

Cyberbullying: The Offspring of Social Media and Adolescent Development



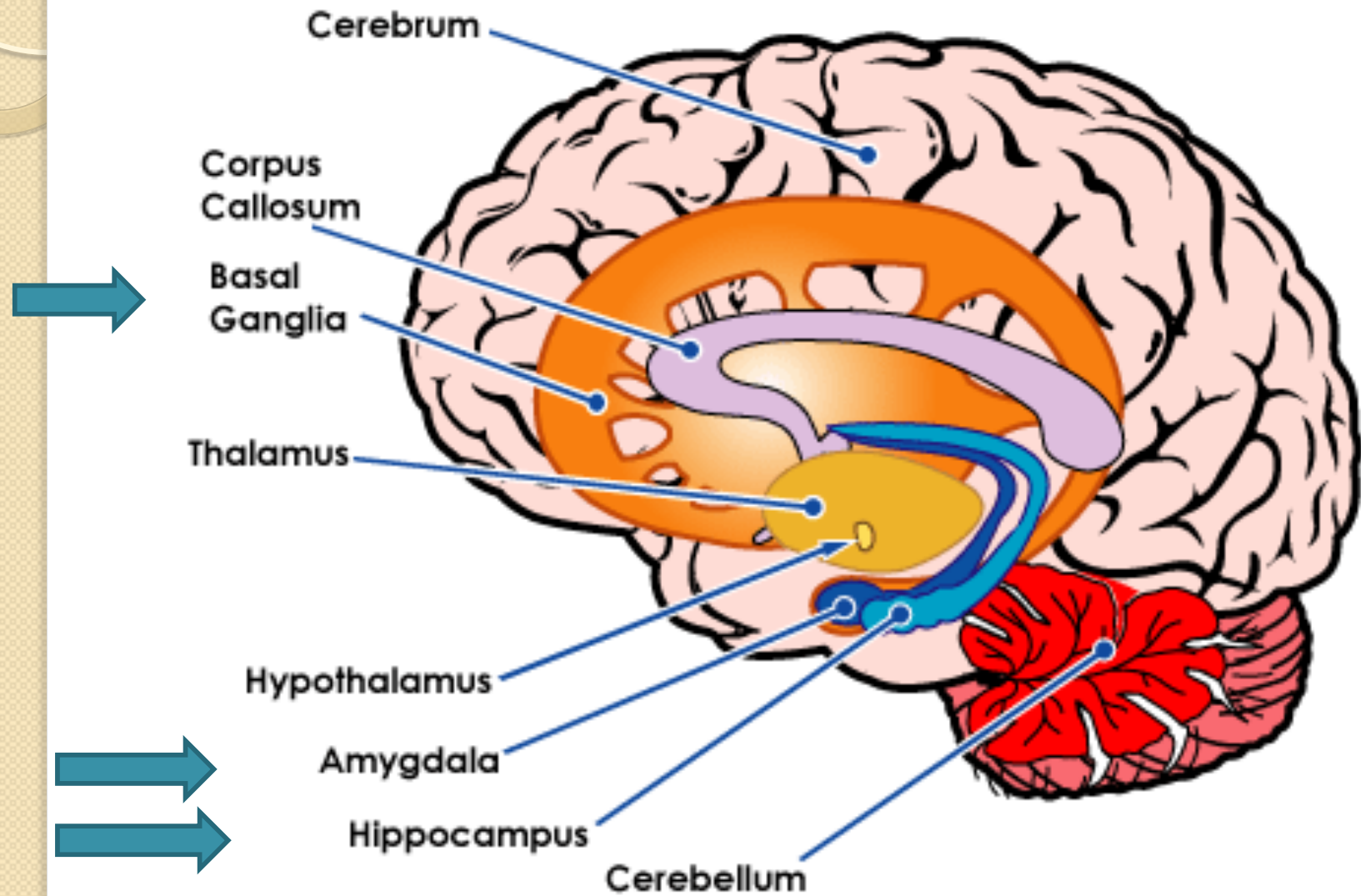
Dan Florell

Eastern Kentucky University

Washington Association of School Psychologists - Webinar

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Brain Areas



Brain Areas to Know

- Hippocampus (Hippos on Campus)
 - Behavior inhibition
 - Attention
 - Long-term memory formation



Adult



Adolescent

Brain Areas to Know

- Amygdala (Emotional Amy)
 - Well developed
 - Process emotional content
 - Remember danger levels
 - Activate and prod basal ganglia into action



Brain Areas to Know

- Basal Ganglia (Basic Gorillas)
 - Control motor movement
 - Leads person to act before thinking

Typical state
of gorillas

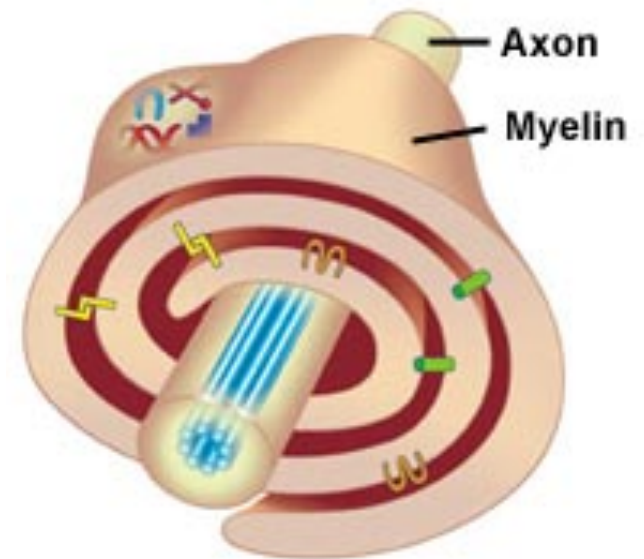


Brain Interactions



Second Great Brain Growth

- Puberty results in:
 - Motor and sensory areas fully develop
 - White matter increases
 - Myelination increases



Adding Capacity, Reduce Clutter



Early Adolescent



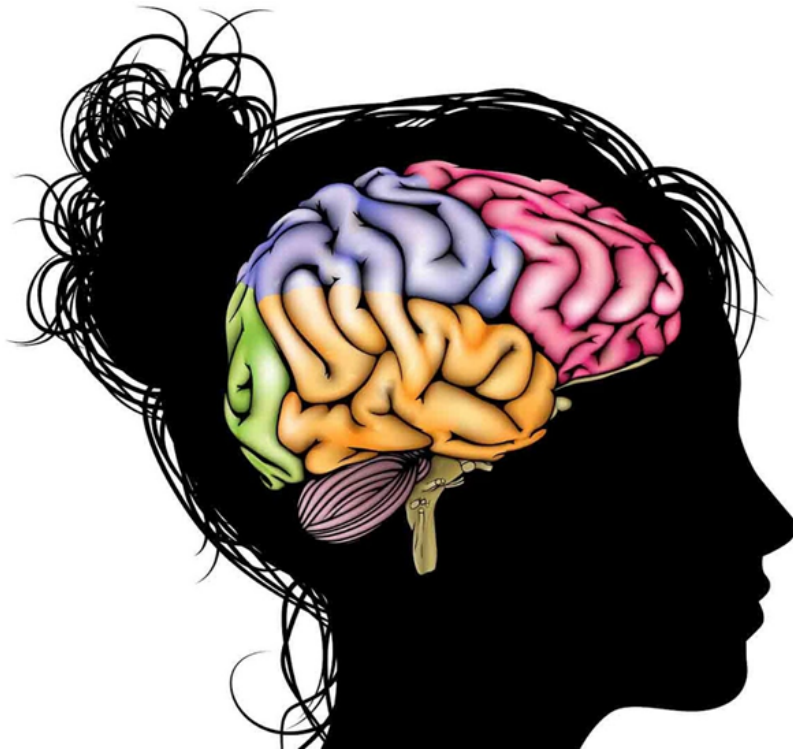
Adult



Brain Development

- Frontal lobe development
 - Capable of abstract reasoning
 - Difficulty reading and understanding emotions
 - Difficulty controlling impulsiveness

The Brain



- Immature brain = trouble
- More susceptible to engaging in high risk behaviors
- Abstract thinking
 - Imaginary audience
 - Personal fable
 - Optimistic bias

Who Am I?

