Cyberbullying – opportunities for change by an intervention program in German middle schools

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Contents

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Definition of Cyberbullying

Same definition as bullying with one important difference:

■ via electronic forms of contact

Smith et al. (2008)

Cyberbullying is a serious phenomenon with a prevalence of up to 20%

Schultze-Krumbholz et al. (2010)

Cyberbullying has a negative impact on adolescent's psychosocial health

Spears et al. (2009)

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„Media heroes"

- Prevention of Cyberbullying and promotion of online skills

  - Structured manual based intervention program

  - Implementation by teachers

  - Integration in middle aged school classes (12-16 years)

Program components

Teacher Training

- 8 hours

Long version

- 7 weeks
- 14 sessions (45 min each)
- Parents evening

Short version / One day project

- 1 school day
- 4 blocks (90 min each)

Assistance by train personals

- One session
- Parents evening
- Whole day

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Aims of the program

Information & Knowledge
- Cyberbullying
- Internet security & legal rights

Attitudes, Values & Norms
- Awareness
- Reflections about limits and responsibility

Behavioral intentions
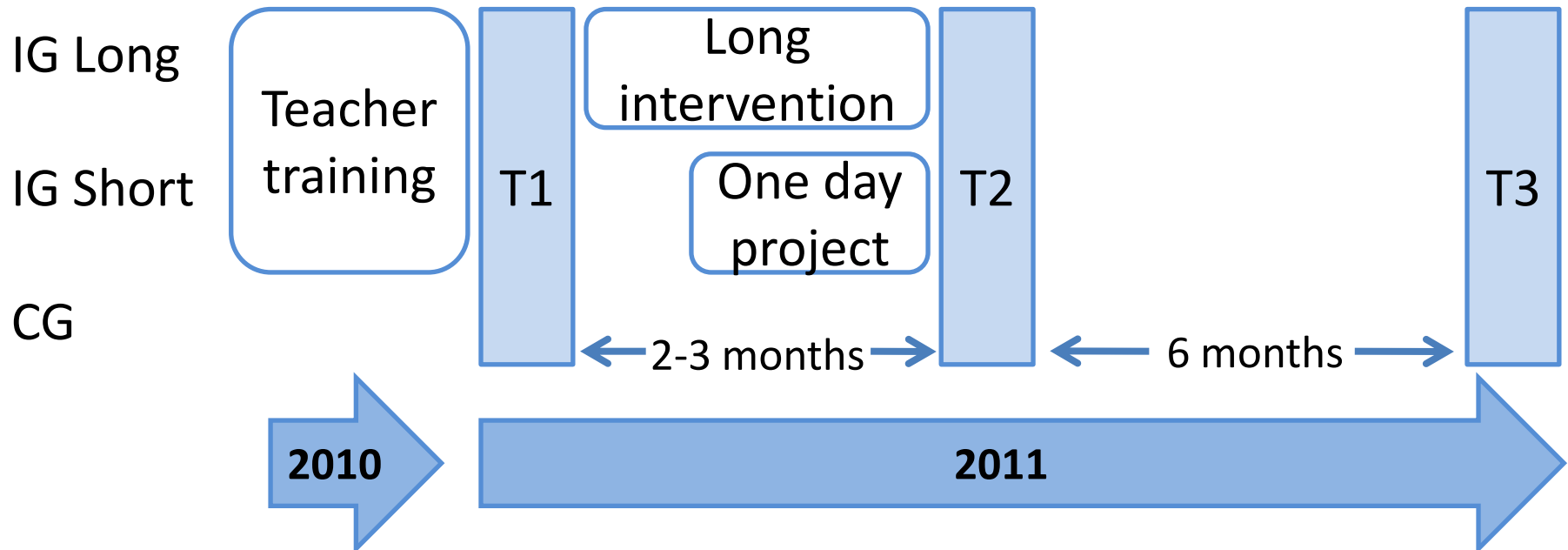
Behavior

Social emotional competencies:
- Empathy & perspective taking

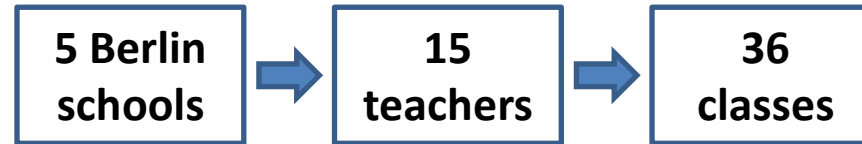Based on the Theory of reasonned action (Fishbein & Aijzen, 1975)

