti—like newspaper articles written all about it like Colorado Springs, D20 High School had all these suicides this year. Parents were not going to enrol their kids in the school anymore. They're losing like a lot of students because of it. But during the school year when it happened – it was like the middle of the school year – and all they would do was send in puppies to the school to help comfort people.
S1	For grief, yeah.
S2	Yeah but I mean—
S1	But they didn't do any kind of programs or education about it?
S2	Exactly, which was like weird to everybody.
S1	Yeah.
S2	Like puppies aren't like, yeah, they're... like, maybe make you feel better and all.
S1	Right.
S2	But I mean that's only for a short period of time. Like people actually need help for that stuff not just to like sit around and pet a dog.
S1	Right, right.
S2	And then they also did like a planting like a pot? It was really weird. It's kind of weird to me honestly.
S1	Uh-hmm.
S2	In front of the school, they had these big planter's pots and they put the names of the people that committed suicide on the bottom of them

	and put it—they put them outside the front of the school. Like to me, that's weird. You don't...
S1	Yeah, it's definitely...
S2	Like you wouldn't want that in front of your school (crosstalk) somebody—
S1	(Crosstalk).
S2	Yeah. If somebody comes and visit your school and they asked what those pots are, others were like, all the kids that committed suicide in 2015-2016.
S1	Wow.
S2	Like that's weird to me.
S1	That's different.
S2	Yeah.
S1	I agree.
S2	Yeah.
S1	I agree.
S2	(Laughs). But I mean they really didn't do anything like about it other than that. Like they had dogs come in a couple of times and then they did the plants.
S1	That was it.
S2	And then they had like an FCA thing?
S1	Uh-hmm.
S2	But it was just like having breakfast just to kind of get everybody together for like the grief overall of it.
S1	Yeah. Do you...? I know you knew the one girl. Do you know if any of the other suicides, were any of those people were experiencing, problems with social media or cyberbullying or did you hear of any of that?
S2	I don't know. But the girl that I was talking about that did it, she was a senior when I was a junior and she, like all the other people that did it, were like freshmen.
S1	Okay.
S2	And the guy that started it I knew him too but he did it like a year before everybody else.
S1	Uh-hmm.
S2	And the girl that I was talking about was friends with him.
S1	Okay.
S2	And, but he... I think the reason that he did it was because he did drugs. Like he was, he did hardcore drugs. He shot himself in the head and his parents found him in his bedroom.

S1	Wow.
S2	Like his whole body was just gone. His head was gone. Everything and apparently, he just did it with like a shotgun.
S1	Uh-hmm.
S2	But—
S1	Wow.
S2	I don't think his was because of cyberbullying. It might have because I mean he had dreads and he was always posting pictures. Somebody might have said something about it.
S1	Right. But we don't know that.
S2	Yeah, but I don't know. He's—it could have been the drugs. Who knows?
S1	Interesting, alright.
S2	But he was leaving like notes around his house before he did it. So—
S1	Yeah, it was definitely planned.
S2	Yeah, yeah.
S1	Wow. Alright.

APPENDIX M

Participant Interview Carlos

Carlos

Speaker key

S1 Speaker One

S2 Speaker Two

Speaker	Transcript
S1	Okay. Alright, so tell me about the electronic devices that you use on a regular basis.
S2	My cell phone.
S1	Uh-hmm.
S2	It's probably the biggest one.
S1	Okay. What do you use your cell phone for?
S2	Contacting anybody I need to, Facebook, googling.
S1	Uh-hmm.
S2	Games.
S1	Games? What kind of games?
S2	Card games, actually.
S1	Okay, okay. Social media sites? Facebook?
S2	Facebook, Snapchat, and texting.
S1	And texting? Okay. Alright. How important would you say social networking sites are to you and people at your age group?
S2	I would say to my age group, there—it's a pretty big thing.
S1	Uh-hmm.
S2	I'm not—I don't post a lot of things on like Facebook or social in general.
S1	Okay.
S2	I don't need to be on it.
S1	Tell me why you don't need to be on it?
S2	I don't have that need to like, you know, want to see whatever while sitting all the time and want to—
S1	Got you.
S2	—you know, be a part of everything on the electronic world.
S1	Got you. So for Facebook for example, what would you say you use it for?

S2	Watching funny videos.
S1	Uh-hmm. Just for entertainment?
S2	Yeah.
S1	About Snapchat?
S2	Seeing people what they are up to.
S1	Okay. What's cool about Snapchat? Why teenagers and young adults seem to like to use Snapchat?
S2	There is—you post a picture of something is going on that day that you are doing and just kind of share something cool you've done and, you know, that day or that weekend with your friends.
S1	Okay, it's goes off to certain people or...?
S2	It's goes off to people that you have to add your friends—
S1	Okay.
S2	—so you know, just Allison—use your name.
S1	Right. Got you.
S2	Yeah.
S1	Okay. So you know who you're communicating with on Snapchat?
S2	Yeah.
S1	Is there an instance when you somebody can comment on your stuff and you don't know who they are or—?
S2	No, they know, you know who they are?
S1	You know who they are. Okay, okay. Have you ever had a virtual disagreement or virtual argument with somebody?
S2	Oh, yeah.
S1	Okay. Tell me about one that sticks out in your mind.
S2	Let's see—
S1	Again, no judgments.
S2	Okay. Most recent one I can think of is somebody that has owed me money for a vehicle.
S1	Okay.
S2	Yes.
S1	So it's—
S2	We're arguing over text.
S1	Over text messaging, okay. So did you start the conversation. Did he start the conversation?
S2	I started the conversation.
S1	Okay. Basically saying where is my money, that thing?
S2	Yeah.
S1	Okay. And would you say that conversation went?

S2	No progress, really, I mean—
S1	Yeah.
S2	I asked where the money was, he didn't have it and—
S1	Yeah. Name calling? Cursing?
S2	No, there was no name calling. Cursing (laughs) of course.
S1	No?
S2	Just, I mean, it's annoying.
S1	Yeah, and you say it got heated?
S2	No, it didn't really get heated, but it was over text so it's hard to tell sometimes too.
S1	No.
S2	It has—no.
S1	But instead if you are talking in person, you did it?
S2	Yeah.
S1	Not a text, alright. Okay. Tell me—okay, so that was the most recent one. Tell me about any other virtual arguments you had.
S2	I've had arguments with my mom over text.
S1	Really? Okay.
S2	Yeah.
S1	Okay.
S2	With parents and friends in general.
S1	Okay. Nothing that got out of hand that were (crosstalk)—
S2	No.
S1	Do you think these are arguments you would have had in person if you were standing next to them?
S2	Some of them, yeah.
S1	Likewise, why not others?
S2	That's a good question.
S1	(Laughs).
S2	With my mom, one argument wasn't too recent but it was [inaudible 00:03:46] here. We're arguing about graduation and that would have probably still happen if I was face to face with her.
S1	Sure.
S2	But there was one—it was some really ridiculous thing that wouldn't even been worth it to argue about in person. I think I can make more of a point if I have a confrontation or argument in person. So...
S1	Okay. Do you think that you personally feel like you can be more honest via text or on your cell phone or argue at the same honesty level if you're talking to somebody in person?

S2	Pretty honest.
S1	Pretty honest?
S2	Yeah.
S1	For you, that works.
S2	Either way.
S1	Okay.
S2	Yeah.
S1	Okay. When I say cyberbullying, what does that mean to you? What's your kind of definition?
S2	Electronically bullying somebody.
S1	Okay, alright. Is there time requirement, a number of times, do you think if it happens one time, it would be considered cyberbullying? Give me your thoughts about that.
S2	Even if it happens one time, it would still be bullying.
S1	Okay. And when somebody bullies someone, tell me your thoughts about that. What's going on?
S2	When one person calls the other person in name or has been harassing them about really anything—
S1	Okay. Alright, do you think you—the cyberbullying have to occur between two people that know each other?
S2	They don't necessarily have to know each other.
S1	Okay. So it can be someone outside the situation whatever?
S2	Yeah.
S1	Why do you think it's easier for people to get involved in that kind of thing rather than in person?
S2	I think that people are scared of confrontation if, you know, they were scared that something going to happen if they were face to face—
S1	Right.
S2	Like a fight would break out—
S1	Right.
S2	Or something.
S1	Right.
S2	(Crosstalk) lines.
S1	Okay. So they can—
S2	They have that screen behind them.
S1	They're safer?
S2	Yeah.
S1	Maybe, okay, yeah. Alright, tell me about any experiences you might have with cyberbullying.

S2	I've been called names before over Facebook or through text messages.
S1	Friends?
S2	Friend—I wouldn't even say necessarily friends. People, acquaintances.
S1	Acquaintances, uh-hmm.
S2	That I would know from school or—from work
S1	Right.
S2	—from work.
S1	Right. How that makes you feel?
S2	Mad.
S1	Yeah. More angry than you were hurt or—?
S2	Yeah.
S1	Yeah. And—and at that point, what's your reaction? What are you kind of wanted to do from there? You want to retaliate physically? You want to get say something about them kind of—?
S2	I like to retaliate.
S1	Yeah? Physically or online? Shoot something back at them.
S2	Depends on the situation.
S1	Okay. So either one.
S2	Yeah.
S1	Which one you think is easier?
S2	It's easier to do something online, but I don't think it's effective.
S1	Got you. In person is more effective?
S2	Hopefully, yeah.
S1	Okay. At any instances where you feel like you've cyberbullied someone?
S2	Oh, yeah.
S1	Okay, tell me about those?
S2	I've called people names before. This one time I got into it with this dude who made fun of my new truck...trucks are big with my friends. I thought if I called him names online, it would take attention off of me and point it at him. I think I said something like he was an ugly dude with a pizza face. It was really not nice, and I knew his bad skin would a sensitive subject. I feel bad about it now...
S1	Okay.
S2	In the internet.
S1	Okay.
S2	Or a text that's not kind words.

S1	Okay.
S2	To people.
S1	Do you feel like those were kind of one-time situations? Was there anything that had any length to it or—?
S2	There has been some lengthy ones that, you know, I mean somebody have been gone a long for long period of time. We just don't like each other.
S1	Right.
S2	If something happens and somehow they get involved in it and talk—
S1	Started talking back and forth.
S2	Yeah.
S1	Would you say that to be a text message for you or...?
S2	Mostly text.
S1	Okay.
S2	Yeah.
S1	Any other applications that that happened through or—?
S2	Facebook.
S1	Through Facebook, okay. And how do you kind of—how did you resolve that or how did it come to a resolution or did it?
S2	If it somebody I don't really know, it usually doesn't come to resolution.
S1	Okay.
S2	I mean if it's one of my friends or someone that I'm close to when arguing about something or—
S1	Yeah.
S2	—you know, I called one of my friends a name or they called me a name, we would normally, you know, kind of resolve it but if it somebody I don't know or I'm not friends with, it usually doesn't get resolved.
S1	No big deal, just kind of let it go. Do you block them? Do you...?
S2	Let it go.
S1	Let it go?
S2	Yeah.
S1	Okay, interesting. Okay. So when you were calling other people these names or something you considered that you were cyberbullying someone, how did you feel? When you were doing it.
S2	Mad.
S1	You were mad?
S2	Yeah.

S1	So you are mad about something. So you—so [inaudible 00:08:37] to them because there was a situation that you are unhappy with.
S2	Correct.
S1	Okay. Did you think at all that—you might not even remember but did it enter your mind at all, like what are consequences might be or you are just acting in the heat of moment—
S2	Probably not, no.
S1	Probably not?
S2	Usually, you don't think of a consequence in the heat of the moment.
S1	Yeah, yeah. It's kind of what's coming out on me and—
S2	Right.
S1	—here's what's happening. I got you. How do you think other people feel and you can say this from your perspective because you've been on the other end of name calling and stuff, how do people feel when they're being cyberbullied?
S2	Sad or upset or mad about—mad.
S1	Okay. Why do you think? Tell me why. That's kind of weird but—
S2	It could—it's hard to answer.
S1	I know.
S2	Depending, I mean depending in what it is, they sort of think they don't—they don't understand what's going on, they don't deserve to be called that or don't understand why they're in that position to either be that or—
S1	Right.
S2	What, you know, what was going on.
S1	Sure, makes sense. Why do you think that middle schoolers, high schoolers, young adults, you're kind of getting out of that now at your age but, you know during this time period, middle school, high school, why kids cyberbully other kids?
S2	They could want to make a point of themselves or they could try to just make themselves feel better by saying something worst about somebody else. Just like my story with the pizza face dude...that is a for sure example.
S1	Uh-hmm.
S2	When I was in school, I was never really into the drama and I kind of stayed—for the most part, I kind of stayed out on a lot of things so...
S1	You probably saw some stuff going on in your circle of friends and...
S2	Yeah.
S1	Yeah, yeah. Anything extraordinary that comes to mind that you want to talk about like that or...?
S2	In my group of friends?

S1	Yeah.
S2	Oh, my gosh.
S1	Like what is the worst cyberbullying kind of situation that you saw, heard about or...?
S2	When I lived in Colorado, we had a good friends that would always hang out and bring our trucks to the car meets and there are these two guys and there's one girl and the girl want to date one guy and the other guy like girl and they got into it over the phone and then met at the car meet and ended up in a huge fight.
S1	Physical fight?
S2	Physical fight, yeah.
S1	Yeah.
S2	One of them, I mean someone pulled a gun and—
S1	Wow.
S2	Backed over the guy's truck.
S1	Wow.
S2	It was pretty intense.
S1	Wow, and that started via text or?
S2	They actually ended up, I wouldn't say working it out but they're kind of just, the one guy backed down and they never really talked again, no—nothing.
S1	Yeah. So that—that started electronically? That started?
S2	Yeah.
S1	And then it—
S2	Yeah, he's—
S1	—got physical?
S2	The one guy saw pictures of the girl—the other guy and the girl together—
S1	Okay.
S2	Just hanging out.
S1	Okay.
S2	And that made him pissed off.
S1	Right.
S2	So he—
S1	Did he make comments about it?
S2	He called the guy first.
S1	Okay, okay.
S2	I don't think he comment it on that post.
S1	Okay.

S2	And then they sort of going out over the phone.
S1	Got you.
S2	Over text and then, you know, basically, you know, [inaudible 00:12:05], you know.
S1	And it happened?
S2	It happened.
S1	Wow. Anybody got arrested or—?
S2	No.
S1	That's good (laughs).
S2	Yeah, that's good.
S1	Okay. So telling about your life growing up, your home life, your parents, are they married, your siblings, that kind of thing, just...
S2	My parents are divorced. They divorced when I was three.
S1	Okay.
S2	I lived with my mom most of the time then I go to my dad every other weekend I go with them—
S1	Okay.
S2	And, you know, vice versa.
S1	Sure.
S2	So I was with my mom most of the time during the week when I was at school.
S1	Uh-hmm.
S2	My mom gets remarried when I was five or six.
S1	Okay.
S2	My dad has had a girlfriend for the past 11 years.
S1	Wow, okay.
S2	They don't planned on getting married, but I love them both very much and—
S1	But you guys like have two step parents? I mean? Yeah.
S2	I have two—yeah. Two very good sets of parents.
S1	Okay.
S2	I had a good home life. I had a good growing up.
S1	Good, siblings?
S2	I have a sister and—half-sister and then a stepsister.
S1	Okay.
S2	She was adopted.
S1	Adopted sister.
S2	So, adopted sister.
S1	Adopted half-sister, I guess.

S2	Right, yup.
S1	It starts getting complicated.
S2	Yeah.
S1	I was talking to Allison about hers and was like...
S2	Yeah.
S1	All at once. Got you.
S2	My dad's girlfriend has three kids.
S1	Okay, how are they?
S2	She, well she—I'm sorry, she has two now. One passed away two years ago.
S1	Oh, my goodness.
S2	Yeah, he was hiking and he was taking picture close to the edge and he fell off.
S1	Wow.
S2	But there are other two kids, one is 24 and the other is 28.
S1	So they're grown up? Do you—
S2	Yeah.
S1	Do you spend any time with them or—?
S2	I used to.
S1	You used to get along with them okay?
S2	Oh, yeah.
S1	Good.
S2	Really nice.
S1	Good. That's good. Tell me what your childhood is like it was happy—?
S2	Yeah, the childhood.
S1	I mean, you basically, you probably don't remember your parents being together.
S2	Right.
S1	Right.
S2	Not really much.
S1	Not really much, yeah. That sounds like you are happy of both houses.
S2	Yeah.
S1	And there was no drama. How are your—how are your parents? Did they get along when you were growing up?
S2	Not really.
S1	Okay.

S2	I mean after they got divorced, they were try of be pleasant to each other and, you know, in front me but I'm—I know that they are not fond of each other. They divorced.
S1	Yeah.
S2	But you know there was never any big issue with you know between me, my mom, and my dad.
S1	Okay. Alright, so any other thing that you want to tell me about? Your thoughts about cyberbullying or anything you experienced or heard of that we didn't talk about or touch base on? Anything else come to mind that—?
S2	I can't think of anything.
S1	Okay, it doesn't have to. Sometimes, people think, okay, well I thought about this or were talking about this, yeah.
S2	Right.
S1	Okay, I appreciate it.
S2	Yeah, absolutely.
S1	Yay.