- Identity development
 - Main goal of adolescence is to figure out;
 - Who you are
 - How you fit into society
 - Where you are going
 - Autonomy
 - Empathy
 - Attachment /Relationships



Autonomy

- Societal goal - adolescents to begin distancing themselves from parents and be able to do things on their own.
- Manifested by immersion in teen culture and wanting space to be with their friends and not around other parents or adults.



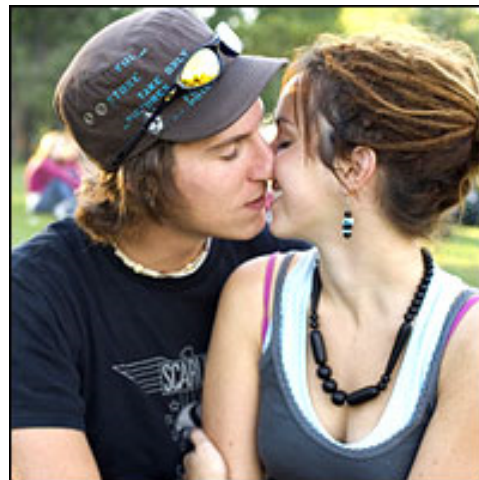
Attachment & Relationships

- Influence of first relationships
- Attachment
 - Secure
 - Roughly 60-70% of children
 - Insecure



Attachment & Relationships

- Family
- Friends
- Dating



Empathy

- Ability to relate to others and anticipate what others are thinking.
 - Perspective-taking
 - Many social cues missing in internet communication.
 - Disconnect of internet having real world impact
- Requirement to go to the next level of moral thinking.





Media Impact on Development

- Media can assist with many developmental issues including:
 - Identity
 - Autonomy
 - Relationships – Friends, Dating
- Media can inhibit other developmental issues including:
 - Empathy
 - Relationships - Family

Social Networking

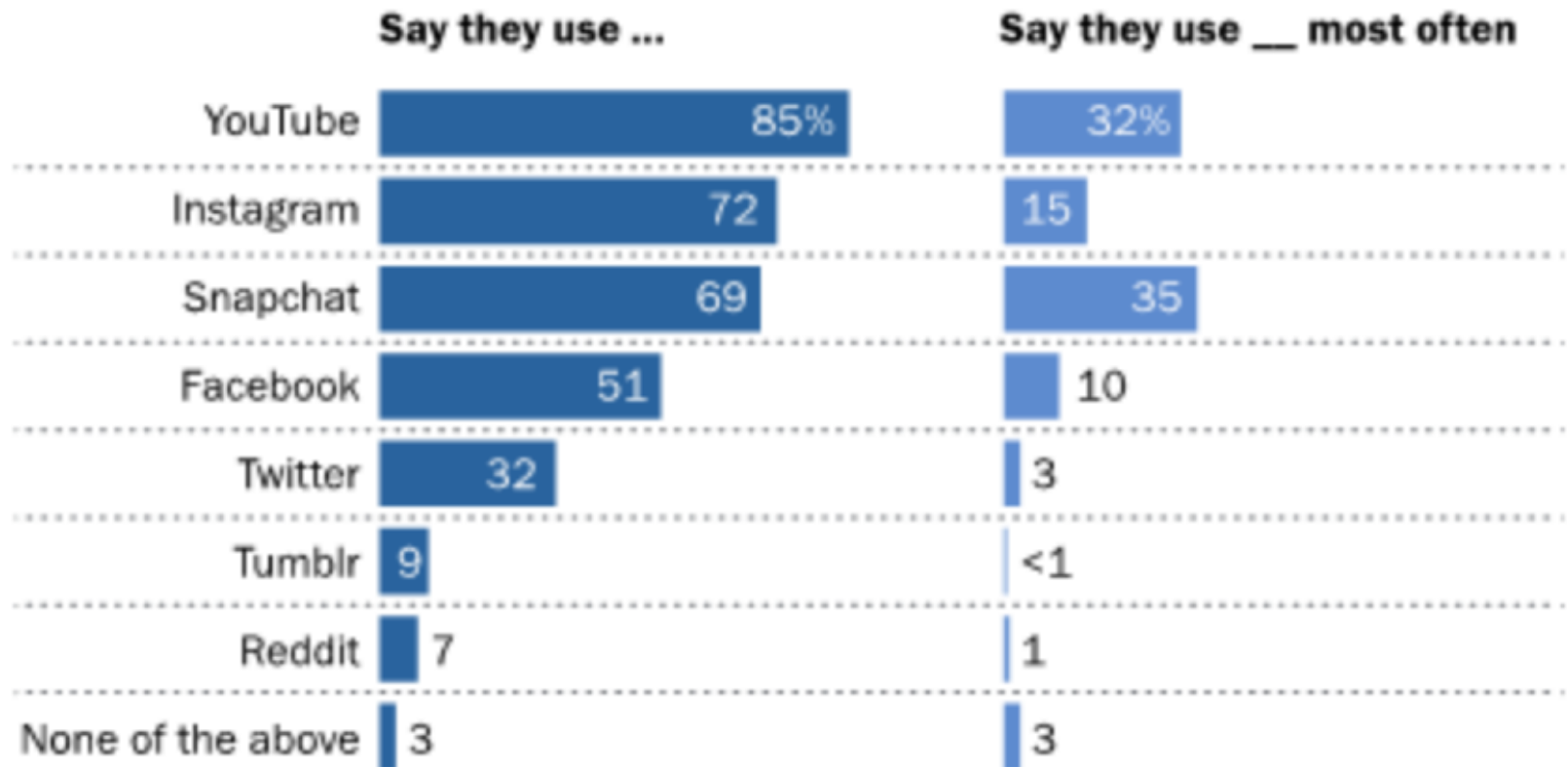


- Teens are on a variety of social networking sites and apps daily.

Preferred Social Media

YouTube, Instagram and Snapchat are the most popular online platforms among teens

% of U.S. teens who ...