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Evaluation design

Pretest-Posttest-Follow-up-Control-group-Design
Questionnaire based: Students, Teachers, Parents

IG Long

IG Short

CG

Teacher training

T1

Long intervention

One day project

T2

T3

2-3 months

6 months

2010

2011

Sample description

5 Berlin schools	→	15 teachers	→	36 classes

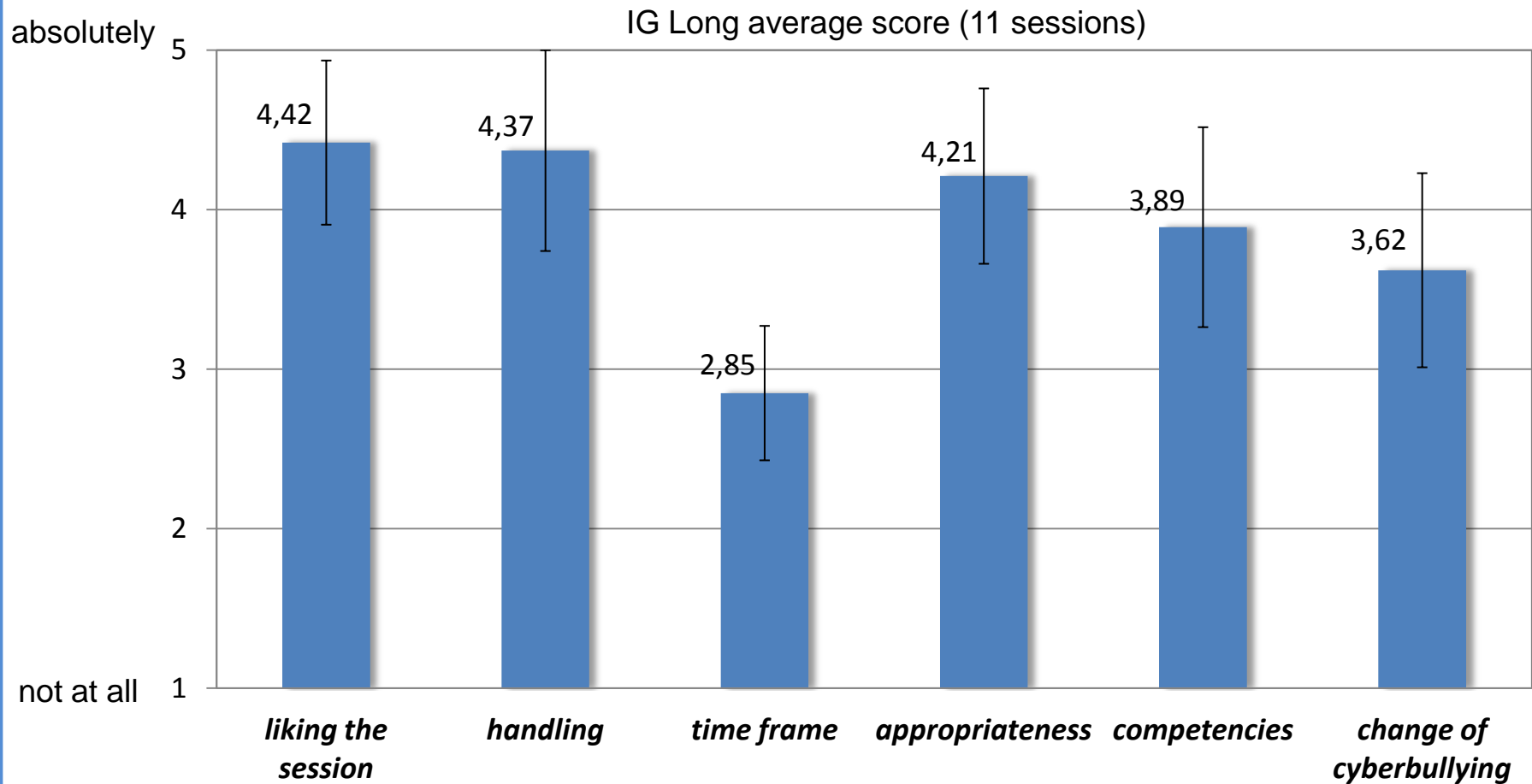|	IG Long	IG Short	CG	Total
Classes	12	7	17	**36**
Students	286	172	439	**897**
Age (SD)	13.25 (.81)	13.84 (1.38)	13.42 (1.04)	**13.45** (1.07)
Gender	150 (w) 132 (m)	86 (w) 84 (m)	224 (w) 203 (m)	460 (w) 419 (m)