APPENDIX N

Participant Interview Nigel

Nigel

Speaker key

S1 Interviewer

S2 Interviewee

Speaker	Transcript
S1	Okay, so tell me about the electronic devices that you use on a regular basis.
S2	I use... Let's see. So, I use my phone, I use my work phone. I use my own laptop, my own desktop, and I have a laptop at work.
S1	Alright. And of those, what you would say is your go-to device that you couldn't live without?
S2	Let's see, what device I couldn't live without, probably my personal smart phone.
S1	Okay. Tell me why.
S2	Well so I've got all my stuff on it so I can you know, I text my friends, I text people at work. You know even though I have a work phone I just leave that for work sometimes. All of my social medial friends are on there. So like Instagram, LinkedIn, Snapchat. Pretty much everything is on there. I use my other devices for just smaller more I guess me purposes but my smartphone is used for everything.
S1	Okay, alright. How important are social networking sites to you and your friends?
S2	So they're not usually important but you know we have our own Facebook group and you know that's how we usually plan events and you know post online pictures and stuff like that.
S1	Okay.
S2	And yeah most of them are out of state so that's the way that we keep in touch primarily.
S1	Alright! And you mentioned a few that you use. So, list all the social networking sites that you frequent.
S2	One that I frequent the most, I mentioned Facebook and then Instagram I use pretty often. I don't know if Snapchat counts as a social network but that's clear too and then LinkedIn.

S1	Okay. Have you ever had a virtual disagreement or argument with another person?
S2	Uh, yes.
S1	Okay. Can you tell me about one or more than one of those instances, whatever, the ones that stand out in your mind?
S2	Oh, just—so usually, I think the biggest and most common in a sense is there is a lot of political discussion on Facebook and in my age group which I'm in college, most people kinda say I'm left wing on a lot of issues but I can certainly feel that I'm right wing on those. I'm still [inaudible]. I play devil's advocate sometimes and people aren't really like that so, you know, you'll have people who are fine. Most of the time it's civil but sometimes it's not. I guess more often than not it's not civil. (Laughs)
S1	Okay. That's alright. Go ahead
S2	Other disagreements. Yeah, I have seen a lot of car groups. I like cars. You'll see—I mean, I don't partake in any but you'll see like Chevy and Ford fan boys go at each other for their preference. (Laughs)
S1	Alright? And when you've had a virtual agreement with somebody about a political issue, was it name calling, was it...? Like, how far did it escalate?
S2	It really depends on the medium to be honest. A lot of them are more I guess "underground" if you want to call it that, your sources like VICE . You'll see people come out of their gate being kinda ugly but they're more of the mediums. You know, if I were somewhere like National Review or you know even The Washington Post, it's a little bit more civil but usually people don't really have a—it's usually just get more deeply entrenched and usually it ends up with name calling. (Laughs)
S1	Okay
S2	And then pass and then nothing else, yeah.
S1	Alright, and how long...? Just think of one of the virtual disagreements that you had with somebody, how long did it go on?
S2	Oh. Usually I back out, you know, I think it's—if there's no point you know not more than an hour or two. You know, I'll do it while I'm doing other things.
S1	Okay.
S2	There's not like constant but you know, just along for maybe an hour or two.
S1	How are you feeling when you're having that virtual argument with somebody? Tell me about those emotions that you go through.

S2	Well honestly, it's... after a certain point it stops becoming a lot like a playing and more like, yeah, how can I get them to get even more angry.
S1	So you're pushing buttons?
S2	So it's just... Basically, it's pushing buttons and you know like first of all I'll be a little bit offended if they say something horrible or I'd [inaudible] but I move on. I'll just you know I put in a comment that I know will get a response. I don't know.
S1	Okay. Alright when I say the term cyberbullying, tell me what does means to you.
S2	I guess harassment online is probably the no.1 thing. Yeah, following people around and just being rude. I guess it's kinda the same thing as normal bullying but through the internet.
S1	Do you think that cyberbullying has to occur over a period of time or can it be one particular instance? What's your opinion about that?
S2	I don't know. A lot of times I'll take the hoots . It's over time. You know, generally in the internet you would see people who are being rude it's kinda unavoidable but as time goes on and it just keeps on occurring. You know, they'll change Twitter handles or they'll change their accounts or something. You know, they get followed around. I think that's when it becomes cyberbullying but you know just the backhanded comment on some thread about politics or like social issues I don't really call it cyberbullying.
S1	Okay. Tell me about any experience you may have had with cyberbullying either as a victim or the perpetrator.
S2	I've never been a victim. I'm not sure I have really been a perpetrator either. I think I'm a—I mean I stress I don't really harass people but people in my friend groups have—I've had a few people that I know you know go after people. Well, there was this one time...you know I like to push buttons so I got into a virtual argument with this ignorant kid. Of course, he ratted me out and I got called into the administrator's office for those comments. That just made him look like a punk cause you know I told everyone about it. My parents weren't really happy about that call though.
S1	So tell me about more of those instances.
S2	Yeah, so there was this one... there was this one person that they knew indirectly. I think it was one of their ex's friends or something like that. They found some political group like trying to sell I think nude pictures of herself. It was a pretty decent sized group on Facebook. It's like 55,000 or 60,000 and it was just an amateur like chauvinistic group of... I want to say right wing males. Not really close to her that much but it kinda like selling news on there so... What they did was like you know just one was Photoshopped. You know, posting and bringing that content into real life, you know, they

	like told her parents and all this other stuff even though you know she was like, it was just a mistake. You know, they didn't mean for it to go this far but they kept on pushing this thing. (Laughs)
S1	Wow. How do you think that made her feel?
S2	Well, I mean I don't think she felt too good about that. So, yeah, it was probably comes to them in the moment like you know trying to sell you know naked pictures of herself on you know [inaudible] or something but if I, I mean if that was me I wouldn't be too happy.
S1	Alright. So, you didn't hear anything more about what happened with that or how it was resolved?
S2	I think it just kind of burned out.
S1	Okay.
S2	I stopped paying attention after everything kind of like blew out of proportion 'cause I don't want any part of that.
S1	Got you. Got you. Why do you think that some especially high school and young college aged students, why do you think they cyberbully other students?
S2	Probably it gives them a, the way I think of it, excuse my French, I mean it's just one big pissing contest. People are just trying to, they just want to edge other people and just see who can push the most buttons. I guess it probably stems from them being you know maybe they weren't so popular in person but they have probably an outlet where they can do whatever they want and they have a very... team of people and they gang up on people and dog pile them. So I think it's just a power thing, I'm convinced.
S1	Do you think it's easier to cyberbully or bully in person?
S2	Oh yeah. It's usually easier to cyberbully because you're behind the computer and you know a lot of these things you see, people will never say them face to face.
S1	Right?
S2	It's just, that you can see in your phone and do it 'cause there's just in the internet between on them. Like, I'm not ever gonna meet this person.
S1	Right. Do you think that's one of the reasons maybe that people are quicker to do something online than in person?
S2	I think so, 'cause you know if you do something to the person like that you're gonna probably get your butt kicked. (Laughs)
S1	Yeah. So you—
S2	(Crosstalk) You don't have to deal about that if you're just writing stuff on Facebook and Instagram or Snapchat or what have you.
S1	Do you think most young adults your age think that nothing—there are no consequences for any of that type of behaviour?

S2	A lot of people I think they think they're invincible. There have been a lot of cases where people have killed themselves and so people straight ahead you know not cross the line of you know making them doing something drastic.
S1	Right....
S2	But I think most people when they do stuff like that they just assume there no consequences whatsoever. It's 'cause they really... there really are unless that's a [inaudible] made or anything like that, you know, not really doing anything illegal. Of course they're harassing the...
S1	Got you. Alright, So this is gonna sound like a weird question but tell me about your home life, you growing up.
S2	So growing up I... let's see, so I am one of four siblings and my childhood was pretty good. We travelled a lot. My parents were married until I was about... I don't remember honestly. And so honestly it didn't affect the whole lot. You know I had friends in school and you know my family we get along and we travel and you know I just felt my parents did all they could. All in all it was a pretty healthy childhood. I wasn't, you know, they made sure all my needs were met and I, it did—you know compared to other households we were pretty privileged in that you got to travel all the time and we got everything we needed and you know nice clothes on our back and stuff like that. So I can't really think of any negative things about my home life other than you know my parents divorcing but it wasn't the end of the world.
S1	Okay. Is there anything else that we haven't talked about? That as far as cyberbullying or any experiences that you might have or someone you know may have had that you think might be prudent to bring up?
S2	Not that I can think of.
S1	Okay
S2	I think that's it.
S1	Alright. Well I'm gonna stop the recording now. [RECORDING ENDS HERE]

APPENDIX O

Participant Interview Marsha

Marsha

Speaker key

S1 Speaker One
S2 Speaker Two

Speaker	Transcript
S1	Alright.
S2	Okay.
S1	We're going there. Going here in just one second. That's great here. Okay. Alright. Here we go. (Laughs) Okay. So tell me about the electronic devices that you use on a regular basis.
S2	For the most part, I'm pretty basic. I use cell phones and then I have a laptop.
S1	Okay.
S2	I occasionally will use an iPad but I don't personally own a laptop. So--
S1	Okay. Would you say you are probably more married to your cell phone or your laptop?
S2	Probably cell phone.
S1	The cell phone.
S2	Yeah. Got you. I got you.
S1	How important are social networking sites to you and your group of friends?
S2	I used them but I wouldn't say—I don't post daily.
S1	Okay.
S2	I would say on maybe a week, we post through at that.
S1	Okay. Alright. And tell me which ones you prefer? Which ones you use?
S2	I mainly use Facebook and Instagram.

S1	Okay.
S2	I have Twitter but I use them more for new purposes. (Laughs)
S1	Same thing.
S2	So, I know--I know a Twitter but (laughs)--
S1	I got you. So weekly Facebook--
S2	Yeah.
S1	--and Instagram post. Okay. Great. And do you find that that's how you keep in touch with most people--
S2	Yeah.
S1	--that way?
S2	I would say so, especially people that I went to high school with.
S1	Okay.
S2	People that are from—back from where I from so--
S1	Okay. Got you. Thank you. Alright have you ever had a virtual disagreement or an argument with somebody?
S2	I had--I had disagreement that didn't start in a virtual stage--
S1	Okay.
S2	--but it kind of went there and it was—it was really at middle school so it was kind of back then and it just ended up on that platform. She sent me a kind of a nasty email or an IM back when those were popular.
S1	Yeah. So, do you mind telling me about it? You don't have to give me the specific.
S2	It was very strange. I'm not really sure exactly what led to it. I think it was just an overall disagreement and she thought that I had said something about her and she sent me a video from The Hills of Lorne and kind of say I wanna forgive you and I wanna forget you.
S1	Okay.
S2	Yeah. It was great. (Laughs)
S1	(Laughs) How interesting. So that happened over Instant Messenger then.
S2	And it kind of—there were more things but just most of it was around that. It was all in the same disagreement. I wasn't 100% sure what it was about.
S1	Yeah. I got you. Some drama.
S2	Yeah. Middle school drama.
S1	Always. When I say cyberbullying what does that mean to you?
S2	To me it means bullying that either starts in a like an internet-based or social media-based or bullying that carries over into that. So, maybe

	you have a disagreement at school and then maybe someone posts on social media about or--
S1	Okay. What—what happened—Just that I don't wanna—I don't wanna lead you. I wanna—do you think that people can be cyberbullied when they're not directly involved in the exchange?
S2	Yeah. I think—because I think what you see a lot, for me, is you'll see people kind of jump in to these cyber disagreements and then they got dragged into it and so I think—and then kind of that snowballs, more people get brought it. It think it's just a simple thing.
S1	Uh-hmm. Okay. Okay. Thank you. Alright. Well, you kind of told me about your IM cyberbullying kind of experience. Have you had any other experiences with cyberbullying?
S2	Not really. Not to my knowledge. Well, I mean I've—I mean I've had obviously other disagreements so people might call it that
S1	Anything online?
S2	Not much really online. One time when I was about 16 or so, I think that's when it was, I was angry because a girl was saying some stuff about me, so I said some stuff about her..kind of like to get revenge, or get back at her.
S1	Okay. And you never cyberbullied anybody?
S2	Like I mentioned, I don't think it was cyberbullying. Someone else might have a different opinion. I think getting your revenge on someone who started it first isn't really cyberbullying. To me, it's like saying something back to them in person...just using technology instead.
S1	Okay. When--when the girl did post that after you—to you their IM, how did—how did you feel? How did that make you feel?
S2	I mean it doesn't hurt my feelings and I was—especially since I wasn't a 100% sure what it was over and just because you kind of can't get away from it when it's online, so it's keep coming. So, ultimately what I ended up doing is I just had to log off and not get on for a long time and so it died down, but I know other people don't always do that so--
S1	Uh-hmm. I think you're right. Umm, why do you think that some students cyberbully other students?
S2	I think it's easier sometimes because maybe there's not as much adult supervision. I mean, if you do it at school like if we're talking about school-aged students and there's adults around them, maybe they'll catch on but if it's online and it's not necessarily being monitored then it's easier and you don't have to say to their face and watch their reaction so--
S1	There's a lot of said—things that've been done about the anonymity factor and, you know, that people get braver than they would be--

S2	Yes.
S1	--in person. And you've probably experienced that too when you started teaching students . (Laughs).
S2	Well, yeah.
S1	Alright. If you can describe your childhood and your upbringing, what would you say? What are some things that'll come to mind?
S2	I will say I was—I had very middle to upper middle class upbringing. I am originally from a rural area but both of my parents were in professional careers. My mom is actually a teacher.
S1	Okay.
S2	My dad has—is in the business world so—and I think I had a pretty happy childhood, lived in a regular house.
S1	Uh-hmm. Went to regular public school.
S2	Regular public schools down the road.
S1	Where did you get to high school?
S2	Oh, it's xxxx High School.
S1	Okay. Okay.
S2	Yeah.
S1	So going back home.
S2	Yes.
S1	(Laughs) Awesome. And your parents, umm, are they're still married?
S2	Yes, they are.
S1	Awesome. How many years?
S2	Umm, 20—it'll be 28 this year.
S1	Awesome. That's very unusual.
S2	I know.
S1	(Laughs)
S2	(Laughs) Yes.
S1	That's awesome. Is there anything else that you wanna tell me about your thoughts about cyberbullying or maybe, you know, how you might wanna deal with that when you're—you have your students or how you think it might impact them or just anything.
S2	I think social media has definitely exacerbated it because before when it was emailed—predominantly in text messaging, you know, it took more effort but when at social media, you can post a picture. We saw that one, the Playboy thing that just happened in the news.
S1	Uh-hmm.
S2	I think it just makes it easier and I think it's easier for people now to be bullied in the cyber scale and then as a teacher, I think it has to be

	case-by-case basis. I don't know how to make a cyberbullying plan at this point--
S1	Right.
S2	--but I know I definitely would report to the administrator if I saw that it was affecting a student or--
S1	Definitely and it's—and I'll share with you too that as an administrator, up until the school year, if it happened off campus, we didn't have to do anything with it.
S2	Right.
S1	Even if it brought—it came on campus but if it was posted or started off campus, we don't have to do anything. That changed this year. And so, it doesn't matter where the kid is, but if we found out about it, then we have to investigate it. So, it is very—it's very—it's kind of overwhelming.
S2	Uh-hmm.
S1	You know, the technology that you have to have. Look at the technology. I mean it's just—it's kind of crazy. So, you'll—you'll definitely hear some stories. Hopefully, it won't be as prevalent in a little more rural community.
S2	Yeah.
S1	It's very prevalent here in this area so (laughs).
S2	Yeah.
S1	Okay. Awesome. Anything else that comes to mind or—no?
S2	I don't think so.
S1	Okay. Awesome!
S2	Okay.
S1	I so appreciate it.
S2	No--

APPENDIX P

Participant Interview Wayne

Wayne

Speaker key

S1 Speaker One

S2 Speaker Two

Speaker	Transcript
S1	Alright so the first question that I have is, tell me about the electronic devices that you use on a regular basis.
S2	Okay, I use my phone and then my family computer, oh and then a PlayStation.
S1	Okay. And out of those three which one do you use most often?
S2	My phone.
S1	Okay, and would that be the one that you, if you had to give up all but one which one would you keep?
S2	I'll keep my phone.
S1	Okay, tell me why. Why would you choose your phone?
S2	Because you know it's the one that I use most often and I stay connected to my friends with it.
S1	Okay. Alright. Speaking of friends, tell me how important social networking sites are to you and your friends?
S2	I'm sorry. Can you repeat the question? I didn't hear it.
S1	Tell me how important social networking sites are to you and your friends.
S2	Oh, it's like 100% important.
S1	Okay.
S2	You know, we like to stay in touch when we're far away and especially our main sources, talking to each other, it seems like they did this.
S1	Okay. And what are some of the social networking sites that you use?
S2	Instagram, Snapchat, just basically the two.
S1	Okay, and of those two which one do you think you use most often?
S2	Snapchat.
S1	Snapchat? Okay. Have you heard of something called a Finsta?
S2	Uh, no I have not.

S1	Okay. That's a fake Instagram account apparently. That's the new trend that um a lot of teenagers have. They like their real Instagram account that only their super close friends can see and then they have a fake Instagram account that they have for their family to see and all, have you heard of anybody doing that?
S2	Oh yeah. I do know that.
S1	Yeah. So, a lot of people that you know, have you—? I mean is that common practice? Do you think a lot of people that you know do that? (Silence) Can you hear me?
S2	Oh yes.
S1	Okay. So have you heard of any of your friends doing that, having two accounts?
S2	Yeah I think it's mostly the girls doing it and it's not really my style.
S1	Why do you think the girls are doing it?
S2	I don't know. To hide from their parents what they're doing I guess.
S1	Okay. So you think it's to hide it from their parents?
S2	Uh-hmm.
S1	Okay. Alright. Have you ever had a virtual disagreement or virtual argument with someone?
S2	Yes, I have.
S1	Okay. Can you tell me about that? You don't have to name any names, just kinda tell me what happened.
S2	Okay. So basically like, I'd follow pages like a snap of you that's like trolls and stuff like that and I felt kind of something like Donald Trump has been doing. I don't know that is, something like that then other people, and then people will comment like no you're not, and like stuff like that, and then sorta bad things but you can look at the facts and just [inaudible] and stuff like that. [inaudible] like, how he's not and just, yeah, it's like.
S1	Okay. So when you experienced this, did you go back and forth with this person or...?
S2	You know once or twice.
S1	Okay. So it wasn't for very long?
S2	No, no.
S1	Alright. How did it end?
S2	Eventually I just stopped it.
S1	You just didn't...? You just decided it wasn't worth it anymore?
S2	Yes, ma'am.
S1	Okay. Alright. When I say cyberbullying, what does that mean to you?