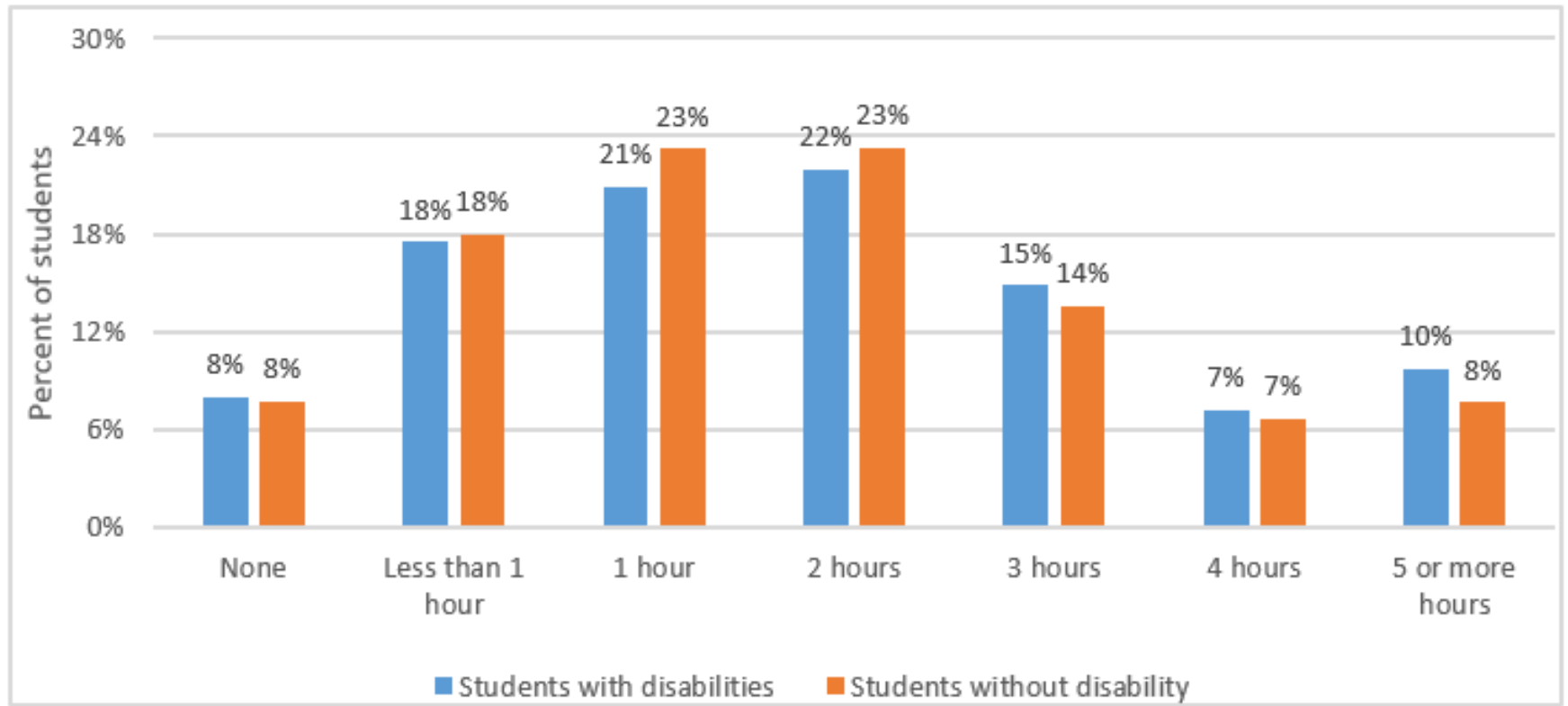


Source: Pew Internet – Teens and Social Media Technology (2018)

Social Media - Usage

- Disabilities

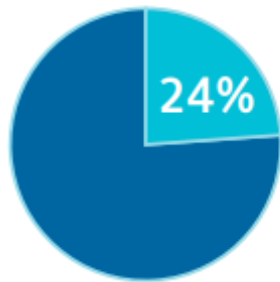
Figure 1. Students' self-reported hours of social media use on an average school day by disability status



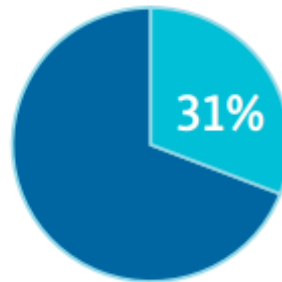
Social Media - Double Edged Sword

Social media

Adolescents have divergent perspectives on the impact of social media in their lives



FEEL SOCIAL MEDIA HAS A NEGATIVE IMPACT



FEEL SOCIAL MEDIA HAS A POSITIVE IMPACT



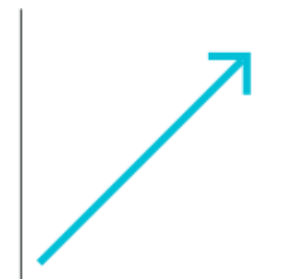
- Source of Support
- Source of Ridicule

- More depend on, higher the anxiety.

Likes and friends

Youth with a stronger emotional investment in social media are likely to have higher levels of anxiety

EMOTIONAL INVESTMENT IN SOCIAL MEDIA



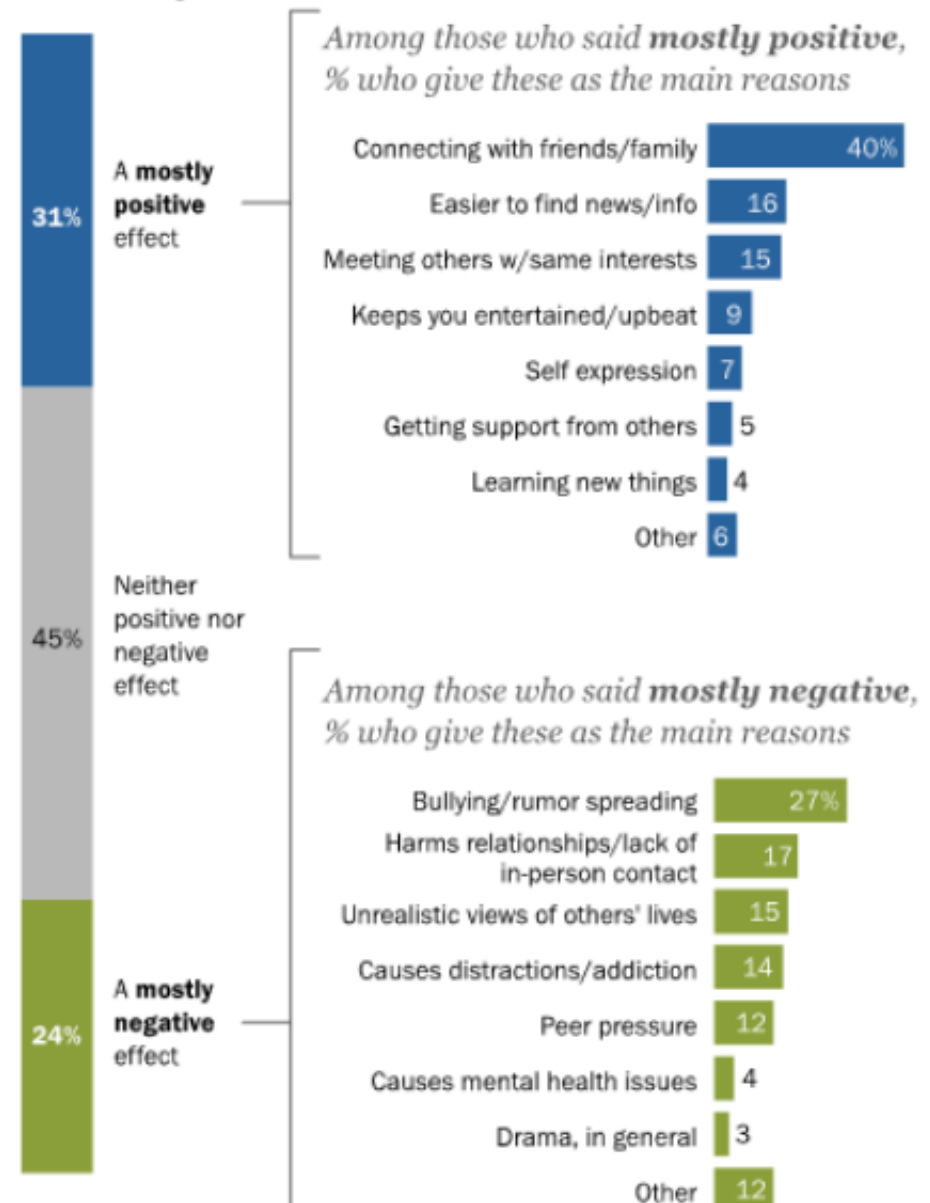
ANXIETY LEVELS

Social Media - Double Edged Sword



Teens have mixed views on social media's effect on people their age; many say it helps them connect with others, some express concerns about bullying