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Results

- Program acceptance and practicability
    - Program process – teachers
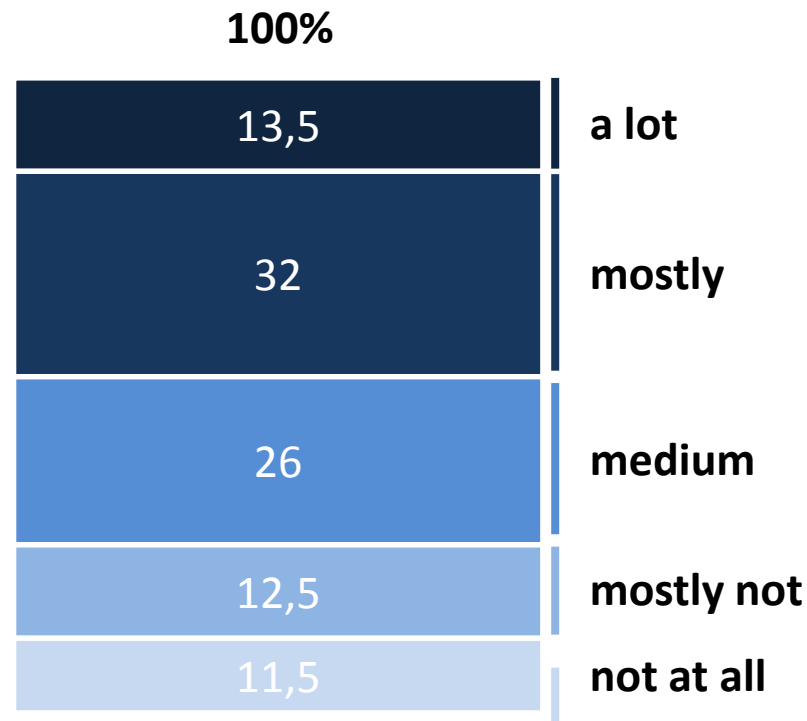   - Summative evaluation – students & teachers (T2)

Process evaluation - Teacher

IG Long average score (11 sessions)

4,42	4,37	2,85	4,21	3,89	3,62
liking the session	*handling*	*time frame*	*appropriateness*	*competencies*	*change of cyberbullying*

absolutely — 5

not at all — 1

Summative evaluation - Students

How did you like the Medienhelden program overall?

100%

Value	Category
13,5	a lot
32	mostly
26	medium
12,5	mostly not
11,5	not at all

N = 9 (IGL & IGS averaged)

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Summative evaluation - Teachers

How did you like the materials overall?