S2	I feel like this is sometimes... kind of, I have a few ideas and one of them, people like making fun of somebody, something like they taking issues at somebody and then yeah, I feel like if someone saying bad about somebody on social media.
S1	Do you think that it can be cyberbullying if it happens one time or do you think it has to happen a certain number of times or...?
S2	I think the first time is that when it is bullying it's just more like somebody like you get out there and [inaudible] that somebody but if keeps on happening then it turns into bullying.
S1	Okay, so have you ever had any experiences with cyber bullying?
S2	Maybe like once or twice on Xbox or PlayStation.
S1	Okay, so tell me about those.
S2	Just basically when you're playing with somebody and then like he and his actions or his playing on Xbox stuff with somebody in a video game, which is just a videogame and then they'll get angry and threatening to kill you and stuff like that.
S1	Like kill you—?
S2	There was actually a time when I played with somebody and I killed them and somehow he got my IP address and turned off my internet for like 30 minutes.
S1	Really?
S2	Yeah. Like, he just sent a message saying that he did it.
S1	Wow.
S2	He pulled it off for like 30 minutes to an hour.
S1	Wow and did you know this person?
S2	No, I did not. It was just somebody I randomly met through online.
S1	Alright so do you think that that kind of thing...? So when this has happened to you a couple of times has it been someone that you didn't know both times or...?
S2	Yes, it has been people I don't know.
S1	Okay. And so I mean that's interesting. So when the guy, I know he shut off your internet, your IP address, but when he threatened you what did he threatened you with?
S2	Just threatened me saying that he's gonna shut my internet and make is so that way we're not going to be able to catch them through the internet so they have a [inaudible] and stuff like that.
S1	Wow and how did you get it back?
S2	It's just a thing that [inaudible] at the time I guess. What I did was I went online and apparently it's easy to do. Like, it's not that hard to get someone's IP address and you know, then basically you see that sometimes your habit and what basically happens is like a guy over [inaudible] where it's like y'all information which slows it down and

	in term so like [inaudible] cut off and what happens if you just unplug it and all that like bad stuff will go back to the guy and he's gonna see your files so there is no point.
S1	Interesting. Alright and so you've mentioned that it happened a couple of times and one time your internet got, they messed with your internet. Anything different about the other time that it happened or...?
S2	Um, so basically—I was playing with my friends and one of them is kind of a douche, so when I killed him he said something about my old car – he thought he was cool because his dad bought him a nice new car. I guess I was a little jealous about that. Yeah, everybody had seen his brag posts with his new car on Snapchat. He was always showing out, so I got mad.
S1	What? You're hitting buttons.
S2	Oops!
S1	Alright, go ahead.
S2	No ma'am just— I guess I was embarrassed about my car so I made some comments on his page about how he got that car...some inappropriate sexual stuff...
S1	Same kinda thing?
S2	That was the only time that I had the internet happened but other times there's people threatening but it's not actually been you know and stuff like that.
S1	Okay and what are they threatening?
S2	Threatening like random stuff. I don't know, call the cops and stuff like that, like stuff that it doesn't really scare you even though you're not buying into it. Like, if this is like little kids that do it but then like older people that there are some older people like, people that I think again might be serious on some of the—
S1	I got you. I got you. So, how did those experiences make you feel?
S2	Well, there's a reason that like people tell when people are older when they talk to you they like scare you out and makes you think that like you know they actually do have the ability to do this, then you hear about stuff on the news like people finding out where you live and stuff like that and I feel like that's kinda scary but [inaudible] that they're gonna kill you and your family and you just kinda blow it off.
S1	Okay. So you have been scared a couple of times like maybe you thought something might happen?
S2	Yes ma'am.
S1	Okay. Alright. Anything, any other feelings besides being afraid?
S2	Maybe it's like I don't know definitely is afraid, yes.
S1	Okay. How'd you feel when the guy turned off your internet?

S2	I felt like as I would asked maybe you know have to like tell my parents and stuff like that, and maybe it's gonna cost a little bit of money I think.
S1	So were you scared of a parent at that point?
S2	Not towards my parent. Like, they're like going to have to make me pay me for the internet. I mean basically [inaudible] give something up
S1	Got you!
S2	And you know they're there. [inaudible]
S1	So that it would cost you money.
S2	Yes, something like that.
S1	Okay alright. Why do you think that some students cyberbully other students?
S2	Because they will, they feel jealous of them. They have things like if somebody posted like mad pictures of somebody it's the putting them down and make their self feel better.
S1	So you think it's about self esteem?
S2	I think it is, yeah.
S1	Okay. And do you think it's easier to bully someone online or easier to bully them in person?
S2	I think online because more people see it.
S1	Okay. So he can get out there faster, huh?
S2	Yeah.
S1	Alright. Why do you think that some teens are so quick to do things online that they probably wouldn't do in person?
S2	Because basically they're just hiding behind a keyboard and looking at—so they don't have to worry about like if someone, I don't know, like beating them up or something like that?
S1	Okay.
S2	Basically you know that no one else knows that it's them sometimes.
S1	Got you. Have you ever cyberbullied anyone?
S2	Uhhh uhhh. Actually, you know, it's kinda hard to say no because playing online like on X-box you start to feel angry and like teammates too obviously you just. You say stuff like your meaning it's like I guess it can be considered cyberbullying.
S1	Okay. So it's kind of and so you think it was done out of anger, frustration...? What?
S2	Maybe a little bit of frustration just because it's like sometimes you don't realize that you're actually fighting with people that are 10 years old and not all your age I guess.

S1	Right. So, you get frustrated because they're not playing the game properly.
S2	Yes ma'am.
S1	Got you. Okay. Do you think that you say things online that you wouldn't say to people in person?
S2	Yes ma'am.
S1	For the same reason we talked about or...?
S2	Yes, and the fact that like you don't see how they are reacting. You can just be like go off line if they start being... like started talking back to you.
S1	Yeah?
S2	They can like hide behind a keyboard type of thing. I did that once because the dude was way bigger than me. Laughing....I guess I felt safer dealing with him online. It would not be good to get beat up..laughs.
S1	Got you. Alright. So tell me about your home life. Like, your family situation just, you know, your memories of growing up. Anything?
S2	Home life, let's figure. Basically..
S1	How many siblings?
S2	What exactly do you mean by that?
S1	How many siblings do you have? Are your parents married? That kinda stuff.
S2	Okay. So I have two siblings, a younger sister and a younger brother . My younger brother is three years younger than me. My little sister is six years younger than me.
S1	Okay
S2	And then I have two parents that are married together and have been ever since.
S1	Okay. Do both your parents work?
S2	Yes ma'am they do. One is a teacher and then the other is in sales, my dad is from sales. My mom is a teacher.
S1	Okay. What would you say... you have a pretty good relationship with your siblings and your parents?
S2	Yes ma'am but we do have our ups and down sometimes..
S1	Right. But you all...? I mean do you basically—
S2	We all love each other.
S1	Okay good. You have a close family. Do you think your parents have been pretty involved in your upbringing and shaping you to this point in your life?
S2	Yes, they have. 100%
S1	Okay. Tell me about that a little bit.

S2	Alright. So basically my parents wanted me to strive to be the best and throughout sports, like telling me what to do and how I could improve. Like my dad going to the practices and seeing what I'm doing wrong and him trying to correct me.
S1	Uh-hmm?
S2	And through school basically because my mom is a teacher. She wants me to do extra work and go in early and see what all I can do, so I get ahead in the class.
S1	Alright.
S2	And my dad is teaching me like what to do to go for an interview for a job like how to dress and—
S1	Awesome.
S2	And just like having a portfolio.
S1	Good.
S2	Or resume.
S1	Okay. Alright. Is there anything else that you wanna talk about as far as cyberbullying? It may not have happened to you but maybe one of your friends who cyberbullied someone or who was cyberbullied, anything that you can think of in regard to that?
S2	No ma'am not really.
S1	No? Have you heard anything at school about...?
S2	No ma'am. Just basically whenever you hear everyone is: well, these two people got into a fight and then someone said something about them and they went all went offline. That's basically like whatever happen.
S1	Got you. So do you think it generally starts in person and then goes online or does it start online and then go to...?
S2	I think it starts in person and then they bring it online, to see if you have more people to see it.
S1	Okay. Kinda get an audience?
S2	Yes.
S1	Okay. Why do you think that teenagers do that?
S2	Like I said earlier it's just to make themselves feel better, bringing down somebody else that they're jealous though.
S1	Okay. Tell me why you think that teenagers get jealous. What kind of things do they get jealous about for their peers?
S2	Maybe if some guy likes a certain girl but they know that that girl likes another guy and you're trying to make him look bad. You're like showing to her that you're better.
S1	Uh-huh? The material things? Or...?
S2	Material things? What do you mean by that?

S1	Like possessions. Is that a big deal to teenagers, like cars or clothing or...?
S2	I mean there's a few people every once in a while but that's not as much as big, big thing.
S1	It's more a guy and girl kinda thing?
S2	Yes ma'am. Okay..
S1	Okay. Alright. Well I'm gonna stop the interview now. [RECORDING ENDS HERE]

APPENDIX Q

Participant Interview Karol

Karol**Speaker key**

S1 Interviewer

S2 Interviewee

Speaker	Transcript
S1	Okay. Alright. If you'll tell me about the electronic devices that you use on a regular basis?
S2	Like, what I personally use?
S1	Uh-hmm.
S2	Let's see, computer and my phone.
S1	Okay. Any particular apps that you...? Kind of your go to every day? You use every day?
S2	Facebook, Twitter, Snapchat.
S1	Wow, okay.
S2	Uhm... the weather app.
S1	Okay.
S2	Like now I have... Yeah, it makes you think about it.
S1	I know I do every day. (Laughs)
S2	Messaging.
S1	Okay. Yeah, typical ones. I know I'm usually trying to, my bank. I go check it every day and my husband: how did you know I spent that? 'Cause I look at it every single day. (Laughs)
S2	Well, that's a good thing.
S1	(Laughs) Exactly. Alright. You've mentioned several of them but how important are social networking sites to you and your circle of friends?
S2	Well, I usually... I'm the one that usually just kinda looks at things. I don't ever really post a whole lot. I don't know if it is posting? It's... you know, either re-tweeting a recipe or a story of some sort.
S1	Okay.
S2	So I don't really post my personal life.
S1	So you're a lurker account—?
S2	Yes.
S1	—see what's going on?

S2	Yeah.
S1	There is room for that.
S2	Yeah, I don't have time to post my personal life nor do I really.
S1	Got you. What do you see the value of Facebook as for you?
S2	Just staying connected with you know a bunch of people who I don't talk to you on a daily basis. Just kind of seeing what's going on in their life. The family that I don't really talk to but we're Facebook friends so we can get updates on their kids and what's going on.
S1	How about Snapchat? What do you use that for?
S2	Just... It's stupid but then there's this (Crosstalk) Like even if I only snap that person once a day, just... the fact—it's like a game almost because of the... how many things you get on the you know. So, cool. (Laughs) That's it.
S1	What about Twitter?
S2	Twitter, usually, it's like stuff like sports and news that keep me updated on stuff like that. Like, stuff. Like, when people do stupid stuff. There is one twitter that I follow. It's called Hold My Beer and it's just stupid things that people doing that are stupid. Just some comic relief.
S1	Uh-huh? Yes. Do you tweet at all or you just kind of...?
S2	Um, if I twitt it's usually re-tweeting.
S1	Okay.
S2	But not really I kinda what they're talking about. I had to learn Twitter 'cause I had to do Twitter for our school after our camp. That was not one that I'm—I'm still not really comfortable with it. I'm learning. (Laughs)
S1	(Laughs) Yeah. That kind of thing.
S2	Yeah, I know how to use it. It's just... I don't, I don' ever use it.
S1	Just kind of keep up with what's going on the news, that kind of thing?
S2	Yeah.
S1	Okay. Alright. Have you ever had a virtual disagreement with someone or a virtual argument with somebody?
S2	Kind of...
S1	Yeah? Tell me about it.
S2	It's just political stuff. And so it—really, my biggest thing is you can have the right to your opinion but it needs to be factual.
S1	Right.
S2	So, I reminded this individual that a lot of the things that were on that were true but you might want to check the fact on that one, and they did not like that and I just didn't respond.

S1	Got you. So, was it name calling? Was it just...?
S2	No, it was... she was just heated and was like trying to prove facts to me that that was correct and... I just didn't find it necessary to rebuttal.
S1	Got you.
S2	I don't care to.
S1	Got you.
S2	(Laughs)
S1	Got you. So you just kinda let it go at the point?
S2	Yeah.
S1	I got you. Do you still have any contact with this person or do you still—?
S2	Yeah.
S1	Okay, alright. So it wasn't anything like major that you unfriended them or they unfriended you?
S2	No. But, I mean it is really funny to see like back in the political campaigns of last year. You know, I have had to hide a lot of people's posts because it was getting really annoying and... I don't know. It's, yeah, you're entitled to your opinion but it's when you start bashing other people that's like: yeah, right, right.
S1	And I personally I have Facebook blocked for about six months before the election 'cause I'm like, I just can't deal with this anymore.
S2	Yeah, it's crazy.
S1	So, agreed. I don't care if there's anything like that so.
S2	It's a different world.
S1	It totally is. When I say cyberbullying, try—tell me what that means to you.
S2	Um... Okay, so cyberbullying to me, I guess it's anything that can be done on a social network that's hurtful to someone in any shape or form. I feel like it's easier to do behind a computer screen. So, if it's at someone's face it's like you know you would never say to someone's face...
S1	Uh-hmm.
S2	Uhm...
S1	I agree.
S2	It's so much easier to do behind a screen.
S1	Yeah. Is there anything that you feel like with cyberbullying, does it need to happen so many times, can it be one instance? I'm just curious about your opinion about that.
S2	I think it kindly depends on what was said or done. Because, you know, it's another thing when text messaging and writing all things

	down, you could say something and it not mean but that person take it that way or...
S1	Kind of a different—?
S2	Sure. So there's no emotion behind it. There is no body language so you don't know how it's really being portrayed. But if you, you know, you're definitely calling someone a slut or a whore...
S1	Uh-hmm.
S2	...yes.
S1	Yes. Right. Exactly. Have you heard in your group or circle of friends that you hang out with or anybody reposting something about someone else? So, that's like they didn't know them or... Do you see any of that happening? Like, maybe a mutual friend of yours has an issue with someone and then somebody else kinda gets in on the mix or experienced any of that or...?
S2	Kinda like subtweeting?
S1	Yeah, yeah.
S2	Several years ago, yes, when I was still in college. Of course I had online interactions with my rivals. That's normal behavior, I think. But I was young then. Like right now, my life and my circle of friends, we are so busy...
S1	There is that.
S2	Yeah. Or our jobs and now all my friends are getting married and having babies and... They're so wrapped up in that because—and my group of friends, like, we're kind of a drama free.
S1	Good.
S2	Which is really nice. It's so... I mean, again, it's just we're so wrapped up in what's going like, you know, even if we had time to do stuff like that, we still wouldn't.
S1	I got it. Are you teaching now?
S2	Yes.
S1	So where are you teaching?
S2	xxxxxxx
S1	Oh, okay. Awesome. What grade mostly?
S2	10 th grade.
S1	Okay. Have you seen any of that? Are your students talking about that?
S2	Oh, yes. That's...
S1	Anything come to mind?
S2	I mean it's like almost every day, you know, we got to talk about boyfriend said and can you believe he said that and he's talking to her. He's Snapchatting her or she Snapchats him all the time. You

	know, things like that and did you see his subtweet and blah, blah, blah.
S1	(Laughs) Oh yeah, the drama.
S2	Yeah.
S1	Have you had any students that you've taught that you know or had been disciplined for any kind of online activity or...?
S2	Um, I am sure it's happened. The hard part about it is knowing you actually said it; when it was done was it done on campus? Because apparently we don't have a whole lot of jurisdiction if it's done off campus but for what one instance we had a student who is homosexual...
S1	Uh-hmm?
S2	And... This sounds bad or inappropriate—
S1	Yeah, no.
S2	—but apparently he is “gifted” in certain areas...
S1	Uh-hmm. Got you.
S2	And so somebody tweeted about it but it was from like the class Twitter, so you don't actually know who tweeted it out.
S1	Right.
S2	There is no way of knowing and he was really upset about it. And he wants something to be done but I-I, you just don't know it. (Crosstalk) you-you, you're desperate—
S1	And that's the frustrating part and as an assistant principal, you know, that is something that I deal with all the time. You know, the police don't even have the technology really that they need to get to the bottom of this. Like, you know what's going on in public schools.
S2	Yes. And really all you can do is, you know, contact Twitter and have them remove that post but other than that you really don't know who.
S1	But I mean how do you think, I mean, did you...? What are your thoughts about how he felt about that and as you said he wanted it removed, but was he angry, was he—?
S2	Yeah, he was so sad.
S1	Was he...?
S2	I've taught him for two years so, he felt comfortable coming to me.
S1	Uh-hmm. Good.
S2	And I just, I said “ one, I have to let you, we take this to the assistant principal there's not a whole lot that I can do about it. I mean it's legitimate. You have a legitimate, like, I wouldn't want somebody talking about my assets on a public site like that not knowing who it was...