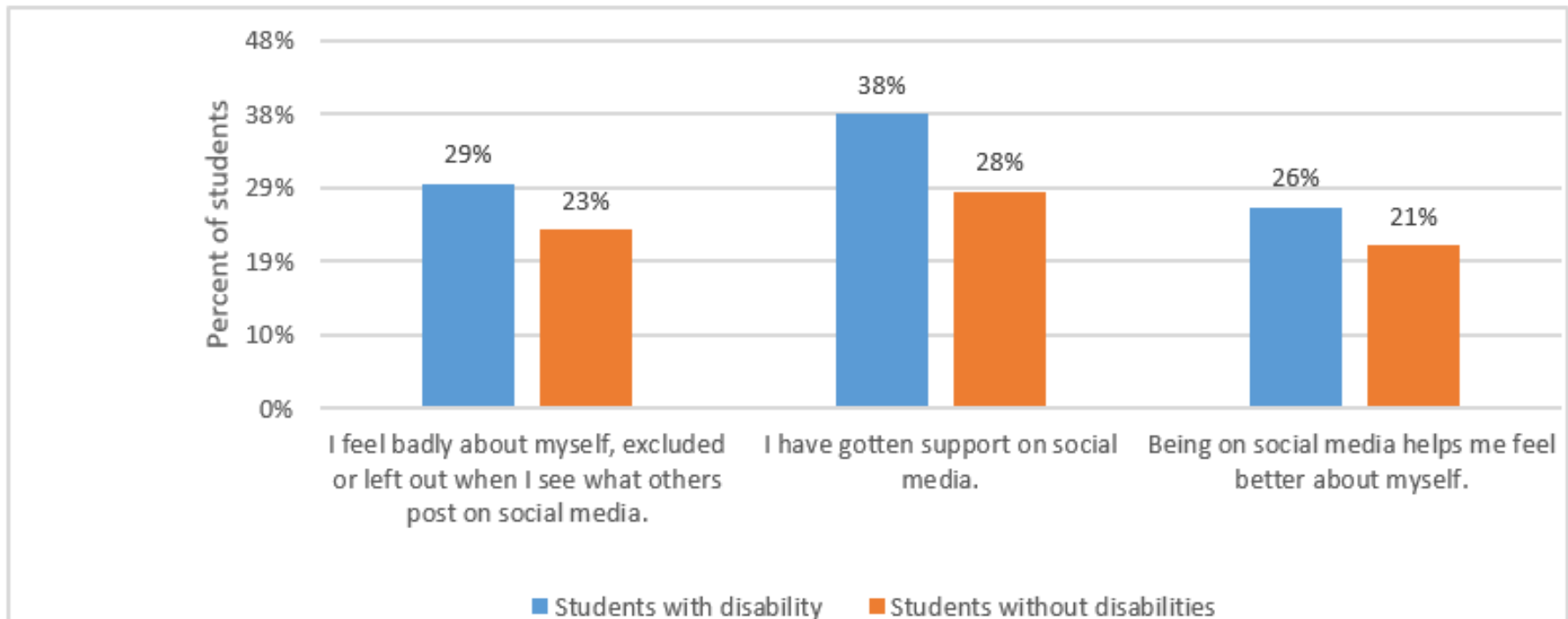
% of U.S. teens who say social media has had ___ on people their own age



Social Media - Double Edged Sword

- Disabilities
 - Source of Ridicule
 - Source of Support

Figure 3. Percent of students who agreed or strongly agreed that they feel excluded when they see what others post on social media by disability status and gender



Social Media Impact

- Offline Friends high quality
- Benefits
 - Increased self-esteem
 - Perceived social support
 - Increased social capital
 - Safe identity experimentation
 - Increased opportunity for self-disclosure



Social Media Impact

- Offline Friends lower quality
- Harmful effects
 - Exposure to violence
 - Social isolation
 - Loneliness
 - Cyberbullying

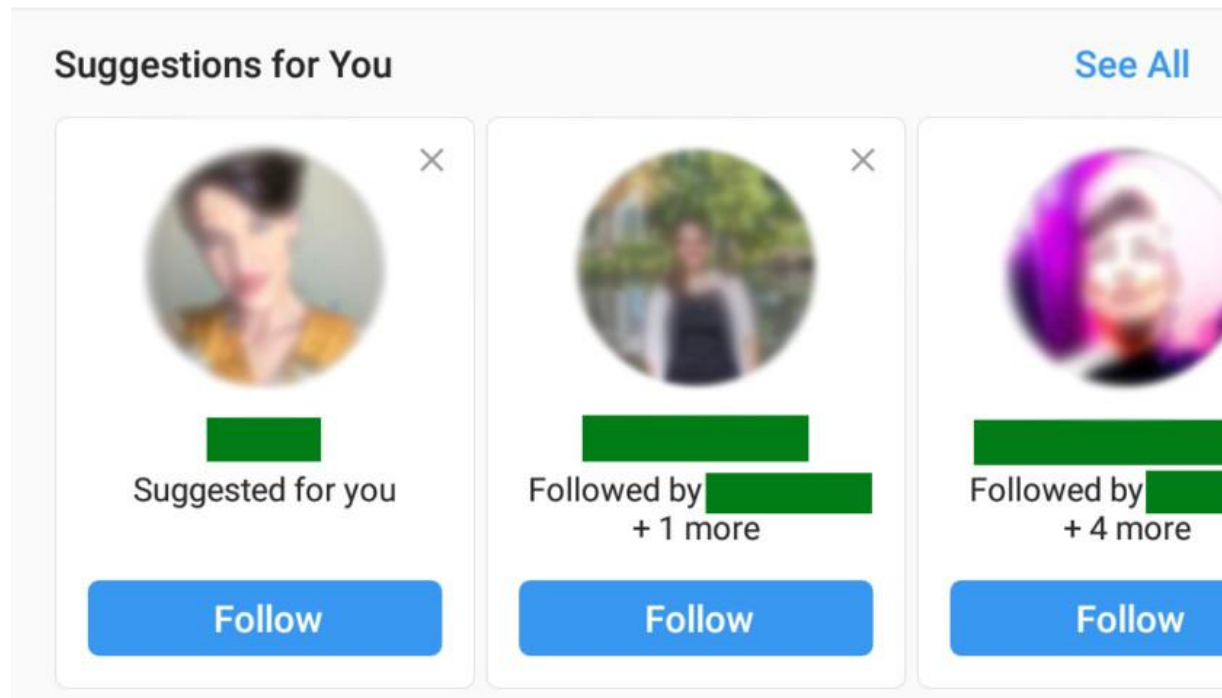


Development Implications

- Friendship - focus on quantity over quality.
 - Focus on finding like-minded friends and not merely close proximity
 - Some movement away from this (Snapchat) for more privacy with friends.
 - Split identities – two social network accounts
 - Wider audience – image management
 - Close friend – aliases allow for unfiltered view
 - Use of closed groups and hidden apps to protect privacy

Developmental Implications

- Social Networking Sites
 - Encourages constant contact with peer group
 - Allows for peer feedback in identity formation



Student Use of Technology



- Almost all teens have a smartphone
 - Majority of 12 yr. olds
 - Most use their phone to go online
- Texting and use of social media apps
 - Text message and pics that can help spread rumors
 - Can include videos



Development Implications

- Smart phones & Apps
 - Permit constant contact with peers and significant others.
 - Permit more frequent contact with family.
 - Allow more autonomy while providing a safety net.
 - Permits constant feedback for identity formation.