100%

28,6	**a lot**
42,9	
28,6	
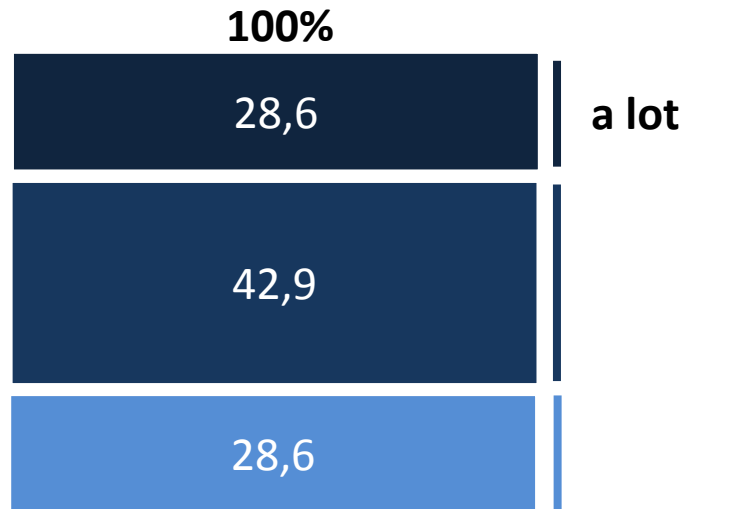
N = 9 (IGL & IGS averaged)   **not at all**

Do you think something has changed in the class?

100%

	a lot
85,7	
14,3	

N = 9 (IGL & IGS averaged)   **nothing**

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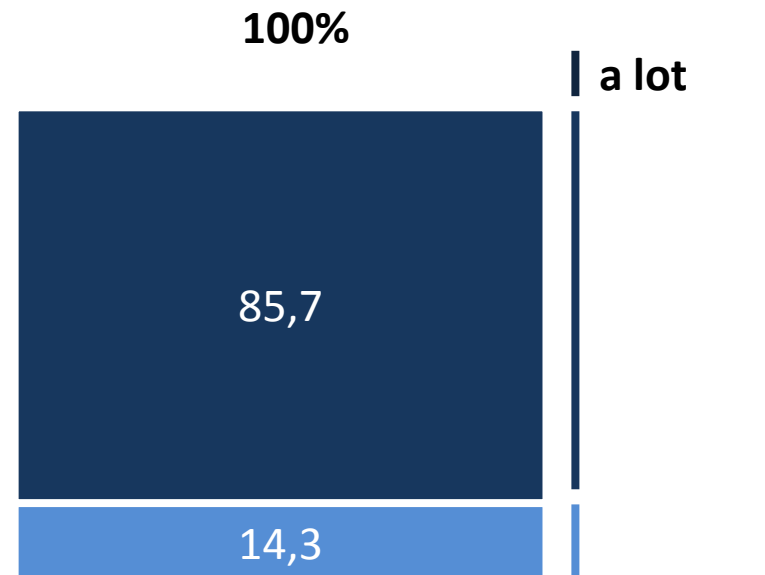
4. Next steps

- Effectiveness of the program → T1 – T2 comparison

- T3 measurement

- Improvement of the program materials with outcomes of the program process evaluation

Schultze-Krumbholz, Siebenbrock, Zagorscak & Scheithauer (2011)

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Literature

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Schultze-Krumbholz, A. & Scheithauer, H. (2010). Cyberbullying unter Kindern und Jugendlichen. Ein Forschungsüberblick. *Psychosozial, 33*, 79-90.

Spears, B., Slee, P., Owens, L. & Johnson, B. (2009). Behind the scenes and screens – Insights into the human dimension of covert and cyberbullying. *Zeitschrift für Psychologie/Journal of Psychology 217*(4), 189-196.

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Program contents

1. Media use: advantages & disadvantages

2. What is Cyberbullying?

3. Perspective taking through movie and role plays

4. Internet security and legal rights

   ✓ How to protect myself before something happens? → Privacy settings on Facebook

   ✓ How to react when I get nasty messages? → Screenshot

Program contents - example

Joe   Classmates   Teachers   Parents

Identification circle

Students