S1	Yeah, without your peers having access to it.
S2	Yes! (Exclaims)
S1	It's just a scary thing.
S2	It's kinda like a... I don't know if you've seen 13 Reasons Why... ?
S1	Yes.
S2	When they were talking and they had a list about who had the best butt and stuff like that, whereas that might sound like an accolade, to some that's very like, that's—
S1	Oh, yeah!
S2	That's sexual harassment, you know?
S1	Oh, yeah. Definitely. Definitely. And that's one of the things that I've found as I'm doing this research too is some things that people think are inappropriate other people don't so it's kind of...
S2	Yeah.
S1	It's just this ambiguous thing. Like "Well, that's not cyberbullying whatever." "Yeah, it is." You know, that's...part of the problem that we don't agree on what cyberbullying actually is...the kids really don't know.
S2	Yeah, that's (Crosstalk)
S1	Exactly. So, have you had any experience with cyberbullying personally? This was probably in the past because I know you said in your time in your life right now it's pretty drama free.
S2	Quite honestly, when I was in high school you know I think... I thank God that I didn't really grow with the whole technology because I think back to—what these kids are doing now versus what we did in high school and in middle school. Like, even in elementary school we didn't have cell phones. We were outside from sun up until sun down and when the sun went down we played manhunt on the golf course. Like, it's the only time we were ever inside was when there was a storm and you were playing Nintendo 64.
S1	You are not that old or younger than that.
S2	And middle school rolls around and I did finally get a cell phone when I was in Grade 8 th so that my parents could contact me. Then, to put things in perspective for my kids I'd tell them we had dial-up internet if that; we didn't have Google we had Ask Jeeves, and when you asked Jeeves you would only get two things back, if that. You know? Like, "Ask Jeeve? What is that?"
S1	That's so funny.
S2	And I'm like, no. Like, we would go to do research and stuff on the computer. What you would do senior year...
S1	Yeah...

S2	I guess 9 th grade, after my senior year we had Instant Messenger but you had to sign on dial-up, ask permission to make sure that we weren't supposed to be getting any important phone calls. And my kids, and this was just such a foreign concept.
S1	(Laughs)
S2	And like, I had 50 texts month. That's sent and received.
S1	Wow!
S2	And that just blows—they're like: "I send that, I do like the first hour of the day, you didn't like...?" "I know." (Laughs)
S1	Wow...
S2	So, Facebook came along my senior year but I had to have a college e-mail address and I had to sign up. So, you know, that spring semester of my senior year, I finally got a Facebook but I had like you know 10 friends and then it obviously grew so—
S1	Sure.
S2	So, what if I was being cyberbullied I probably didn't know about it.
S1	It was just such a new concept at that point.
S2	Yeah, it really was. It's just strange. This "new concept"? As far as now you know my friends we don't do that.
S1	That's awesome. It's good to hear that because it's not always the case or nothing like — (Laughs)
S2	I think I'm kind of that lucky generation that grew up with technology but not so much that it's consumed us and...
S1	Right. Right on the cusp of all that.
S2	Yeah. And like, so I'm still able to be tech savvy but my friends and I don't get caught up in that. We don't really see that as—
S1	Good.
S2	If we had a problem with one another which is great about my friend group too we'll be like, "Dude, that wasn't, I don't appreciate that—"
S1	That's good, yeah.
S2	"Did you mean to say it like this or...?" I always tell the kids that they should base their online conversations on fact, rather than he-said she-said and raw pure emotion. The emotion is what gets them in trouble. I try to model that and base all my online interactions on facts.
S1	Yeah. I think too a lot of times the kids have lost the art of communication because they can't have these conversations anywhere except virtually. At least that's a lot of what I'm seeing. You see they don't feel comfortable having these conversations in person.
S2	Yeah. It's sad too because once you talk about certain things people will—teaching social studies, you know, talking about politics and stuff was very interesting to them at this first semester and if you

	think about it, if someone says like asked a “dumb” question or they say something “uneducated” you know, it’s so easy to like text all of your friends and be like, “You will never believe what this dud just said” and then before you know it before the class period is even over, half of the sophomore class knows that you just said something stupid. As a teacher it’s a kind of hard to police that side from having the students put their phones away.
S1	Yeah. I forgot to ask that. What’s the...? I’m curious, what’s the policy for cellphones at your school?
S2	Well, we are... xxxx High School was the forerunner of BYLD at xxx County and so it’s been instilled with those kids for a while now. So we’re not, I don’t completely get rid of cellphones. When we’re starting cellphones go up at the front of the room. Depending on, you know, how they were in the lecture it depends on do you get your cellphone back or do you wait until the end of the class but usually they use it to look up stuff because those books are heavy.
S1	Oh yeah.
S2	And we don’t even, we save a couple of the books rather than being thrown away. And so I refer to them as “the ancient artefacts”
S1	Oh, you do? (Laughs)
S2	They’re falling apart. They’re 15 years old now.
S1	Oh?
S2	They’re great books however they are just falling apart. Luckily, I have access to PDF files so that the kids can use, you know, pull out the PDF files. So, they can use their technology for good but I know that there is still Snapchat and things like that but I can’t police 32 kids all the time.
S1	Oh no, definitely. That’s... yeah, it’s interesting. It’s interesting how there are different rules at different schools.
S2	Uh-hmm. And teachers have the right however they want to handle the cellphones.
S1	Oh good.
S2	Which is nice.
S1	Well that’s kind of a good thing then—
S2	Yes.
S1	—you know, kids know your policy and you know there is a lot of schools that teachers are not allowed to touch the cellphones...
S2	Yes. And kids know that.
S1	Oh yeah. They do. They do. So...
S2	I mean that’s...
S1	It’s just interesting that the leadership perspective and the different places and how it’s all implemented, to me it’s interesting. (Laughs)

	Let's skip these two questions. Why do you think that student cyberbully other students, in your opinion?
S2	I think a lot of it is jealousy.
S1	Okay?
S2	Or I have seen a lot especially being a xxx teacher is when is something different. Instead of inquiring about it, it's automatically "weird" and whenever something is different from anybody instead of trying to figure out why it's that way, they just automatically assume it's not socially acceptable or it's just weird and... That's one thing that I've tried to tell my kids that when we are talking about different cultures, we might find it "weird" but they probably find what we do "weird"—
S1	Uh-hmm.
S2	And it's not necessarily weird, it's just different. We try to explore and then ask questions and I try to do the best that I can to answer those and put it in perspective. So, instead of you think it's weird, it's: "oh, I didn't think about it that way."
S1	So, you think they're not comfortable with something then that's just their natural reaction to kinda saying "what about this" you know—?
S2	If you think about it, all throughout history that's how societies... When people see something different, they don't inquire about it. They build a wall, close themselves off, they don't want to mingle or mix.
S1	It's that comfort, that human... that-that wanting to be around people that are the same as you and...
S2	It's a natural—
S1	Yeah.
S2	It's a natural reaction. I'm not saying that you know, you know building a way is-is... or closing yourself off, it's not a bad thing. I mean you have to kind of think of the perspective why is...? That's...
S1	Oh yeah?
S2	Usually you're being conquered by an object group. So, when something was different that was kind of a rough life that oh, you probably should prepare for war.
S1	Exactly. The xxx teacher, I hear it. I knew it. Exactly. (Laughter)
S2	It's all in context.
S1	This is going to seem like a weird question but I am looking at some different things. So, if you have to describe your home life to me, what would you say?
S2	Like, as from a child growing up?
S1	Yeah.

S2	Let's see. My dad was military. He was Air Force. I was born in Japan so the first two-and-a-half years of my life, I would spend it on military base with my mum, uhm, which was why—
S1	Which place was that?
S2	Okinawa.
S1	Oh! It was... okay. I went to Okuma and several communities . I lived outside of Tokyo. My father was a Marine, so.
S2	Okay—
S1	Yeah.
S2	—cool. Unfortunately, I don't remember any of it.
S1	Yeah, darnit! Beautiful place.
S2	I'm sure it is. Apparently when my dad would come home, out of the three years we were there, he was only there for 182 days.
S1	Wow...
S2	So when he would come home I would go , " hi...? " – I didn't know who the guy was.
S1	Wow...
S2	So that really bothered him. So, he got out of active duty and he got on with Delta so that's how we ended up in Atlanta. And unfortunately, that's about the same time they bought [inaudible] so they had to bring on those pads as well, so it's [inaudible] he was lucky enough to get on with xxx so... I guess it was kind of an untraditional and then when he got on with xxx he would be gone for like three months at a time and then he would be back. And so my mum did a lot of raising of us. She raised us to be independent. She is a teacher as well and coach so, you know, we learned to kind of wake ourselves up, get ourselves ready for the day and on the bus. Mum would have whatever meal that was prepared. You know we normally had baby sitters but, you know, when I was younger my parents didn't have a whole lot of money. I referred to them as the true American dream because my dad graduated from the Air Force Academy, my mum he met in Texas, mutual friends, but they only have \$52 between themselves when they got married. And so when I was growing up I didn't know we didn't have anything. And then as my dad worked for FedEx, you know, he started-they started making more money and so we started having more stuff but you know, and then...
S1	It was just normal to you.
S2	Yeah, it was normal. When I was 16 I bought a car. Everybody got—
S1	So your mom was kind of a single parent a lot of the time.
S2	Uh-hmm. She was.

S1	How many siblings you have?
S2	Three.
S1	Three, okay. Are your parents still married?
S2	Yes, they are. Thirty...two years I think?
S1	Amazing.
S2	Yeah.
S1	That's awesome. Today, it's... plus you're [inaudible] (Laughs) (Crosstalk)
S2	Yeah, I mean I think, you know, we got to play sports; we did a lot of different activities, go to church every Sunday that kind of thing...
S1	So you have good memories of your childhood?
S2	Yeah, I think so. You know, one of the—well, I don't know, kinda, I'll just or so it says...
S1	Yeah, go ahead.
S2	Uh, I was diagnosed ADD and my parents, so it was that timeframe where all the parents were trying to put their kids up on ADD medicine and just basically kind of like drugging them out and my parents didn't want to do that to me so they tried doing like Karate and other stuff to kind of help me out but, finally, my senior year in high school they finally let me get on medicine. It was really funny 'cause all of my grades changed like, oh Larry!
S1	Wow.
S2	And they kind of kick themselves now because they see like what it could have done but I mean...
S1	They decided. Yeah, yeah.
S2	They were looking out for my best interest.
S1	Oh, yes. Definitely. Interestingly.
S2	And you know I look at it as the way that I'm going to cope with what I had instead of learning to medicate.
S1	Sure.
S2	But now that I'm working on my masters I really do have... (Laughs) I do have to medicate.
S1	Yeah. The concentrating, I got you.
S2	And trying to do schoolwork and then my schoolwork and then sports, it's just...
S1	Wow! So you have something too?
S2	Yes.
S1	What do you have?
S2	Right now, I just coach soccer.
S1	Okay. So, varsity soccer? JV soccer?

S2	Yes.
S1	Oh, wow. Okay.
S2	I'm not the head coach in this but it's just—
S1	That's alright. That's okay.
S2	No, I don't want that job. I know what it entails. I've been around it for pretty much of my whole life. I know it's not just coaching, it's the paperwork and... yeah.
S1	My brother just took his first type coaching job as a football coach in that county. And so yeah, he's finding, you know, 'cause he was a defensive coordinator for years. It's just a whole different...
S2	Yeah...
S1	You're right. It's the PR, it's the you know, you're not necessarily out there with the boys or the girls doing what you love to do, and so it's: hang on, hold on and... yeah, yeah.
S2	Yeah. That's what I saw. 'Cause I'm going to ride that train as long as I can.
S1	You better believe it especially whenever at school so, yeah. Alright. Is there anything that we haven't talked about as far as cyber bullying or anything that, you know? Anything additional that comes to mind, anything pressing about that issue or...? I know that's kind of why everybody were all—
S2	<p>Yeah. I guess something that just kind of worries me about cyberbullying and the technology is how easy it is. Not just necessarily cyberbullying but a couple of years ago, we had a student who committed suicide and one of the things that they were worried about is a domino effect because people see, "oh, if they had enough courage to do it, I'm gonna be able to do it too". It's a very fine line of bringing home awareness and prevention and glorifying it.</p> <p>I'm just worried with all of this, like in the 13 Reasons, why it was a good storyline it was done really well. I don't think kids realize the gravity of their actions. It's hard to say if someone is being dramatic or are they looking for attention or is it a legitimate thing we should worry about and I think obviously you got to, at this day and age, you got to take every one or two account. But I'm just kind of worried at the publicity that it gets? I'm not saying, you know, push it under the rug and act like it's not happening but this is just a hard topic because it's so readily available. Like, every time you turn on your TV or you look on Twitter there is another app of suicide or... It's is just, you know, "kid kills himself because of bullying" it's really hard to kind of... I don't know. That's just something that worries me but also the amount. Technology is great but kids are so dependent on it. They wouldn't be (Scoffs) it drives me insane. They have a vocab word</p>

	that they don't understand and I said "Why don't you look that up back in your book" forget it. They don't know where to go.
S1	Uh-huh. They don't. They've lost their skills.
S2	"What page do we go to?" "Well, what topic are we talking about?" It's like "why don't you go to the index and see..." "In the palm?" Like, it's such a—
S1	What is index?
S2	—what a concept.
S1	Yeah. Uh-hmm. They could just Google everything.
S2	And IF they decide to do that. Now that it's so readily available kids will ask me something and I'm like, "why don't you go look, you got your phone right there, Google it"
S1	Nah. (Laughs)
S2	And that's just, and I guess, 'cause I'm inquisitive in person. If I'm reading something and I don't understand a word, actually I'll go look it up and I'll Google it. I'll see what it is. I was...
S1	I'm kind of the, I was the—according to my parents I was "the Why Kid"
S2	(Laughs)
S1	Yeah.
S2	"Why? Why? Why?"
S1	Yeah. The Why Kid. 'Cause that's important, yeah...
S2	But it just blows my mind that it's sitting right there and all you have to do is Google it but they'd rather ask you and if you don't tell them then they're okay with not knowing and I'm like "that is also kind of dangerous, you're just accepting what I'm saying readily,"
S1	Agreed.
S2	"Well, I trust you. You're my teacher." "So you're gonna trust the politician?"
S1	Yeah.
S2	You know what? Guess what, people trusted Hitler. Look what happened.
S1	Yeah, exactly.
S2	You know, okay, well. And I'm like "Yeah, it starts off with something little..."

S1	You're right. And I was telling my kids too, you know, technology is a power. You need to use your power for good and not evil. You know, I mean... It's real easy for them to use it for evil but a lot of times they don't want to use it for good. I guess that's just like what you were talking about, you know?
S2	Yeah. There's another thing that brings up another point is I wish we had a course or something over Digital Citizenship because one of my co-workers and I, we were talking. We were both doing masters and she was doing hers in instructional technology and mine's from history so there was a kind of overlapping part of it.
S1	Sure.
S2	And we were just talking about Digital Citizenship. She had a whole class over that and I had a section in a class. I was like: "It's soo important. These kids don't realize... Like, they hear: 'oh, my Snap goes away' but it doesn't really go away but still they're snapping nudes and all this stuff."
S1	Oh, yeah. Constantly.
S2	And I was like: "Just so you know someone is paid to sit behind the computer and look at all these Snaps that goes, you want to make sure that there's no child pornography going on," and stuff like that. So they're seeing all of those and they're like: "Oh, that's so creepy!" and I'm like...
S1	Who's responsibility—
S2	Yes! (Exclaims)
S1	Who's responsibility do you think it is to teach those types of things?
S2	Honestly, I think it's a parental thing. Because it all goes back to values and you see the school system is teaching children values and I don't think that's necessarily the place that they should be learning it. I think it should be at home but the sad part is a lot of times kids aren't getting it at home. And so as a high school teacher especially in high school we wear many different hats, I'm sure you know that, counselor, doctor, nurse, teacher.
S1	All of them. (Laughs) Psychiatrist—
S2	Psych—yes. (Laughter) You know, the grocery story that some kids who always come up to me, "Do you have any food?"
S1	Oh yeah, oh yeah. What are you gonna say, you know?
S2	(Crosstalk) Oh! I want to talk to them like, "I do but nothing I can give you." "Well why not?"

	<p>“Because if I give you some then I gotta give everybody else some.”</p> <p>But if it’s like a kid that I know I’m like, “Come see me, I have a box.”</p>
S1	There’s so many things in this.
S2	Yes.
S1	And at one point, there’s a lot of discussion about it too. We can’t keep taking on more and more things that we got to teach them. At one point, you have to let some things go. What do you let go? Would you let go math? Would you let go grammar? What do you...? History? And what...?
S2	And the thing is there it’s just like, yeah, I’ve got my lesson but if they can apply it to life or if we go off on a tangent talking about life lessons, I think that’s more variable than, you know, the Egyptians being mummified. Don’t get me wrong, my kids love talking about that.
S1	Yeah, it’s like the best things ever. (Crosstalk)
S2	And we’re talking about all the gross—
S1	Yeah, all the gross...
S2	Yeah. Throw everything out and rip it out of them. I gotta act like and get all official...
S1	(Laughs)
S2	...‘cause scandals, sex and grossness is my go to. It’s like...
S1	That’s the beauty of teaching world history. You’ve got... you’ve got incenst, you’ve got you know, physiological things that happen because of inbreeding...
S2	Yes! Yes, yes.
S1	Yeah, they love all that stuff.
S2	They do. Especially the high schoolers they’re really like tune in to that but if they can you know, most of the time kids will just asked like something I’ll say will kind of and I don’t remember the question because I’m ADD. So, I can read something and then see a word that makes me think of something else and go off on tangents so. I know they’re listening. So, if it’s something that could be applied to life, I take the time.
S1	Yeah.
S2	And I kinda have that anyway because I don’t have an End of Course Test. I don’t have a SLO or anything like that.
S1	That’s good. (Laughs)
S2	So, for now, we’ll see.
S1	I know, right?
S2	So...