Developmental Implications

- Cell phones and internet use
 - Inhibit face to face social feedback
 - Decreases empathy
 - Increases depersonalization of communication



Student Use of Technology



NETFLIX

huluTM



- Streaming services
 - Uploading digital video of relatively short clips
 - Most watch videos and shows on streaming sites

Student Time Spent on Media

Figure 1. On any given day, proportion of tweens who spend ... with screen media

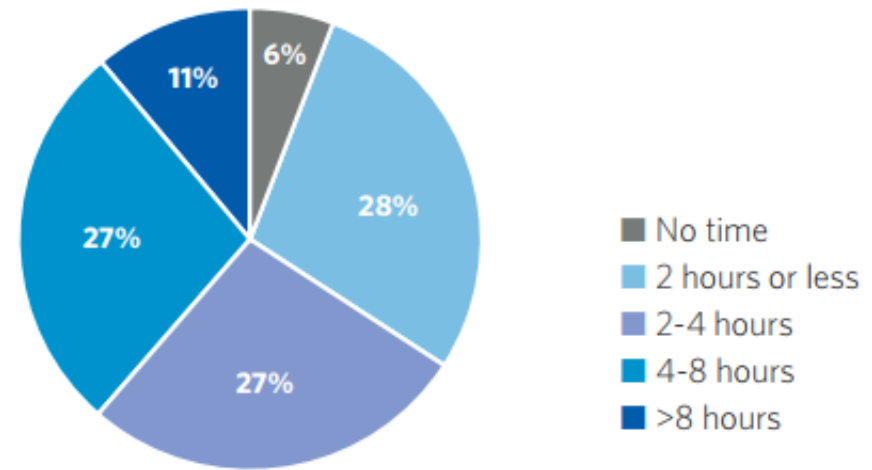
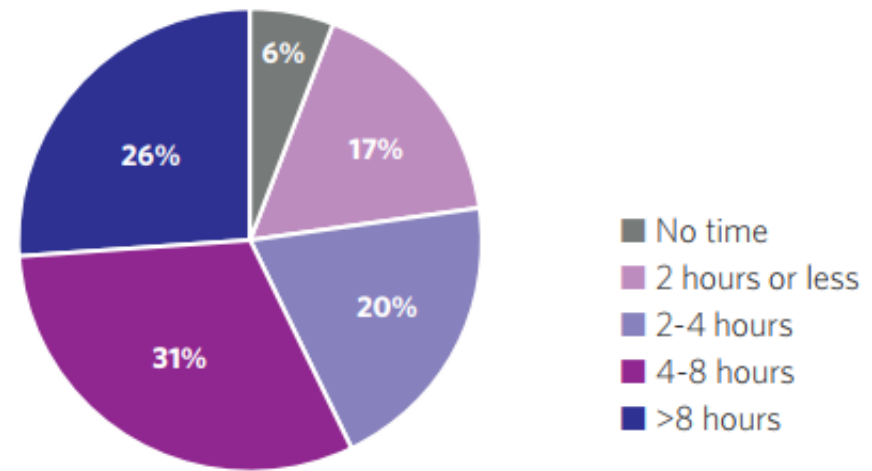


Figure 2. On any given day, proportion of teens who spend ... with screen media



Note: Segments may not add to 100% due to rounding.

Developmental Implications



- Streaming Services
 - Exploration of endless media options for identity formation
 - Way to express your beliefs to wide audience
 - Autonomy increased as can choose any content you desire
 - Friendships enhanced by viewing common content and collaborating making new content
 - Allows distancing from parents

Bullying

- Form of aggression in which a more powerful individual or group repeatedly inflicts negative act upon individuals who are less powerful

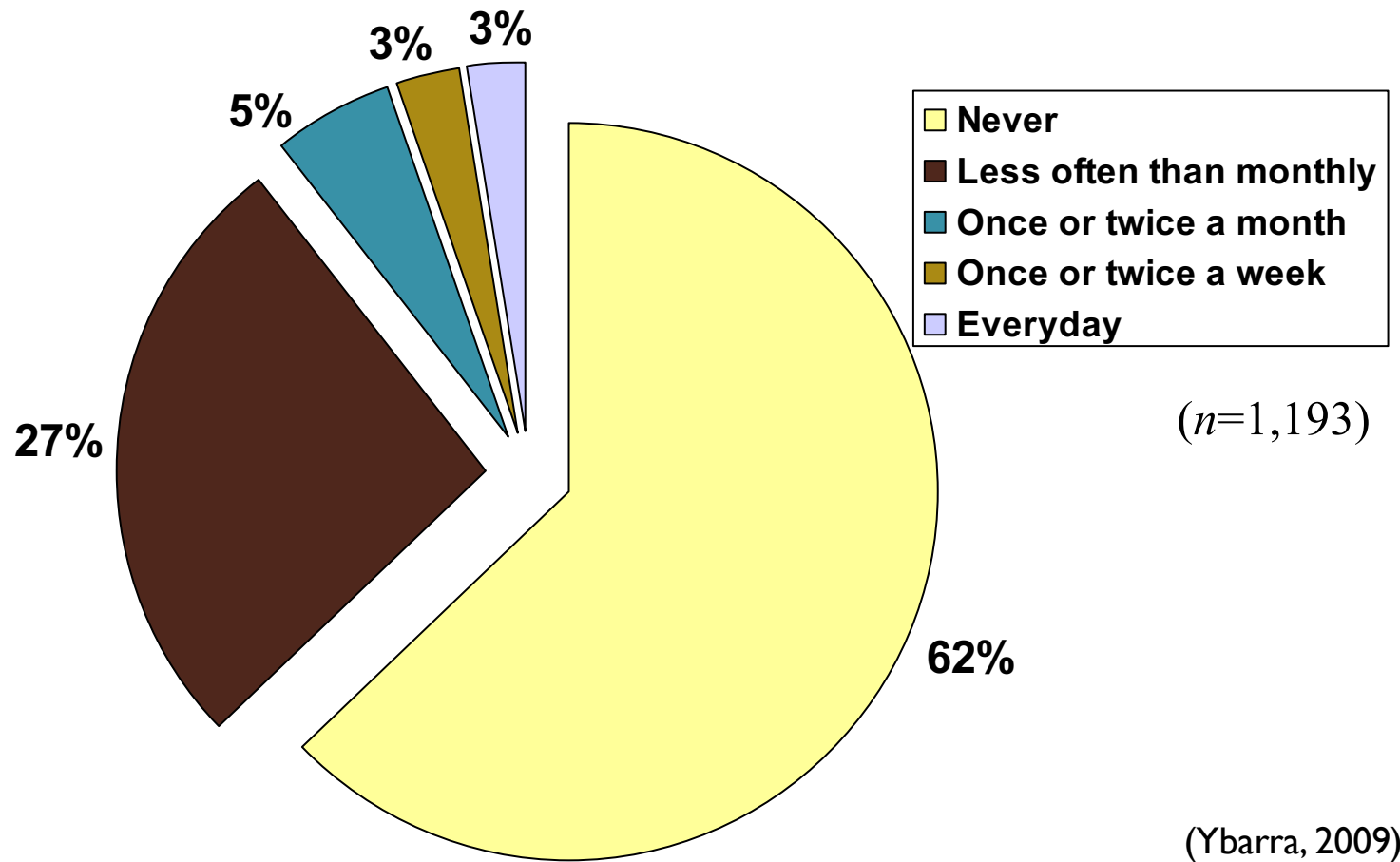
(Olweus, 2001)