S1	It was great to have that for a little while anyway.
S2	Yeah.
S1	But I think that's a great solution and, you know, I wish more teachers will take the opportunity to grasp those teachable moments.
S2	And it's not that they—I don't think they don't want to it's just, it's just a huge portion of “we gotta get through the material because they gotta do well on this test ‘cause it's gonna show up on [inaudible]” evaluation.
S1	Yes, definitely.
S2	And I think that's unfortunate because we've kind of just taken the actual teaching out of it, the learning, the exploratory-ness out of it to cram for a test that really kinda means nothing. It means you can cram.
S1	Yeah, exactly.
S2	You memorize something and regurgitate which, another tangent, Professor (Laughter). We are told to differentiate but we're given a standardized test (Crosstalk). And so you get tested, if you don't match the...
S1	One day we hope that the powers that be get that whole concept, you know?
S2	But they don't ask the people from—
S1	No, they never do.
S2	(Laughs)
S1	They never do. They never ask any of us. So, it's like we just did. You know, we just...
S2	Provide the way.
S1	“Keep on driving it sister.” (Laughs)
S2	That's what my administrator keeps telling me.
S1	Exactly. Exactly. I love it. Alright. [RECORDING ENDS HERE]

APPENDIX R

Participant Interview Joey

Joey

Speaker key

S1 Interviewer

S2 Travis

Speaker	Transcript
S1	Alright. Okay. So, tell me about the electronic devices that you use on a regular basis?
S2	I use my phone every day.
S1	Okay?
S2	'Cause as every teenager does. I have a computer that I play games on.
S1	Uh-hmm?
S2	That's about all as far as there would be like internet because I mean like I use a microwave and a refrigerator but those aren't... (Crosstalk) relevant.
S1	Right. Got you (Laughs) and as far as your phone or your computer which do you use more often?
S2	Hmm. Probably my computer.
S1	Your computer? Okay.
S2	Yeah.
S1	Alright. And what kind of things do you do on your computer?
S2	Ah, watch videos at YouTube. We don't really have cable anymore. So, all of our like TV set is streamed, Facebook, Instagram, Twitter, Snapchat, video games, yeah, that's about it.
S1	Okay. And do you those same things on your phone or do you use your phone for different things?
S2	I use my phone for mainly social media and texting.
S1	Okay.
S2	And the occasional call from the parents.
S1	Got you. The old people, right?
S2	Uh-hmm.

S1	They're the only people that call anymore. (Laughs) Okay. How important are social networking sites to you and your circle of friends?
S2	Okay. Well, for me, it's probably about a six. I reckon you could survive without them but when you're just bored there's something nice to have. And to my friends I got a couple that would like die without them and I've had a couple that are about the same with me and some that are under me. But most people, most teenagers on a scale of 1 to 10 are probably like a 7 or an 8.
S1	Okay. Alright. And what do you think their most used social networking sites are? Or your most used...?
S2	Instagram, and Twitter, and Snapchat are the big three.
S1	Okay.
S2	Right on.
S1	Have you—I, I just found out about something called Finsta like people have—?
S2	Oh, and Insta—they have like a second Instagram.
S1	Yeah, so, so tell me what do you know about that?
S2	Ah, well I don't like agree with it because who really cares? But they've got a main account, that's like for their good photos and their Finstagram which is the fake Instagram for all their like weird photos and just spam photos. So, it's like a spam account.
S1	Interesting. So, they only let their close friends in to their Finsta account?
S2	Usually, yeah. Usually.
S1	So, it's kind of like their public persona and their private persona kind of thing?
S2	Uh-hmm. Yeah.
S1	Yeah, I just found out about that. Very interesting. Have you ever had a virtual disagreement or a virtual argument with another person?
S2	Yeah, all the time.
S1	Oh, yeah.
S2	Uh-huh.
S1	Tell me about like one of the worst ones or one that stands out on your mind?
S2	Oh, well playing video games. So you obviously have a lot of kids now playing games that they shouldn't be playing. So, it'd be like Call of Duty with like a 38-year-old military vets and the kid will like start screaming cuss words and stuff at the older people, and the older people don't like that. So, one time we were playing and like this 12-year-old kid was cussing at this older dude and the older dude was trying to be nice and like set him straight or whatever, of course I had

	to jump in because the kid was way out of line, and then the kid's mom walked in...
S1	Oh, no.
S2	And started—and the kid told the mom that we were yelling at him, and cussing and bullying him. So, the mom started yelling at the us and the old military dude and the dude had been recording the whole thing and played it back and the kid got in a ton of trouble. It was great for like a third-person—
S1	Entertainment.
S2	—eating popcorn, entertainment view, yes.
S1	So, this was done through a headset then so it's a mic playing back (Crosstalk) where they're not texting or anything?
S2	Uh-huh. No. Yeah, microphone like basically real-time, yeah.
S1	Yeah. So, they were playing the game and got into kind of a back and forth.
S2	Uh-hmm. It happens all the time.
S1	Have you ever had a text argument with anybody?
S2	With my parents and my friends, yeah. But it's not like anything like blows up big time, it's just like a disagreement. I don't usually like to get in yelling matches.
S1	Got you. Do you think that you're more comfortable talking about things in person or via text?
S2	Probably in person.
S1	Yeah?
S2	Yeah.
S1	Tell me what that is?
S2	I don't know I just like the social interaction between people and, that I'm sarcastic and sarcasm doesn't really come across in texts very well.
S1	Yes.
S2	So, there's a lot of mis—there could be a lot of misreads in texts compared to face to face.
S1	Got you. You can't, that same art of communication is not there.
S2	Yeah.
S1	I got you. I got you. So, the things that you've gotten into like a back and forth on text with parents about, give me some examples like grades, school stuff, girls?
S2	Not really grades—
S1	Well, that's a first. (Laughs)
S2	(Snickers) I get yelled at for not telling them where I'm going because like I'll go some place, I'll tell them I'm going there so they know where

	I'm going but they want me to text when I get there. And you get that just for that 30-minute drive sometimes you just completely forget about it when you get there. I'll text like an hour later so they'll yell at me for that. Sometimes I go out to eat, too much, with friends and stuff. I get yelled at for going out too much and then I stay in my room and play games all day, and I get yelled at for not ever going out. So...
S1	Just can't make some people happy, right? (Laughs) Alright, do you know about any kind of virtual disagreement or virtual argument that anybody in your circle of friends have had that like escalated or maybe started in person and went online or started online and then got in person...?
S2	Yeah...
S1	You know got personal or that kind of thing?
S2	I know... Not any of my friends because our friends—
S1	But just like, yeah—
S2	But it, here my [inaudible] and a lot of times a lot of the fights start on Twitter, like a lot of the fist fights will start by people saying stuff on Twitter and then it'll—even if it's not at the initial person somebody could jump in and then it gets—
S1	So, what do you think—? What kind of stuff did they tweet about that causes this conflict?
S2	Some people will be like “I am better than this person” or this person then they'll start rumors like this person is trash, this person does this, does that, and that's lame or that's not cool. And then they'll be like “no, I don't do that” and then they'll just get in fights.
S1	Back and forth?
S2	Yup.
S1	Choice language I'm guessing?
S2	Uh-hmm. Yeah.
S1	Okay. And so, that often goes to physical—
S2	Uh-hmm.
S1	—escalation then. What do you think about these people or what are your thoughts about those people that kind of jump in on this conversations, and anything—?
S2	I mean there's a right place and the right time. Like when somebody is obviously bullying somebody for not like a right reason or whatever, it's important to step in; but it's also not too important to return fire back. Like a lot of people could easily jump in and breakup with the situation online but they'll jump in and join a side and start firing. So, that will like start creating teams. And then

	everybody starts anybody in the opposite team is a target, and that's how a lot of it happens.
S1	Wow. And how often do you think that happens like on a high school campus like, like here, like everyday there's probably a situation like that?
S2	Everyday there's probably a situation but like bickering in back in forth with stuff but I don't think it gets that serious. Like, once a month maybe?
S1	The physical, once a month uh-huh—
S2	And then that's when the big fights come out.
S1	Got you. When I say cyber bullying, just kind of give me your definition. What does that mean to you?
S2	Bullying online but then you have to think about what does bullying mean, and bullying is... man it's really, can skewed nowadays with all the different ways. Would say it's making fun of or picking on somebody that doesn't necessarily (Pause) like the picking on doesn't really, it's not any kind of criticism or like constructive so it's more destructive and you wanna hurt their feelings or something.
S1	Right. Why do you think teenagers would choose to participate in cyber bullying?
S2	Well, first off it's online so you don't necessarily have the face to face. It's easy to hide behind your computer monitor or your phone and not have to face-to-face actually tell somebody that. And it makes them feel better, makes them look cooler which is weird but that's the trend. And yeah, make themselves feel better put them up on a higher pedestal to kind of make them look like a king everybody else below them.
S1	So, do you think it's a status thing?
S2	Yeah. It is big time. It has a lot to do with status and your coolness and all that.
S1	Right?
S2	Uh-hmm. Unfortunately.
S1	Huh. That is interesting actually. So, I mean make sure I got this. This is what I'm hearing you saying that those people that are kind of are tough online or act like they control everything they get status points for that.
S2	Yup.
S1	People kind of flock to them.
S2	Yeah.
S1	Wow! Why—? Why do you think that is?
S2	I guess it's just fitting in? I mean I guess if you flock to them it's more of a protection mentality. You go to that person and you

	become friends with them, they are not gonna make fun of you, they're not gonna throw you under the bus and have everybody make fun of you. One time in middle school, and I'm not proud of this, I tried to up my social status and self-protect by bullying another kid. There was this kid who was popular and tough, and I wanted to be part of his circle. I guess I thought it would make me cool to post stuff about people he didn't like online. He wasn't someone I would normally choose to hang out with either.
S1	Got you. That makes sense. Did it work?
S2	So...(laughs) no...I was a big dork in middle school.
S1	Makes sense, interesting. Have you ever had any other experiences with bullying or cyber bullying?
S2	Not many. I'm kind of I'm in a group of friends that does the sarcastic joking, poking at each other. So, I'm more like "lenient" on what really is bullying and it all comes down to how it comes off and who says it and what of the timing. I don't think I've ever been cyberbullied because a lot of stuff people say that are mean and stuff I'm just like, they don't, they've got no reason to say that. So, they're really just saying it to try to make me mad and they think that's fun. So, I kind of just brush off a lot of what goes on. But—
S1	Do you think when you don't respond to it that that makes them stop?
S2	Yeah, it kills it. The fun is having people get mad and then a lot of people enjoy the argument and enjoy the fighting and yelling.
S1	So, you don't create that audience for them.
S2	Yeah.
S1	Okay. Alright. Anybody that you know of or you're close to that went through any cyber bullying that they talked to you about or?
S2	Hmm, no. I don't think so. Yeah, I mean there was one friend that had of rumor that got started about her and then it spread around the whole school and they got like multiple schools got in on it and it got on disc tracks for football games and stuff.
S1	Wow...
S2	But then that turned up to be false and just blew over up about a month but it was pretty bad and she was not happy about it.
S1	Okay. So how did she feel about that? Kind of what was her reaction and what was she going through?
S2	Well, it got so big that they had to like everybody that knew where it started and all that had to go and talk to the principal and stuff.
S1	Wow.
S2	And she was like crying and had her family and her parents called. It was pretty bad and it was pretty rough for about the first week and then everybody kind of talked to her and made her realize that it

	wasn't as big of a deal because it was just a rumor that was nonsense. You know for fun, for other people's enjoyment to see her.
S1	So, the initial reaction was not good—
S2	Yeah. But then it kinda got—
S1	—but then she kind of got over it? Okay. Alright. Why do you think, and we already kind of talked about this a little bit about why you think that some students cyberbully other students or even bully other students. I think you kind of talked to me about the you know the anonymous part of it.
S2	Yeah.
S1	Any other thoughts about why this happens?
S2	I mean, I guess the media or you call it the media but like TV shows always have the one bullied character and although it's, they're trying to teach a lesson about like the bullies are the bad people they kind of, again, how it comes off to some people they're probably like that guy—and the bully is usually the cool kid. So, then you connect to the two subconsciously, whether you want to or not, and some people will be like “yeah, that dude is a bad guy in the show” but then everybody sometimes loves the bad guy. So, then they're like you know what I'm gonna be the bully to be the cool jock-football player-star-person.
S1	Picking on someone, throwing them in a locker or something?
S2	Yeah. So, that's probably got a good reason to do with it.
S1	Huh. And nobody's ever talked to me of that media perspective or the like the, you know, that the shows and movies we're watching and everything so that's really interesting.
S2	And a lot of time on Twitter fights between celebrities and stuff will go big. So, the people that most people look up to as the high status, the role models of society are getting in fights and then that gets them social media attention and they get on news stuff and all that. So...
S1	Interesting.
S2	The people that are trying to stop it are actually fueling the fire.
S1	Fuelling the fire. Interesting. So, kind of tell me about your home life about are your parents married, your siblings?
S2	So, both my parents are married. I think their anniversary was two days ago?
S1	(Laughs)
S2	I don't—it's in July some time I know that.
S1	Okay. How many years, do you know?
S2	Oh... Uh, let's see. When was xxx born? I think about probably 20, 20-something now?
S1	Okay.

S2	Just over 20, I think.
S1	Okay.
S2	I think. And I've got an older brother who's 19 about to be 20 in August. He goes to Georgia xxx.
S1	Are you all close?
S2	Yeah. We actually have the whole living with same sibling for 15 years, 16 years, really does cause a lot of bickering and fighting and stuff. But once he moved out to college and we started seeing him less and then when you do see him you're like "oh, he's not as annoying." So, yeah.
S1	Yeah, he is kind of cool.
S2	We play games together.
S1	Good.
S2	We talk on the phone and stuff. And I got a pretty good relationship with my parents. I run long distance with my dad. We run races.
S1	Uh-hmm.
S2	And then, yeah, we all go to Disney at time and we went to Europe together. So we've got a pretty good family dynamic.
S1	Good. So, a good home life and comfortable and all that good stuff. Alright. Is there anything else as we're talking about cyber bullying or bullying or you know social media? Anything we haven't touched on that you think is important to talk about and you don't necessarily have them, if anything has popped into your head that...?
S2	No, not necessarily.
S1	Okay. Alright. Well, I so appreciate it. Let me—[RECORDING ENDS HERE]

APPENDIX S

Participant Interview Pamela

Pamela

S1 Interviewer

S2 Respondent

Speaker	Transcript
S1	Okay. Tell me about the electronic devices that you use on a regular basis.
S2	[Inaudible] very like iPhone, the iPad and then my work computer.
S1	Okay.
S2	So those are the three that I use on a regular basis.
S1	You don't have to face me if you want to get out of that sun. (Laughs). Okay. Whatever works? Okay. And of those three, what would be the one you said that you...you utilize the most?
S2	Probably my cell phone.
S1	Okay.
S2	Yeah.
S1	Tell me what kind of things you use your cell phone for?
S2	I do a lot of...just like online looking at just stupid stuff.
S1	Okay. Give me an example.
S2	Facebook, Twitter, Instagram, sometimes Snapchat, sometimes...but my students tell me all the time that I'm obsessed with organization. So if you look at my iPhone, I only have one screen that I have. Every folder has multiple folders of just different things that I have an interest in. I don't know I just...I feel like the stuff that I'm interested in most people aren't interested in. So...like the one app that I go to a lot is like a statesales.net. So like...but I never go to them. I never go to the estate sales. (Laughs).
S1	Yeah...yeah.
S2	Just to see, like, the junk people have and, you know, try to see if I'm on their level (laughs) or not.
S1	So it kind of connects you to some other people that have common interest as you, not necessarily, you know, and you don't have to go anywhere.
S2	Right.
S1	(Laughs).
S2	Yeah. I mean it sounds so lame now when you talk about it out loud...
S1	No.

S2	I just like to see...I really like home stuff and having a nice home and having a safe home and having a presentable home is big deal to me. So I just kind of...if that's how...and I look at, like, House also which is a designer app. So I just...I just like to and see.
S1	Kind of give you some ideas or inspiration.
S2	A little bit, but it also [inaudible] I guess on a kinda deeper level like what level am I in...in society to kinda...
S1	I got it.
S2	Voice myself. As a social studies teacher that's like kind of...
S1	Totally makes sense. I was social studies teacher as well so I totally get that.
S2	(Laughs).
S1	The artefacts or archive or whatever, I don't know, you know, I get it totally. How important are social networking sites to you and your circle of friends?
S2	It's really funny, like, in the last two years my friends...my, like, really close friends and I have moved away from...like we use...like I see it in most of my best friends post pictures of their families, but they don't ever write anything on Facebook. We just text each other instead and I find it kind of in the last couple of months I find it really surprising and almost kind of, like, weird when somebody writes on someone's wall that's not like, happy birthday.
S1	Yeah.
S2	[Inaudible], you know, like I just find it...it's so rare now. Everybody's either got a meme, a video, a gift, just...or just photos. So there's...so I get on it and I get on it every day, but it's not entertaining. It's almost like it has to...it's just something that you have to do.
S1	You're just kind of checking in just to...
S2	Yeah.
S1	Yeah.
S2	Because I mean I only put...like I posted something yesterday looking for recommendations where I can donate an American Flag.
S1	Okay.
S2	Like things like that. [Inaudible].
S1	What...what [inaudible] do you use when you use them or when you just go and look?
S2	I do use Facebook and Twitter and my social networks. I have a Linked In app, but I hate the Linked Inn app. I, like, hate it.
S1	Yeah.
S2	Every day I get notifications of, like, people that I'm not...I'm not, like, really even professionally connected with. And then there's like,

	so and so is celebrating...maybe I just don't use it in the right way, but I just find it boring.
S1	Yeah, I got you.
S2	I hate it.
S1	I got you. (Laughs).
S2	I find Linked in very boring and I like Twitter because I can get quick information and click on links, but I also find there's a lot of stupid people on Twitter. So...
S1	You get the good with the bad, you know. (Laughs).
S2	Yeah. And I know it's all about you can pick who you choose and everything, but I mean it's just so...err...and it...it frustrates you so much where you're just throwing the phone and walking away from it like, people are so dumb (laughs).
S1	I know, the stupidity is out there for world [inaudible] right (laughs)? As far as your students at what grade levels do you normally teach?
S2	I teach mostly 12th graders.
S1	Okay. So [inaudible] then?
S2	Yes.
S1	Wow. Okay...okay. What social networking sites do you see them using?
S2	Twitter. Yeah.
S1	Yeah.
S2	[Inaudible] Facebook is, but after they graduate, guess what I get? That Facebook request...
S1	[Inaudible] (laughs).
S2	(Laughs) I'm like [inaudible] yeah, check, you like? Yeah. You sent me the Facebook request, let's just remember that.
S1	Exactly.
S2	So they will never publicly tell you that they use Facebook, but they all have it.
S1	Oh, yeah.
S2	I have a feeling it's like todays modern day phonebook. So...
S1	(Laughs). Good analogy.
S2	I hear they'll use, like, Twitter and they use Snapchat a lot, they use the group Snap. They love the group Snap.
S1	Oh, yeah.
S2	They have their [inaudible] and their fake Instagrams.
S1	Okay.
S2	Yeah, their fake Instagrams.
S1	Their fake Instagrams?

S2	Right. Where...
S1	Interesting.
S2	Yeah, which one of my students actually sent me a request for their Finsta by mistake on Instagram and I accepted it because I was like, I go on Instagram a lot and when I do I find it like it's the same stuff as on Facebook (laughs). Everybody's posting their pictures.
S1	Well, now they have the thing where you can post it to Instagram and Facebook. So you'll through and you're like, I've seen this before and you're right, it's the exact same stuff (laughs).
S2	Yeah. So they're gonna like it there and they're gonna like it there, but if you don't then you're in trouble.
S1	Exactly (laughs). No pressure.
S2	(Laughs).
S1	You're like, crap if I liked it on Instagram I should like that video (laughs).
S2	(Laughs) it's too much stress.
S1	Yes.
S2	They use...they love Snapchat.
S1	Oh yeah, I know. Because they think that we as adults can't find it or see it and...
S2	Yeah.
S1	...yeah.
S2	I mean, I always have a rule with them, like if you're gonna put me in your Snapchat, make sure my [inaudible] is down. So, like, today I'd be like, this is not a Snapchat day.
S1	(Laughs).
S2	And they're like, deal. And I'm like, okay. But what I've found that students, whenever that students send me a like on their Finsta they immediately sent me a message and said, oh crap, I sent you my Finsta, not my Insta...
S1	Right.
S2	I was like, who you pretend to be, doesn't bother me.
S1	So, okay, let me get this straight, so it's another Instagram account with fake information?
S2	It's like the embarrassing stuff that you only want people that you actually know to be able to see, but on Instagram they'll accept any follower because it's about the number.
S1	Interesting. I had not heard that before and I've been interviewing people for several months now. That's interesting.
S2	Oh yeah, Finsta, it's...
S1	Wow. I've got to remember that one...

S2	Yeah.
S1	I'm going to write it down (laughs).
S2	Fake...fake Insta. So like if you take...you know on Snapchat they, like, take those little pictures and send them to their friends? It's the same concept.
S1	Okay.
S2	Except for it's permanent...
S1	Can't disappear.
S2	Yeah. And it's stupid stuff too like if they're out drinking, it's that kind of stuff too, but the Instagram is the, you know, that they want the world to see, but not...
S1	That's interesting. So do you feel like they feel like their Finsta account is more than it really is private and that no-one's gonna see it unless they want them to see it? Do you think it's a security thing or?
S2	It...well, definitely you do have to be...it's not...they keep all their Instagram's and their Twitters public so that anybody can unlike us as adults who keep our Instagram private.
S1	Right.
S2	[Inaudible] be careful, your school district will see.
S1	Right...right.
S2	So just keep it private. So instead of just combining like these adults do, combine who are privately and who are publicly is the same thing on Instagram, they keep themselves private.
S1	Do you think they just are not capable of combining them and deciding what to share, is it a laziness thing or it's a...they're afraid they're gonna mess up like they did when they accidently (laughs)...
S2	Yeah. Like I had a student, well she's not my student this year, she did this when was a soft more, but I'll have her a senior. She posted party...picture parties on her Insta and all the parent, adult friends...
S1	Wow.
S2	...saw it.
S1	Right.
S2	She was mortified.
S1	Right.
S2	Because there was some pretty...she was 16 and these were some pretty embarrassing photos and so she became, like, really ashamed of it. You know, she still hasn't lived it down because in her mind she feels like everybody's judging her based on that and that's...that's the psychosis internally. Probably nobody did [inaudible], but...
S1	But it was...
S2	...yeah. But because of social media and the pressure...

S1	Wow. Interesting.
S2	...She just feels like everybody's still judging me because of that.
S1	Right. So you never did hear anybody judging her?
S2	Maybe you heard kids, like, say you know so and so posted...
S1	Right.
S2	...the picture of the party on her Instagram instead of her Finsta...
S1	Right.
S2	And everybody's like, yeah, that's funny ha ha ha.
S1	But you didn't hear them say that [inaudible]?
S2	No huh-huh. Nobody said...
S1	So it's kind of like she just kind of brought that stress on herself.
S2	Right.
S1	Okay.
S2	But I think that we do that a lot anyway...
S1	Oh yeah.
S2	On social media.
S1	Oh yeah.
S2	Like, you know, and this is so funny. There...you know those quizzes that can do your personality and what does it...then it like spins through your Facebook...
S1	Yeah, stupid stuff, right?
S2	Stupid stuff. Okay.
S1	But we all do them anyway.
S2	But we never do them anyway.
S1	(Laughs).
S2	I never post them, like share.
S1	But you just do it, yeah.
S2	Yes. So one of them was, like, what kind of bitch are you? And so my friend had got that she was a princess. And I that was like, she's a spoilt bitch. And I was like, oh my gosh what is it going to say about me?
S1	(Laughs).
S2	And it said I was a basic bitch. And I was like...um?!
S1	(Laughs).
S2	Because it says, like, you're the most boring of all.
S1	That's how I get it, yeah.
S2	And they said...it said, bye bitch. And I was like, oh...I was like well, it's funny because I'm around teenagers all day who tell me you

	don't want to be basic and I was like, oh my gosh I felt like a little bit of like...
S1	I got you.
S2	I was like...
S1	It's insulting.
S2	It is insulting.
S1	(Laughs).
S2	I was, like, it didn't say like I was a super bitch or like the queen.
S1	Yeah, something. I got you.
S2	But I was just...I just got bullied by [inaudible] (laughs).
S1	(Laughs). Made you feel the same way if you'd been bullied.
S2	I think it did. Yeah, I mean it did. I was just like...
S1	I think that's so interesting because as I'm looking at cyber bullying and I'm looking at all of these things I mean all of these factors unintentional and intentional, they all come into play. It's like nothing that you even shared with anybody it was just the feeling that you had.
S2	(Laughs) yeah.
S1	I got you. I've totally got you. That's hilarious.
S2	(Laughs) it's like a basic.
S1	(Laughs), oh my gosh, that is so funny. I'm not basic, you are not basic.
S2	I'm not. I'm more like...I was like, we need something to pull [inaudible].
S1	Basics good. Basic means no drama. So that works for me actually.
S	(Laughs).
S1	I love it. Thank you for...thanks for sharing. That's interesting. Have you ever had virtual disagreement or virtual argument with someone and this may have been years ago? You know, if you can think back?
S2	I had one that really...I think I've had like two.
S1	Okay.
S2	But they're usually around the [inaudible] board because I teach xxxx.
S1	Got you.
S2	But I find like getting an argument with someone online is about frivolous as talking to that wall right there.
S1	I got you.
S2	I try to avoid them. I usually just kind of role my eyes and argue with myself what I would post and then move on, but I do remember getting into a political discussion on Twitter with former student

	about race and power. And I do remember that exchange went back and forth, but it wasn't...I never felt like...I felt like it was productive.
S1	Okay.
S2	And it wasn't...it wasn't ever confrontational because...
S1	Right. So it was more a voicing of opposite opinions?
S2	Yeah. I think she...
S1	There wasn't any bad language or...
S2	No, she had generalized, like, all white people and saying, like, white privilege and all this kind of stuff.
S1	Right...right.
S2	And I was, like, you need to check yourself real quick sister...
S1	Yeah.
S2	...before and then I said, you know, not all white people come from privilege and then we talked about power and authority and how power is perceived and you can politely put someone down with their power if you do it in an appropriate manner. So it didn't like...it lasted maybe, like, 20 or 30 minutes.
S1	Okay.
S2	But it wasn't like anything...I try not to engage in that stuff.
S1	Sure.
S2	Because I'm weird, I get a...like my stomach actually has a reaction.
S1	Right.
S2	And I get nervous and I get anxious and I just don't want that feeling about myself.
S1	So it's a self-preservation kind of thing?
S2	Yeah, so I try to avoid it.
S1	And you just have the ability to just kind of say, you know what, I'm ignoring this. That's what you're...
S2	Yeah.
S1	[Inaudible] you don't have to respond to them.
S2	Yes, and I just...and I'm a person that's gonna constantly think about it once it's over with so I just kind of...I'd rather just not even, you know, that Scarlett O'Hara, I think I'll think about that tomorrow (laughs).
S1	Yes. Exactly.
S2	True.
S1	Tomorrow's another day.
S2	I just don't want to worry about it.
S1	Do you think that is just the age and the maturing that you have now? Do you think it might have been different if when you were 15 you

	had all these things available to you or you think it's due to your upbringing or your general personality that you're able to just let it go or...because there's a lot of people that can't.
S2	I know and that's that thing...
S1	Yeah.
S2	...like...
S1	Yeah.
S2	...well, people who just...and I keep thinking about that like over the last few days people have just been...in the news is getting crazier and crazier about the stories like my dad fishers, my dad comes from the country so we eat...we eat like dear and [inaudible] and everything...
S1	Yeah...yeah.
S2	And there was a story in Florida that made their local news about two guys that were fishing, minding their own business and this dad sent this kid up to address the men saying that the fish have feelings and that you're killing this fish. And then they compared the fish to a dog and said, what if this was a dog? And they go, we don't eat dogs. And then they said, well, what if it was a baby? And they said, well, we don't eat babies and we don't [inaudible] like...and it just became, like...and then there were, like, people that just...these trolls that feel like they just have to go back and forth on Facebook and Twitter and it just...I was like what happened to minding your own business and if you don't have anything to say, don't say anything at all?
S1	Right.
S2	Like, I'm one of those people that's gonna get involved if somebody's being hurt.
S1	Sure.
S2	Or if somebody has injured themselves, I will be the first...
S1	Right.
S2	...first one to run out there and react, but if it doesn't concern me...
S1	You're not getting involved.
S2	I'm not gonna get involved.
S1	I got you.
S2	And I just don't understand why people...make stupid statements about stuff they don't have any experience with. I did get into a few online arguments with ignorant people who made it seem like they wouldn't accept people with disabilities or alternate lifestyles. I guess I feel personally connected to some of those people. So I will stand up for those who can't stand up for themselves.
S1	Yeah.

S2	This teacher friend of mine was ignorant in her comments regarding those students who deal with personal demons. She was way out of line, so I had to engage with her. If there is an injustice, you should stand up for what you believe...otherwise, I stay out of it. And even when I was 15 I don't remember...I don't remember getting involved in stuff that didn't belong to me.
S1	So maybe it's your personality or maybe the way you were raised.
S2	It could've been, but I...and I don't want to sound annoying or like...I ran with the...because I was an athlete. I ran with the crowd that was involved in everything. And...but it also seemed like all of them were also involved in all of the drama. And I loved...and I love every single one of them now, but I always felt like I was on the outside. Like I couldn't be as close to them because I wouldn't share everything about me, but I just felt like there wasn't...I don't know, I guess it's my personality. It's like, well, if I'm not sharing everything about me, then there's some stuff you're not sharing about me, why should I have to share?
S1	Right. And you didn't share it with them because you just didn't want the drama?
S2	Right. Because someone was going to go...I want to tell somebody else if I'm like, please don't say anything.
S1	Yeah.
S2	That...that says, oh this is gonna be good, I'm gonna go tell somebody.
S1	Yeah.
S2	And I have that...it's still kind of that way at work. People are always going, how do you know everything? I'm just observing. I don't have to...people do tell me things, but people trust me.
S1	Okay.
S2	Okay. But I just find that kind of crazy that like I'm not the one that has the drama, but people always bring it...
S1	Bring the drama to you.
S2	...to me. And I'm like...ah.
S1	Maybe they see that you're a steady level headed and you don't, you know, chime in and add to the drama kind of person.
S2	No...no.
S1	(Laughs). That's actually a compliment, it's a good thing. I know it's annoying at times.
S2	Yeah, because I go home with a lot of stress because I take...
S1	You internalize it.
S2	Yeah, because I can't tell anybody (laughs).
S1	I got you.

S2	So you're like...
S1	Don't tell me all this stuff.
S2	Please don't tell me all this stuff (laughs).
S1	Exactly (laughs).
S2	Yeah, that's where I feel like my world is. I'm like...ugh.
S1	I got you.
S2	I'll just sit at home and nobody will tell me anything (laughs).
S1	It's...its all good. Stay sheltered. So...so the [inaudible] kind of disagreement you had was just kind of going back and forth?
S2	Yeah.
S1	There wasn't...like it wasn't a personal attack.
S2	No...no...no.
S1	...it wasn't an ideological kind of...
S2	No, but I wouldn't...because I would never say something like that to somebody. I would never engage myself in that. As soon as somebody...if somebody did step that way towards me then it's not about the argument anymore. Now you have a personal problem with me and I ain't going to help you deal with that.
S1	Got you.
S2	But...
S1	Got you.
S2	But...
S1	Makes sense.
S2	So...
S1	What is...when I say cyber-bullying, what do you think of? What...
S2	In...in my mind, it's the relentless...it's almost, kind of, stalker behavior...
S1	Okay.
S2	...is what I would tell the kids. Or even, like, what I try to tell myself, being my age, I don't see a lot of that.
S1	Mm-hm. (affirmative)
S2	But I know that the kids do, and I know that the kids...they feel it and then when they come to me, I can really, kind of, empathize with them and, kind of, understand. I get it; life sucks. Life is hard.
S1	Yeah.
S2	People are cruel. People feel like they can say and do whatever they want to...to you nowadays. But you, as the individual, you have to...you have to put that phone away.
S1	Mm-hm. (affirmative)

S2	You have to walk away from it, because if you're like me, you're going to constantly think about it.
S1	Mm-hm. (affirmative) And you know, it's...it's almost like, like what you were saying, like the...the quiz that you took.
S2	Yeah.
S1	It...you...you, kind of, brought that stress on yourself...
S2	Right.
S1	...and it was, kind of, eating away at you...
S2	Right.
S1	...just because it was there.
S2	Right.
S1	You know. I...I see that with the kids sometimes too, like you said. Why are you reading this stuff? Who cares?
S2	Right.
S1	Just turn it off and put it away. And it's like they can't seem to do that.
S2	Right.
S1	I...I don't know if it's because what their peers think means so much to them.
S2	Right.
S1	And I don't know if it's just a generational thing or if it's individual personalities that some bother a lot more...if it's trying to be accepted.
S2	Yeah, I think it's the acceptance thing, because I see some of...some kids who...I...I don't know. I thought...it's so weird, 'cause I...I keep coming back to this one senior that I had who was as confident as all get-out.
S1	Mm-hm. (affirmative)
S2	At least, I mean in...
S1	Outwardly, anyway.
S2	Outwardly, anyway. But once you really got to that second layer, he questioned everything that he did and I would have never thought that he would have been like that. But if somebody realized that about him, he could have been a perfect person to bully, like...
S1	Right.
S2	But they...he never let them see that. So I think it's somehow an arrogance that you have to have, kind of, in high school now.
S1	Mm-hm. (affirmative) Yeah.
S2	And so they kind of walk around...you have to have two personalities. One you're either super sweet where nobody will ever, ever bully you.
S1	Mm-hm. (affirmative)

S2	You have to do every...but in that instance comes perfection. Okay? Or you have to be a total ass...
S1	...and then they're frightened of you.
S2	Well, yeah. They're afraid to be bullied, because...
S1	Yes.
S2	...or you're going to be the bully.
S1	Yes.
S2	The bully, even though you're not really doing that.
S1	Mm-hm. (affirmative)
S2	But there's no real in-between. They're, like, the kids who just kind of exist, the kids who typically I would have called, like, nerds or dorks or...
S1	Mm-hm. (affirmative)
S2	...like the outcasts or outsiders, but they have their own little world. Nobody talks to them.
S1	Mm-hm. (affirmative)
S2	So I feel like the bullying that occurs, occurs within the people who are trying to get into that arrogant level. And actually I don't really see that it's...yeah, it's bullying, but I feel like it's more, kind of, a rite of passage to prove your...like your arrogance.
S1	Wow.
S2	Like you...if...you have...and what...'cause once you're in it, they won't be done anymore.
S1	Interesting.
S2	Indeed.
S1	Okay. So before we had these electronic devices, is this just...this new rite of passage or do you think it existed before that and there was just other ways to accomplish it?
S2	Yeah, I feel like it's the, like...like, my friends, my circle of friends right now, they're ruthless. And I'm not...but I...they're honest with me.
S1	Mm-hm. (affirmative)
S2	And I mean, I'm the only one in my group who's not married and who doesn't have children. But I know that my standards that I'm looking for are very high.
S1	Mm-hm. (affirmative)
S2	And they're like, you're never going to find anybody. You're going to be single forever and you...you know. They just...and I remember one particular Christmas party, they really came after me. And I was, like, I went home and I was...like, on the drive home I was, kind of, like, man they...they were some, you know, some serious bitches.