Types of Bullying

- Physical bullying
 - Hitting, kicking, pushing, taking personal belongings
- Verbal bullying
 - Taunting, teasing, threatening
- Emotional and Psychological bullying
 - Spreading rumors, manipulating social relationships
- Cyberbullying
 - Sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies

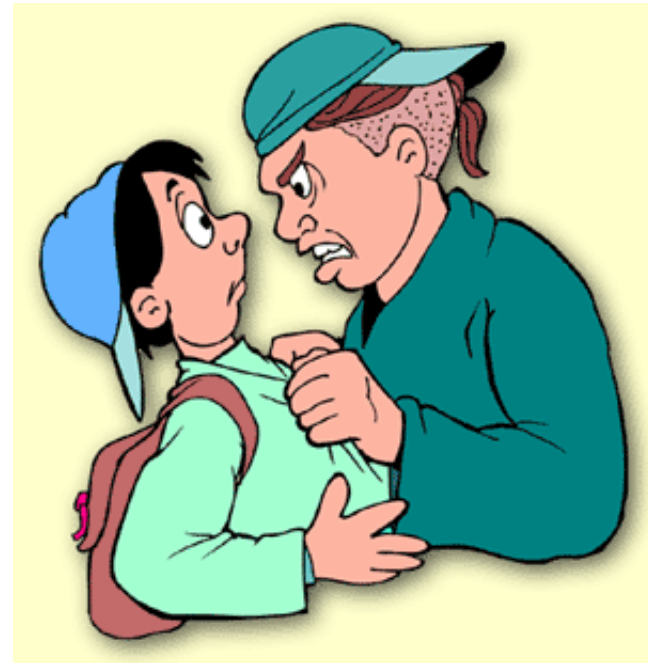
Frequency of Bullying Victimization Among 11-16 Year Olds



Meta-analysis (80 studies) rate of bullying is 35% and cyberbullying is 15%
(Modeki et al., 2014)

Bullying Characters

- Bully
- Victim
- Bully-victim
- Bystander



Health Consequences of Bullying

(Fekkes et al., 2003)

	<u>Bullied</u>	<u>Not bullied</u>
Headache	16%	6%
Sleep problems	42%	23%
Abdominal pain	17%	9%
Feeling tense	20%	9%
Anxiety	28%	10%
Feeling unhappy	23%	5%
Depression scale		
moderate indication	49%	16%
strong indication	16%	2%

Health Consequences Continued

- A twin-study showed children who had experienced bullying exhibited greater adiposity subsequently, but not at the time of victimization
 - Higher body mass index, waist-hip ratio, and were at a higher risk of being overweight
- Bullying can cause meaningful biological alterations that may result in changes in one's sensitivity to pain responses
- Levels of the stress hormone cortisol have been shown to change in targets of repeated bullying
 - Being bullied associated with a blunted cortisol response
- Children who are bullied are at least twice as likely to have psychosomatic disturbances (headache, stomachache, dizziness, bedwetting, etc.)



Development and Rise of Bullying

- Identity issues
 - Bullying peaks in middle school
- Autonomy issues
 - Not report as admit weakness
- Relationship – Friends
 - Establish hierarchy in friendship groups
 - Establish social dominance hierarchy
- Relationship – Dating
 - Establish boundaries for who can date who

Bullying & Cyberbullying

Criteria for Behaviour recorded as Traditional or Cyberbullying

Criteria	Traditional Bullying	Cyber Bullying
Intention	To harm, upset or embarrass	As perceived by the victim. Impact on victim with or without conscious intention of aggressor
Repetition	Occurs frequently over time.	Need occur only once but can be viewed by numerous others repeatedly or forwarded to others indefinitely
Power Imbalance	Victim has less power due to physical or psychological factors or isolation	Less clear. May be due to higher social status or higher level of proficiency in technology.
Anonymity	Not usually an issue	Nature of social media that aggressors can often remain anonymous creating a power imbalance for the victim
Publicity	Public acts of bullying seen as most severe form of traditional bullying	Acts can involve a large audience – e.g. on public forums, video or pictures distributed through social networking



Bullying and Cyberbullying

- Correlation overlap in meta-analysis (2014)
- Traditional bullying and cyberbullying
 - .469 perpetration
 - .402 victimization
- Relational aggression and cyberbullying
 - .69 perpetration
 - .57 victimization

Defining Cyberbullying

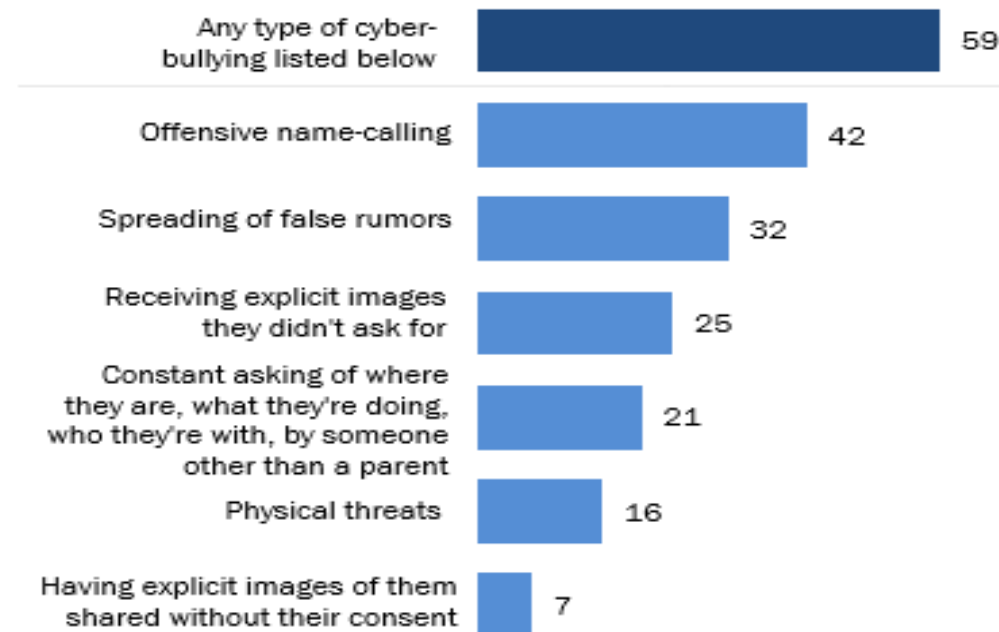
- Defining attributes
 - electronic form of contact
 - aggressive act
 - intent
 - repetition (publicity)
 - harm of the victim
- Definition - Willful and repeated harm inflicted through aggressive actions through the use of computers, cell phones, and other electronic devices
 - (Hutson 2016)



Prevalence of Online Teen Bullying

A majority of teens have been the target of cyberbullying, with name-calling and rumor-spreading being the most common forms of harassment

% of U.S. teens who say they have experienced ___ online or on their cellphone



Note: Respondents were allowed to select multiple options. Those who did not give an answer or gave other response are not shown.