S1	Yeah.
S2	But what they were saying to me was truthful. There were some things that I did need to work on. And that I do need to do to better myself and I...but because I've known them for 25 years, I don't take that crap seriously.
S1	Mm-hm. (affirmative)
S2	I'm like...I'm like, and I had another friend there with me who had just gotten engaged and she was, like, you can't take it personally 'cause it's not personal. They're just trying to do...and...but it is. It is personal to me.
S1	Yeah, right.
S2	I mean, they're all out there posting pictures of their husbands and...and their children and all that stuff and I'll be, like, here's my dog.
S1	Yep.
S2	But my dog's cool.
S1	Yeah, exactly.
S2	My dog's cooler to me.
S1	But you don't argue with your dog obviously.
	(laughter)
S2	Yeah, yeah. My dog likes to sleep in like I do.
S2	And he's...if I don't want to...if we don't want to go to the Wal-Mart, we don't have to go to the Wal-Mart, you know.
S1	Yep.
S2	I can do what he wants to do. So, I mean, I did brush it off, but after I thought about it...
S1	Yeah.
S2	...and I mean, while I tell it to you now, I don't remember exactly what they said.
S1	Mm-hm. (affirmative)
S2	I do know at that moment I was upset, but then, oh, I was just, like, well, whatever.
S1	This reminds me of the party scene in Bridget Jones' Diary. Did you see that movie?
S2	A long time ago.
S1	I was going to say. I'm older than you...than you, but it...all her...she's at a dinner party and all of her friends are married, engaged, whatever...
S2	Yes.
S1	...and they're all, you know, you really should think about it before you get too much older...

S2	Right.
S1	...and, you know, she just is, like, shrinking down in her seat.
S2	Yes.
S1	Yeah. And well [inaudible]...
S2	And I imagine too, like, I go, I know you people outside of the Facebook and I know you outside and I know that [inaudible] marriages ain't always perfect.
S1	Mm-hm. (affirmative)
S2	So why would I want to get involved in something...
S1	Yeah.
S2	...that I know is, like, I could have been, like, well your husband did a [inaudible] and you guys...and you sent him to rehab and yours had an affair.
	(laughter)
S2	Like, year two of your marriage...
S1	Yeah, yeah.
S2	...and you're on marriage number three, so I don't want to hear any crap. So I could have done that.
S1	Yeah. That's not your personality.
S2	But that's not what...I didn't...I don't want to be like that to them. I didn't...but I knew I needed to hear at some point the things that were potentially...
S1	Yeah.
S2	...reasons why I wasn't engaged or married.
S1	I got you.
S2	But then I was like, mrowr.
	(laughter)
S2	Moving on.
S1	But...but they...but they're...they're honest with you is what you're saying.
S2	They're honest, yes.
S1	And they're honest to your face, not just online.
S2	Right. Oh, they would...they would...but see, that's the thing. They would never post that online.
S1	Right.
S2	But they would have those conversations about me...
S1	Right.
S2	...outside...
S1	Outside of where you were.

S2	Right. But...but at least they have the guts too to say...
S1	True.
S2	...some of it...
S1	True.
S2	...to my face.
S1	True.
S2	And I appreciate that.
S1	Yeah.
S2	But I think that's where the kids are afraid. That's...so they would rather say it from behind a keyboard...
S1	Mm-hm. (affirmative)
S2	...instead of saying it to your face. Instead of saying it, look, I love you. I think you're great. But there are some things that are really messed up about you. So instead of saying it like that, we make a joke.
S1	Right.
S2	And we put it on Facebook and we have...we have to have likes and we have to have hearts and we have to have shares and all this kind of stuff to validate their point.
S1	Mm-hm. Mm-hm. (affirmative) Interesting. Do you...I know you, kind of, gave me your definition of cyber-bullying. I want to give you an example.
S2	Okay.
S1	Just let me know if you think this is cyber-bullying or not. 'Cause...so one of the things I'm looking at is the fact that everybody's definitions of cyber-bullying are so varied.
S2	Oh, yeah.
S1	And that there's not really a consensus.
S2	I would completely agree.
S2	Yeah. So Mary is dating this guy. They think they're in love, like all high schoolers do. And she sends him some pictures of herself that are a little compromising. And Mary and her boyfriend then break up a month later. And he posts one of those pictures, or shares them with one of his friends. Is that cyber-bullying, to you?
S2	I would say that's sexual harassment and goes beyond cyber-bullying.
S1	That's the government that works.
S2	That's the government teacher, in my mind...
S1	Right.
S2	...in my idea of cyber-bullying, which is...I feel like, it's just childish and immature. I do think that it does have a long-lasting impact...

S1	Mm-hm. (affirmative)
S2	...but I don't think it breaks the law.
S1	Okay.
S2	Like I think if...like if somebody who goes, you should kill yourself, on Facebook or Twitter, and then somebody does...
S1	Mm-hm. (affirmative)
S2	...yeah, I think that's a problem. But I also think too that saying that and then nobody doing anything about it, I think that's a problem too.
S1	Sure.
S2	So, but I think if saying, I don't know...like, you're ugly or, you know, you give a lot of blow jobs or...
S1	Yeah.
S2	...I...I mean, how many times did it say on the bathroom wall, for a good time call so-and-so? And so, I think that part of that...and I'm probably in the minority...is a little bit of a rite of passage. You have to develop a thicker skin to...to be in this world. And I think that's...I think a lot of why there's so many stories, of like the fishing story and what...is because we coddled and told people that, you're wonderful, you're perfect. There's nothing wrong with you. Yes, there is.
S1	Yeah.
S2	There are things that are wrong with people.
	(laughter)
S2	And...and those things that are wrong with us, they need to, kind of, be acknowledged and they need to be known when to rein it in.
S1	So we created this generation, is what you're...
S2	I mean, I don't want to...
S1	...or this...
S2	...like, I feel like...okay, so this group of seniors that I had, they're great with people.
S1	Mm-hm. (affirmative)
S2	They will give and give and give. Like, I think of them, kind of, like Jimmy Carter and his Habitat for Humanity. If I was, like, I need you guys to go build me a wall for this...for me, they...they would do it for me, but if I was, like, this little old lady needs this wall built so that, you know, she can get her 500 cats back in her house, they'd be like, not a problem. We'll do it.
S1	Right.
S2	But I also think that they want the gratification for it too. So...
S1	Hence the, look what I did, posted on...
S2	Right.
S1	...Snapchat or whatever.

S2	Right. Which I'm okay with.
S1	Got you.
S2	Good, you got a task done, good. But I...I think a few years ago, they were mean to each other.
S1	Mm.
S2	They hated each other. But I think that's...I think that's...I don't know. I just feel like they've spent...maybe classes have...some classes more than others have spent way too much time together.
S1	Mm-hm. (affirmative) You think it's easier for them to spend time together now, with...with social media?
S2	Oh, yes. Yeah.
S1	And the electronic devices that we have?
S2	Yes. And I...I tell them, I'm glad that we have our breaks when we do, 'cause I go, if I don't I will go crazy on one of you and I will end up in jail.
	(laughter)
S2	I know it, because I know that about my personality. And I think that that's a lot of things that they don't want to do. They don't, like...they like the world to say, look at my accomplishments, but I don't know who I am inside.
S1	Mm-hm. Mm-hm. (affirmative) It...it's giving me props, making me feel good about myself...
S2	Yes.
S1	...'cause I don't have the intrinsic value...
S2	Yeah.
S1	...that maybe I should. Got you.
S2	Yeah. So I'm just, like...and we have those conversations in...in class because, like, of the way that people vote and...and why they vote and all this kind of stuff. And I tell them, at some point, in government class you have to really evaluate who you are.
S1	Mm-hm. (affirmative) Not what you hear at home or what you...
S2	Right.
S1	Yeah.
S2	Right. Because if you don't know who you are, what are you going to stand for? And they're, like, I like animals. I'm, like, okay. They go, but I also want to be wealthy. And I'm, like, okay, there's conflicts there.
S1	Yep.
	(laughter)
S2	You know. So you're going to have to figure out which one is more important for you. And sometimes it does mean to stand outside of

	the group. Sometimes it...there's nothing wrong with being out on that [inaudible].
S1	You think...you think they're terrified of that?
S2	Yes. Yeah. I think, like, you know, that whole girl going to the bathroom in a club mentality? I think it's like that now. Like, I think of a lot of it is that they don't do anything...now there's a few that will. There's a few that have...but those people have been survivors from, like, kindergarten.
S1	Right.
S2	I think that some of these kids, their parents have never wanted them to experience anything bad.
S1	They want to shelter and protect them?
S2	Yes. And I know that my parents got divorced when I was one. My dad...my step-dad's an alcoholic. My brother has AD-HD. I have a step-brother who's gay. So I'm, like, it's not...like I knew from my mom that I needed to...to walk the line. Knew it, because she didn't need any more stress.
	(laughter)
S1	So that you were...you were her protector for her.
S2	Yeah.
S1	You...you, kind of, said I'm not going to do this because Mom, I've got to take care of Mom.
S2	Right. But I also knew that...I recognized too that not everybody's going to be there for you all the time, so you have to, kind of, be able to...
S1	Right.
S2	...do things on your own. And I..when I see that in other kids, I'm proud of them. I'm, like, you're a survivor from way back and I know it feels weird being out on that limb alone, but don't. You're going to be fine. You're going to be fine. It's going to be the rest of these kids that on the first day when they go to school and Mama said, bye, and she's all in tears and you don't know how to warm up ramen noodles in the microwave...
S1	You're in trouble.
S2	...you're in trouble.
	(laughter)
S2	And it's going to be...the learning curve is going to be a lot easier. And I think that that's when a lot of those kids are going to go back to internalization and really, kind of, figure out and do a lot more...they're going to do a lot of growing up, which is hard...
S1	You think we're just delaying that growing process?
S2	I do. I do. I think it needs to start at, like 10 or 11. I mean...

S1	I hear that. I hear that especially from educators because we're in the trenches with them and we see them every day and we see...like, when I look at...and I've been in this business a long time, 26 years, you know, when I look at the kids I first taught and what they were tasked with and their responsibilities compared to what we do now with kids and we're walking, still walking them down the halls in middle school, you know, and I'm thinking, what are we doing, but we see this. We see it in society because we're dealing with it every day in large doses. So, I totally get that. What I think is interesting is you kind of brought up one of the questions I was going to ask you is just to tell me about your family life a little bit. So, you brought that up. Do you have a relationship with your biological father?
S2	Barely.
S1	Okay.
S2	But that's only...I did up until I was 14 and I would spend every summer with my dad and I remember...because my parents...I was originally born in xxx and my parents, which I didn't know this until I was an adult. Apparently, my dad was married before he married my mom. And my dad like to be married, which is...
S1	There are a lot of men like that.
S2	<p>Yes. And so, when my parents got married, I was really proud that my aunt, and my aunt told me this...this was my dad's sister, my aunt told me that I was a planned baby, which I was like, oh, that's awesome because I know my half brother was a mistake. And so I was like, yes, I was planned. They wanted me. And so, it really...but then a year later, they were separated and then by the time I was two they were divorced. So, I was like, man, what went wrong? And so, I was like, I knew it wasn't me. So, that was great because I had known that I was planned and so I knew that I wasn't going to be the reason that their relationship failed. And so, they just couldn't get along.</p> <p>Okay. So, my mom ended up meeting a man who's wonderful. Even though he's an alcoholic, he's wonderful and they've been married for 33...yeah, 33 years. They've been married for 33 years. And so, when I was 14, though, my biological dad who, you know, likes to be married, was married to wife number three...no. Wife number four and they had a child. And I didn't know it at the time but, my stepmom was suffering from postpartum depression and she was very jealous of the fact that my little brother, my new little brother, was wanting to hang out with me and, like, I would just let him lay on my chest and we would just...</p>
S1	Gotcha.
S2	And I was also 14.
S1	That's that mothering age. That's that you...

S2	Right.
S1	Yeah.
S2	But I was like, you know, in the throes of puberty and self-discovery and learning about myself and she accused me of trying to be the child's mother. And I was like, no. I'm 14. And my dad didn't defend me and so, I called my grandparents and I said come and get me and they did and a minimal relationship.
S1	Wow. See, you feel like that's because of your stepmother.
S2	Yeah. And then he didn't even stay married to her, which I get, but all of that drama and it wasn't...
S1	Right.
S2	Looking back now, it doesn't seem such a big deal and, like, yeah, I should develop a relationship with my dad, but it's been, like, 20 years now and I'm like, eh.
S1	Are you doing okay with that?
S2	Yeah. And he lives in xxx and he's not married but, he does live with this wonderful woman and they're out there in the west and do I want to go out there and see them? Yeah. I want to go see Idaho but, I want to go see Idaho. I shouldn't say that, right? I should say I want to go see my dad and meet Claire, his new girlfriend or whatever but, no. I want to go to xxx and see what xxx's like. So, I just...so, I had that to deal with and he's like so scatterbrained with technology too. He'll, like, post publicly on Facebook and I'll send him a private message instead and so, it's like, yep. He's wonderful. I mean, he's...my aunt, my mother's sister tells me I'm more like my dad than my mom and I love that because my mom is really wound tight and my dad is really laid back and, you know, kind of cool about everything and I really love that. I love that I'm like that. I just don't want a relationship with my dad.
S1	I got you.
S2	I am now. In my teenage years, no. Because it was hard. Because both of my parents, my mom and my stepdad worked in very stressful jobs and I was a latchkey kid from the time I was sixth grade. And so, then my brother was...at the time he was in kindergarten so from that point I was...I was taking care of my brother from sixth grade up until...hell, I drove him to high school from xxx. We moved to xxx so that he could graduate and I remember him too, this is weird, probably not even relevant to your study, but instead of going to my parents when he thought he got his girlfriend pregnant, he came to me. And I was like, I'm not your mom. Go talk to them.
S1	But you were the stable presence that was there with him.
S2	Yeah, because it was stressful when my dad got arrested and, like, you know, and mom still gets work...like, we went to dinner last

	night. She got worked up over something and I was just like, this is not remotely worth getting worked up over.
S1	Right. Right.
S2	And I guess I just have that kind of attitude now where I'm like, okay. If tomorrow this is going to affect me, then yes, it's something we should be worried about but, if it's not, then we should just let it...
S1	Do you think those are part of the coping skills that you acquired?
S2	Yeah. Yes. I think that, you know, there are bigger things in this world that we should be worried about, you know? Granted, I don't think North Korea should keep me up at night but, sometimes it does.
S1	But it's also security too.
S2	Yeah. Yeah. I get that but, I also think that, you know, I don't think either questioning why. Maybe at 14 my dad...I felt like my dad didn't love me. It's not also something that I should be up analyzing at 36 years old. I do recognize that what he did was wrong but...and I probably, I guess he feels like he gets punished for it still, you know, at 36 or whatever but, I was 14. And from 14 to 18, when he could have repaired that, he didn't. And so, now I just, I mean, he's my dad. I love him. I, you know, thank you, but there's no need to hang out.
S1	And then, what's normal?
S2	I do. Now that you've said this, I do remember this one e-mail that I got from a former stepsister because I was pissed when I found out that my dad had paid for her wedding. Yeah. Granted, it wasn't inaudible]. He refinanced his truck and gotten some money and he helped pay for her wedding and I was like, grrr. I'm, like, your only biological child.
S1	And I've gotten what from you?
S2	Yeah. I've gotten what. And so, she sent me this e-mail saying that she thinks I was too hard on him and that he really cares and he wants a relationship and I'm like, you need to step off right now because when all this went down, you were, like, eight. So, what you remember versus what actually went down is more likely what you were told instead of your actual memory. So I had to cut her off.
S1	So, that was a null exchange.
S2	Yeah. And it was...and she was really trying to be nice and trying to reach out to me and everything, but it just had this tone that this is all my fault and I needed to grow up and I needed to recognize that it was because you're not a parent that you don't understand why this is going on. And I'm like, ha, ha, ha, no, wrong altogether. Wrong. But that...yeah, that was in the e-mail she sent. I totally forgot about that. That was 2006.
S1	Okay.

S2	2007. Sometime in there where I was...yeah. Because I still remember sitting at the computer in the foyer and just getting that e-mail and being like, what is this bitch doing? Why am I getting this like...
S1	Out of the blue?
S2	Out of the blue. Like, and I don't know how I found out. I remember that my dad told me that he had paid for this wedding and I was just like, yeah. I'm not even Facebook friends with her.
S1	And he's not...obviously, you said he's not married now, so he's not married to her mother anymore.
S2	No. They got a divorce, like, which was weird because, like, they had gotten a divorce and I was like, why did you pay for the wedding if you weren't even...no. In my mind...and I don't know. Maybe this is the messed-up way of thinking but, once someone is out of your life, they're out of your life. Right? Like, yeah. I don't...it's not even...like, it was his stepdaughter. It wasn't even...like, I get it if it's a half daughter. I mean, you maybe helped in that a little bit but, that was your stepdaughter, dude. You took \$18,000 and paid for a wedding.
S1	Blended families and those relationships are so difficult and I deal with that as well.
S2	Right.
S1	I've been remarried now for nine years but, I see that every day. So what you're...totally normal.
S2	And I get, like, I dated a guy who has a son and one of the things that he said was...and this was kind of shocking a little bit. He was like, whoever I marry, they have to realize that this is not their kid. And I went, I get that. It's not but, this is my house.
S1	You see lots of issues in blended families when the parent, both parents aren't allowed to parent.
S2	Right.
S1	And yes.
S2	Like this is, I'm like, it's a problem.
S1	Yes.
S2	And I think that where a lot of that whole too, like, you can say whatever you want to. No, you can't, apparently.
S1	That all comes from, yeah. It's all tied together.
S2	Yeah.
S1	I agree. I would totally agree. You mentioned that kids feel powerful or more because they can say whatever they want so I'm taking that to mean that you feel like the kids use technology and social media because they can be anonymous or they think they're anonymous.