Source: Survey conducted March 7–April 10, 2018.

"A Majority of Teens Have Experienced Some Form of Cyberbullying"

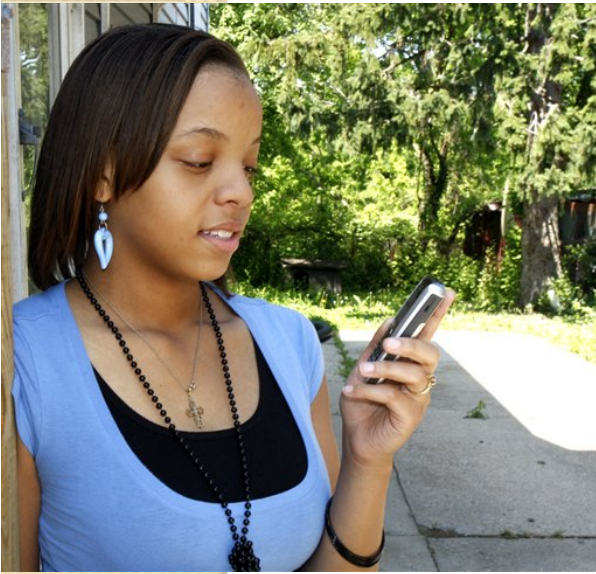
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Technology Magnifying Effects

- Belief technology amplify harm



- Find technology only – least harmful
- Combination of in person and online most harmful



Making Fun of the Sasquatch



- Julie was with her friends shopping and they were taking pictures with their cell phones.
- Julie saw a boy from school and she took a picture of him too.
- When she got home, she decided to upload her pictures to her Instagram page so her friends could see.

Making Fun of the Sasquatch



- As Julie was labeling her friends in the photo she ran across the boy's photo.
- She thought it would be fun to label him Sasquatch.
- Her friends loved it! Everyone started calling the boy Sasquatch.
- Julie thought nothing of it until she saw the boy crying on his way to school a week later.



Lesson of the Invisible Man



- Invisible Man Effect
 - No accountability
 - No punishment
 - Free to engage in any behavior
- Behavior and Comments run out of control!

Anonymous Social Networks

- History of anonymous social networks



*Always Anonymous,
Always Juicy...*

topix



Secret

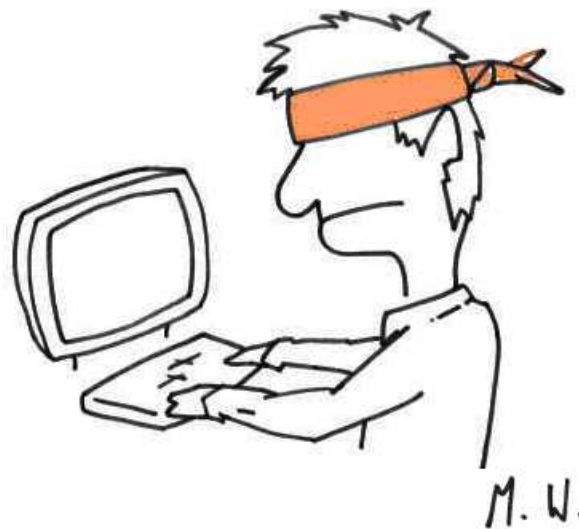


ask.fm



Why It Happens: I Can't See You

- I can't see you: When people use the Internet they don't receive tangible feedback about consequences of their actions. Lack of feedback interferes with empathy and leads to the misperception that no harm has resulted.



Why It Happens: You Can't See Me- I Can't See You

- Everybody does it: The perception of invisibility and lack of tangible feedback support irresponsible online social norms, including:
 - “It’s not me, it’s only my persona.”
 - “What happens online, stays online.”

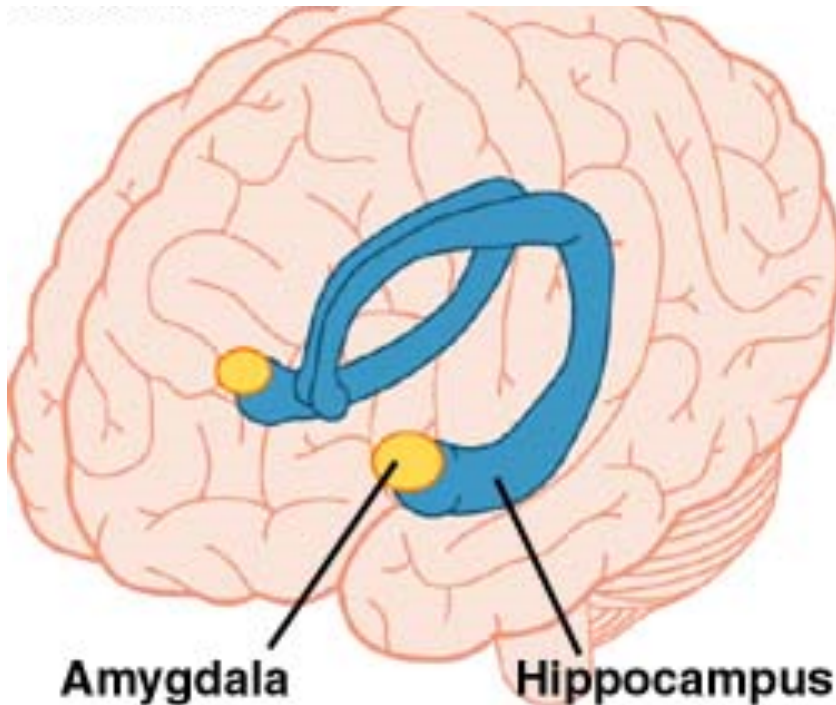


Anatomy of a Cyberbullying Incident

- Profanity
- Self-image
- Context



Profanity and Cyberbullying



Amygdala

Hippocampus



Processes taboo and high arousal words

- Profanity is processed differently than other content
- Taboo – words not supposed to be said
- Arousal – elicit strong emotions



Areas of Self-Image

- Scholastic competence
- Social acceptance*
- Athletic competence
- Physical appearance*
- Job competence
- Romantic appeal
- Behavioral conduct
- Close friendships*



Frequent Topics of Cyberbullies

- Romantic relationships
- Friendships
- Sexual activity
- Skills/talent
- Personal appearance
- Weight
- Sexual orientation
- Alcohol/drugs

Inside a Cyberbullying Episode

- George is at home on his iPhone and gets a DM message on Instagram from a classmate.
- It says – URA FUKIN IDIOT!! DIE!!!
- Later – DIE WORTHLESS POS!!!
- George's brain goes into overdrive.

Brain Process Profanity & Threat



George's Possible Responses

- A. Launch counter-offensive with friends
- B. Threaten offending classmate
- C. Ignore it
- D. Report it to parents / school officials
- E. Block classmate from DM



Answer

- C
- D
- E



Answer

- A
- B

Anonymity of IM

- What if George did not know who sent the repeated DMs?