S2	Yeah. I find it so funny, like, you know, and I haven't seen it in the first...in my last few years of teaching but, when I first started teaching, you know, technology wasn't that big of a deal. And I was teaching middle school but then, when I got to high school and every now and then you'd hear, like, from a kid, you know, so and so posted that on Twitter. And you'd go and, like, search your name or whatever. You'd, like, search, cyberstalk them or whatever. I was kind of like, wow. So, I'd like...I wasn't in the beginning. I was, like, a screen shot or anything, but it really kind of bothered me. I'm like, if you have a...and I say that. I'm like, if you have a problem with me or how I run this classroom, the adult thing to do is to come up and talk about it. That's what adults do. You're 18, 17. You're about to adult. Okay. So, over the years, I've seen less and less, unless I publicly admonish a kid.
S1	Really?
S2	Yes. If I publicly admonish, I immediately go to Twitter.
S1	Because you know the backlash is coming.
S2	Yes. I immediately go and find it there. I've had two instances where that's happened. One, I kicked a couple of girls out of class who were just running around and I teach an AP class so it was like...and it had a milestone. So I was like, shut the hell up or get...
S1	Or get out.
S2	And I'm one of those people who are like, I don't care. You can continue to talk all you want but you ain't going to do it in here. You can go out there. If you don't want to learn, you can go out there. You're going to make that choice. Okay. So it's not on me. It's on you. Okay. So then, like, at the end of the day...and this is after a couple years of going through this whole thing, I go on Twitter and see that they've posted. They're, like, we're sitting out here outside of Clarkson's class, you know. She kicked us out and all this kind of stuff and they're taking these pictures. Screen shot. Screen shot. So I was like, well, you know, two can play this game. So instead of, like, going on Twitter, I go to the registrar and I'm like, I need these three girls divided up for next year and they can't be together.
S1	Good for you.
S2	They can't be together. So they weren't, which was awesome. Well, actually, two of them ended up being in the same class but the third girl was not. And so, at the end of the...
S1	They ended up...
S2	No, they weren't. They were all divided.
S1	No. That's awesome.
S2	They all came to review sessions together. And so, by the end of the year in the review sessions, they came to me and they go, you know,

	we really hated you. I'm like, yeah. I have the screen shots to prove it and they were like, oh my God. You totally took that screen shot. I was like, I work in a high school.
S1	You know the game.
S2	We know the game. Yeah. And I said, do you remember how you guys all used to hang out together and you all wanted to be in class at the same time? And they were like, yeah. I go, I busted that up, too and they go, dang. You're ruthless. And I said, I'm an adult.
S1	That's how we handle it.
S2	That's how we handle things. And they were like, that's awesome and were, like, are wonderful. And then they...then we got...they went on Twitter and they retweeted the conversation they had and they were like, we love her. She's so awesome and they tagged me in it. And I was like...
S1	Because you got down to their level.
S2	I'm like, retweet. You know, I gave them all the love that they wanted because they...they were like, you can add me all you want because, you know, that's the big thing. You can add me. Don't add me, bro. And so, I was like, that's, like, it was good because now they...they're cool with it. But then I had another one where I had a confrontation in the gym where this, after a basketball game where this kid was like, giving, like, double barrels and I was like, you've got to leave. And he goes...because I have this problem that people think I'm, like, 17.
S1	It seems like it.
S2	Yes. I do. And so, I'm like, you have to leave. I have my badge on and everything. I'm like, you have to leave and he goes, you don't have to tell me what to do. And so, and he's up on the...in the bleachers and I step up to him and I'm like, you've got to leave. You leave now. And I go, you see that administrator right there? And it was the other administrator for the other school. I'm like, that's my best friend. He's your administrator and he was. He really is, like, my best friend. He was my department head and I go, if you don't leave now, you're going to get arrested. And he kept escalating it and escalating it and so I just, I'm like, leave now and I put my hand on his shoulder. Like, I didn't, like, grab...I'm like, hey. Leave. And then all these kids, like, all the cameras are out. They're all filming me and all this kind of stuff and then all of a sudden I hear a kid go, like, from back here...there's like, all these kids going, she's a teacher, bro. She will kill you, like, all this kind of stuff. And, finally, the police come. This all takes, like, 45 seconds. I see a kid like him, like, try to grab this guy, like...and then, all of a sudden, one of my seniors tags me in a post like 15 minutes later on Twitter about this kid, like, complaining

	that this teacher grabbed him and assaulted him and I was like, no. And then he...like, I was like, you can't add me because I don't need this kid knowing my name and he went on a three day rant on Twitter still talking about how this teacher who thinks she's better than everybody else, like, just...I need to probably find...
S1	Interesting. Did anything happen with that as far as admin?
S2	You know, a lot of things with admin they don't really tell you. And I'm friends with admin so they, like, dance around it if it's an issue or they just don't tell you because they want to...and that's weird too. Like, they want to keep your friendship. So, they said that they...that the parent had called xxx but they have looked at the videotape and there was nothing there. And so, it wasn't ended up being nothing and I was like, yeah. This kid freaking made it more than what it needed to be because the kid was embarrassed because he had been publicly admonished. And he had to have the upper hand and he thought that only his friends would see his side of the story. And so my students, of course, got on there and were defending me and, like, his actions and my actions. And one of the kids who I didn't...I'll have him this year. He was a junior. When he stood up for me...and this was a kid who has a Division I baseball scholarship.
S1	Mm-hm.
S2	I was like, you could be risking...
S1	Right.
S2	He was willing to do that for me. And I was like, that's a big deal...
S1	Mm-hm.
S2	...to me.
S1	Mm-hm.
S2	And forever and ever in my book, this kid will be...
S1	He's a good one.
S2	He's a good one.
S1	Yeah. Yeah, yeah.
S2	And I mean as...and I know he...you know, he...if something bad happens to him in his life, I...it doesn't matter. I'll still go back...
S1	Mm-hm.
S2	...and defend him...
S1	Mm-hm.
S2	...because he defended me and...
S1	Interesting.
S2	Yes.

S1	I just find it...it's just, like, the more I talk to people too, the more I see just how situations that may have occurred 15 years ago always have some electronic component now, too. It always...
S2	Oh, always.
S1	It...it's just part of what we do now.
S2	Always. Yeah. Like those...like the homicides that happened in xxx. As soon as somebody reported that...yesterday, like, the younger brother was arrested...
S1	Right.
S2	...of one of the victims. Everybody...like, there were people on there like, keep my brother's name out of your mouth, you know? You don't know what you're talking about...
S1	Yeah.
S2	Like...
S1	It starts.
S2	It just starts.
S1	Mm-hm. Mm-hm.
S2	Like, why can't you just read the article? Instead of...why do you feel the need to post you opinion?
S1	Mm-hm.
S2	Nobody asked for it.
S1	Mm-hm.
S2	I think the comment section needs to go.
S1	Yeah, it's...that's where you see...really see the drama.
S2	It's either a, like...you either like it or you dislike it.
S1	Exactly. That's it.
S2	So I think the opportunity to comment needs to go away.
S1	Needs to go away.
S2	Like, I...it's just...
S1	It's so interesting.
S2	It is.
S1	It i...I have been studying this topic for four years and it just...it just...because it's constantly evolving and changing and they're adding new things, it just...it's just so interesting.
S2	Yes.
S1	It really is. You've shared a lot of really interesting and just some cool things with me and your perspective and I really appreciate that.
S2	Oh.
S1	'Cause those are the things that I'm looking for. Is there anything else about cyber bullying that you wanna mention that we haven't talked

	about or any...anything you've encountered or heard about that we haven't, kinda, touched on? Or any last point you wanna make? Or...and you don't have to, but it's just kinda open to let anybody add something that we might've glossed over or missed.
S2	I feel like for the whole thing until we...I think that we give kids too much freedom too early with some things. Granted do I want my child to be exposed to the technology at a young age? Yes. If I had a child, yes, I would. I would want my kid to learn how to use those skills at a young age.
S1	Mm-hm.
S2	But I don't think that a 10 year old needs a cell phone. I don't think that a 10 year old needs to be around adult conversations.
S1	Mm-hm.
S2	I think that when we do those things...and I'm...I come from a place where my mom talked to me like I was an adult. That's different. If you're gonna...and that comes from respect.
S1	Mm-hm.
S2	But I don't think that, you know, your kid needs to hear about your adult problems. I don't think that your kid needs to see you as the adult go and take your private drama to a public forum. I think that teaches them that the only outlet that they have is the six billion people. That is not true. People will wrong you on Facebook and that...or Twitter or Instagram or Snapchat or whatever. And they will use whatever information they can against you. That there are people in this world who are sick and twisted. But we all have our flaws. And so if somebody points out your flaws, it's okay.
S1	Yeah.
S2	Learn to embrace them. Because it's what makes you who you are.
S1	Do you think that...whose responsibility is it, do you think, to teach, kind of, like, cyber etiquette or cyber safety or...
S2	Like...
S2	I think those common sense things that we're supposed to teach, I think those are a joke. Let's...I'll be honest.
S1	Mm-hm.
S2	I think common sense, the organization or whatever...
S1	Mm-hm.
S2	...is a joke. I think that 14 year olds and 15 year olds already think that they know everything.
S1	Mm-hm.
S2	So I think...but I also think that a person like me who's a realist and is gonna give it to you the way that you need to be told at 14 is also a little too much to handle, too.

S1	Mm-hm.
S2	So I think that I don't need one more thing on my plate to have to deal with cyber teaching. Like, this was the proper way to communicate.
S1	Mm-hm.
S2	I think that's a parent's responsibility. But I think parents don't want to parent, a lot of them. And I think that...and, I mean, I don't know. It's just...like, I just remember whenever I was in school it was all about the content and then when you were in the hallways that was your time.
S1	Mm-hm.
S2	And you had to learn. I remember reading in college too that those kinds of situations were learning situations and we don't do those anymore. We don't encourage those anymore.
S1	You're right.
S2	And so I just...I feel like...and I tell the kids this...I...as the government person...I keep going back to that...
S1	Mm-hm.
S2	...as a government teacher, A-team, I'm like right now, you guys have always had technology. I go, but you're gonna raise your kids very conservatively. I'm like, would you want your kid to have a phone? They go, hell no, Ms. xxx. That's ridiculous. Yeah, right. You think I want my kid to have to go through what I'm going through?
S1	Mm-hm.
S2	And I'm like, yeah. But here's the problem; that means that your grandchildren will be like you. And they're like oh, I don't want that either. And so I think that...
S1	I think it's cool that you have conversations with them about that.
S2	Yeah. And...
S1	Probably doesn't happen a lot.
S2	Right. So we talk about, like, Generation X w...and I was like, it's great. I was like, I love it because I'm on...or I guess whatever that Zenial new thing...
S1	Mm-hm.
S2	...or whatever. I said, I came from an age where it was no technol...or minimal technology. We had computer class. We played the Oregon Trail. It was awesome.
S1	Mm-hm.
S2	And then we had typing class and that was great, but...and that's the [inaudible] when we got AOL and I mean, it was...all of these kinds of things that were great for me. But I don't think that our generation when we developed these wonderful uses for technology realized the downfall of man and how bad we could use it against us.

S1	Mm-hm.
S2	And so I tell them because of how actively involved they are in making...wanting to make society better that they're moving in the direction of, like, the greatest generation, like being involved and being engaged and all that kind of stuff. But that means too that their generation is going to be mo...their children's generation's gonna be modelled after the next generation...or similar...
S1	Mm-hm.
S2	...the other generations that have occurred, like the baby boomers. And I was like...which is great. I'm like, you're gonna push us forward...
S1	Yeah.
S2	...in some things society-wise...
S1	Mm-hm.
S2	...but I mean there's gonna...I think there's gonna be...I think we just have to get through this group. It's a bump. Yeah. It real...I think it really is and I think if there's more and more people who real...who tell them that their life isn't just on Facebook and Twitter...
S1	Mm-hm.
S2	...and we just keep reminding them that, you know, words can hurt. They can hurt...they...and they do.
S1	And they do. Yeah.
S2	It's not forever. You can make it forever. But that's on you, not on... (Irrelevant speech) But I th...I...yeah, I think that people just let people's words just get to them a little bit too much too often. And...
S1	And it's so easy.
S2	It's so easy. It is...
S1	To spew those words now.
S2	Right. And I think all these like anti-bullying programs that we have and you tell these sob stories about people who have committed suicide over it. I hate that. I hate it.
S1	Really?
S2	Yes. Because most of the time that's not what happens. Most of the time people j...go home and they cry about it.
S1	Mm-hm.
S2	Or they think about it. Or they harden their heart to it.
S1	Yeah.
S2	And then...

S1	We don't hear about those.
S2	We don't hear about that. We don't hear about what happens to most people.
S1	Right. Right.
S2	Like...
S1	These are the exceptions kinda...
S2	Right because it's gonna make a bigger impact if we show the train wreck instead of just saying yes, these are what you are going to feel.
S1	Mm-hm.
S2	And this is how we make it better.
S1	Yeah.
S2	Does it...is it hard for me to have relationships? Yeah, it is. But that's also because of decisions that I have made.
S1	Accountability.
S2	Yes.
S1	It's about the accountability, I think.
S2	Yes. And we don't...
S1	So it's more about teaching about accountability rather than technology use or digital citizenship...
S2	I think so.
S1	...for you? Okay.
S2	I th...I...
S1	Yeah.
S2	I mean...
S1	I see that.
S2	I think...and you can see too when these trolls or whatever, they go out on Facebook and Twitter and they say these kinds of things. There are more people now who are coming back around to correct these things.
S1	Mm-hm.
S2	Like in that fishing story...I know it's hokey and cheesy...
S1	Yeah.
S2	...but somebody posted the law that you can't harass a fisherman or a hunter...
S1	Mm-hm.
S2	And...while they are in the process of fishing or hunting. It is illegal in that state.
S1	Right.

S2	In the state of Florida, okay? And so all these people that came to the defense and said they were just minding their own business.
S1	Yeah.
S2	So I think people are recognizing too that these people are just trolls and people are just...
S2	...seeking attention and so...
S1	Maybe we're turning the corner in that respect, then.
S2	Maybe.
S1	Let's hope.
S2	Yeah, but I don't feel like...I feel like there's always gonna be someone on there who is insecure about themselves and is gonna be like well, you're ugly, you're a whore, you're fat, you know?
S1	Mm-hm.
S2	I think those people are always gonna exist.
S1	Oh, yeah.
S2	So to say that we're gonna eradicate cyber bullying or whatever is not gonna happen, but I think if we teach people like, did it hurt when she called you the ugly name? Or did it hurt when he posted...yes, it did. What lesson did you learn from that?
S1	Mm-hm.
S2	One, you probably have learned well, you're never going to take those naughty pictures again, which is not good either.
S1	Right.
S2	I mean, to deny your sexuality is a problem for me, too.
S1	Mm-hm.
S2	But you have to know who you can trust.
S1	Oh, yeah.
S2	And so we have to teach those...we ha...I think we have to teach more how to life.
S1	Life skills.
S2	Yes.
S1	Like how's life...this...yeah.
S2	Yeah. Instead of this is just a bump in the road.
S1	And you'll get past it like everything else.
S2	Yes.
S1	I got you.
S2	And will your friends bring it up from you 30 years from now? Yes, they will. And they're bitches for that...
S1	Mm-hm.

S2	...but you know what? They're your friends.
S1	Mm-hm.
S2	And if you can't take it from them, then you can't take it from anybody.
S1	Mm-hm.
S2	Okay? So...
S1	Some skin...some skin thickness, I guess?
S2	Yeah, yeah. And...
S1	Awesome.
S2	I mean I just...
S1	Yeah.
S2	I know...I'm not a believe...I don't like cyber bullying. I don't like that word.
S1	You think it's just another form of bullying?
S2	I think it's a part of growing up too, though. Like...
S1	Okay.
S2	I mean if somebody...like...
S1	Like do you hear kids say he's cyber bullying me and it's not...
S2	Uh-uh.
S1	They don't say that?
S2	No. But I come from the...I come from a place where they have to do some real growing up to do. Like, you're about to cross a line where it's getting too...like, legality. Like, you are about to break...and cyber bullying is against the law. They know that. But there's...who's gonna hold them accountable?
S1	True.
S2	So why even use that? It's like speeders. Like we...everybody speeds. It's only like...
S1	It's a matter of who gets caught.
S2	Right. So we're all doing it. It's...and when I think cyber bullying is just as bad as talking shit about somebody. So if you can't say it to their face, then you shouldn't be saying that at all.
S1	Okay.
S2	And so I hold those two things on the same level. So if somebody heard me talking about somebody, I'm be (sic) like, yeah, I did. I did say that. And I'll say it to you right now. I think that you did this, this and this.
S1	Mm-hm.
S2	But I that's to...a personal accountability thing. I think people are afraid...

S1	Right.
S2	...of confrontation.
S1	Interesting.
S2	So...
S1	Yeah. Thank you.
S2	Sorry.
S1	No.
S2	I'm kinda long-winded.
S1	Oh, no. I love it. It's great detail.