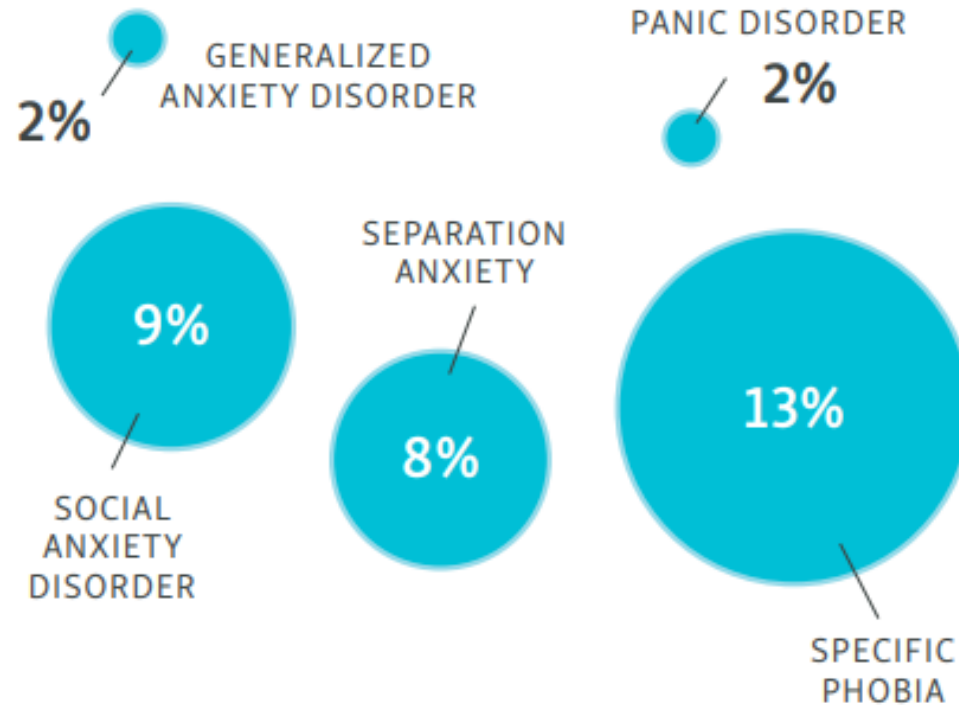
Unpredictability
+
Lack of Control
=
Depression

Anxiety and Depression

- Anxiety in Teens

Prevalence

Young people who meet criteria for a variety of anxiety disorders

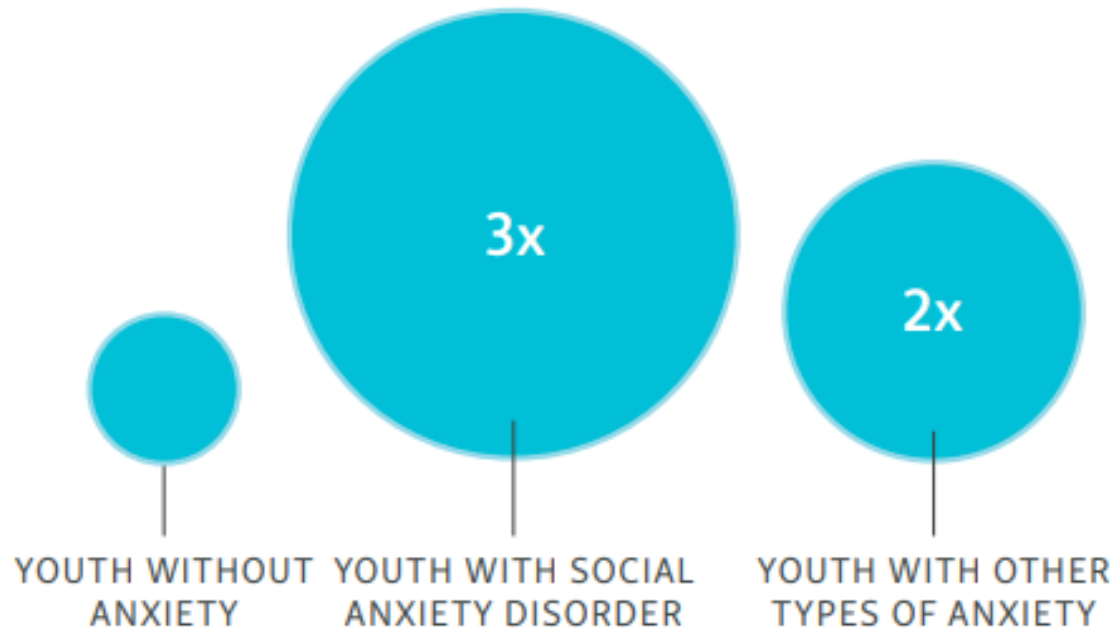


Anxiety and Depression

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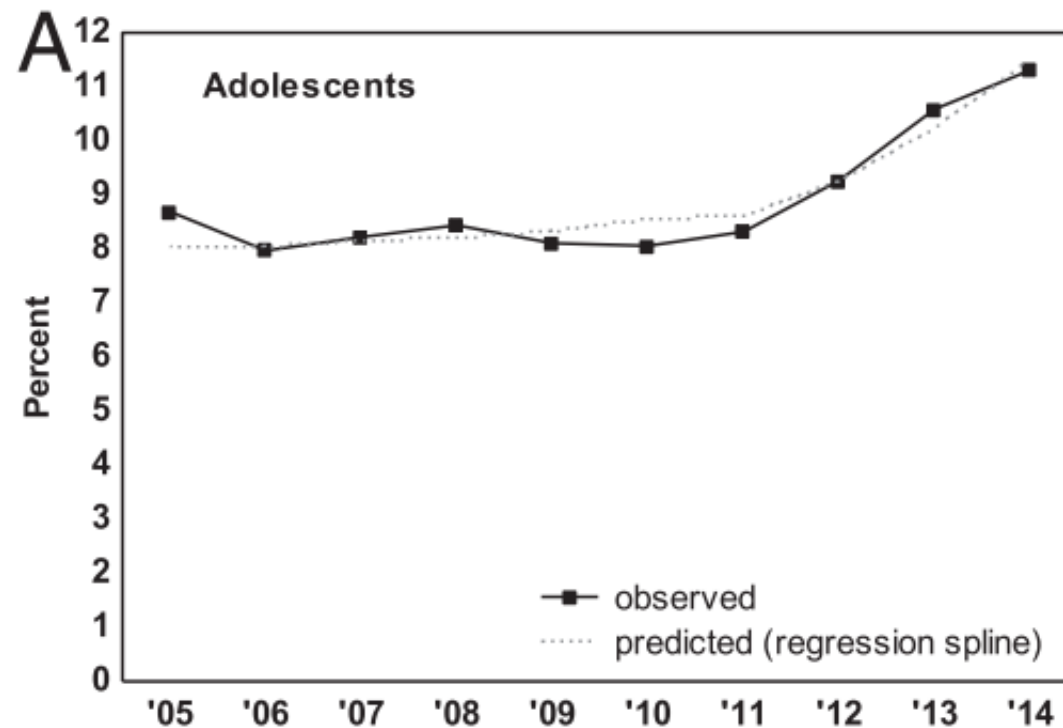
Risk of depression

Youth with social anxiety disorder are more likely to become depressed later



Anxiety and Depression

- Major Depressive Episodes
 - 8.7% teens in 2005
 - 11.3% teens in 2014



Anxiety and Depression



- Major Depressive Episode Trends
 - Females
 - Larger increase in MDE
 - Greater increase in suicides
 - More exposure to depressive risk factors
 - Cyberbullying
 - More mobile phone use and texting