May 2013

Gender and Grade Differences in How High School Students Experience and Perceive Cyberbullying

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A thesis submitted in partial fulfillment of the requirements for the degree in Master of Education

GENDER AND GRADE DIFFERENCES IN HOW HIGH SCHOOL STUDENTS EXPERIENCE AND PERCEIVE CYBERBULLYING

by

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Master of Education

The School of Graduate and Postdoctoral Studies
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London, Ontario, Canada
April 2013

Abstract

Gender and grade differences in how high school students experience and perceive cyberbullying was examined through a survey and focus groups with youth in southwestern Ontario, Canada. Survey findings revealed that boys reported cyberbullying more often than girls on most items while girls reported experiencing cyberbullying more often than boys on most items. Grade alone did not account for significant differences, but interactions with gender were sometimes found. The focus groups revealed that most students believe that girls cyberbully more than boys, but that boys are more likely than girls to view cyberbullying as a form of joking, and to perpetrate cyberbullying behaviours within intimate relationships. Participants also suggested that juniors cyberbully more than seniors, but cyberbullying becomes more serious in the senior years. How focus group results provided insights into survey findings are discussed, and next steps in future research are recommended.

Keywords: Cyberbullying, bullying, gender, grade, age, violence, prevention, mixed-methods, focus group

Acknowledgments

Working under the supervision of Dr. Peter Jaffe has been an incredibly meaningful privilege. His encouragement, guidance and expertise has allowed me to complete a project which I know carries practical implications in helping youth who experience violence in the form of cyberbullying. I must also thank Debbie Chiodo whose expertise and passion for research aided me greatly in developing a thesis of which I am proud. This project would not have been possible without the support of Dr. Steve Killip and his staff who graciously allowed me to analyze the data that his team collected, as well as the teachers who supported me in allowing their students to participate in focus groups for this study.

I am so fortunate to have worked so closely with Jasprit (Jessy) Pandori. Jessy's passion, courage, and strength inspires me, and I am blessed to be able to call her a dear friend. I must thank two other very important people in my life, Shannon Byrne and Denis Dorion, for revising my paper. They are continuously there for me, and I appreciate them so much.

I owe everything to my family. I love my mom and dad (Helena and Kenny), sisters (Kendra and Corrin), and brother (James) so much. My love, care, and appreciation for children and youth comes from the love, care, and appreciation I have unconditionally received from these five wonderful people throughout my life.

Finally, and most importantly, I must thank the youth who participated within this study. I hope this research can play a part in helping you learn and grow in schools and homes free from violence.

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Gender and Grade Differences in How High School Students Experience and Perceive Cyberbullying

In an attempt to increase understanding of cyberbullying and its impact on the lives of youth, this study asks the research question: How does gender and grade influence how high school students experience and perceive cyberbullying? To best address this question, this study evaluates the results of both a survey conducted within 28 high schools, and focus groups conducted within one high school in southwestern Ontario, Canada. Rates of communication technology and social media use, as well as rates of cyberbullying perpetration and victimization were assessed through a school board's system-wide survey. Perceptions of the severity of different cyberbullying behaviours, cyberbullying within friendships and intimate relationships, and differences in cyberbullying based on people's gender and grade level were assessed through the focus groups. The focus groups were developed and initiated in an attempt to compliment and further expand upon the findings derived through the analysis of the survey responses. A review of the relevant literature is presented, followed by a description of the researcher's chosen methodologies. The results of the survey and focus groups are reported and discussed with implications for future research and cyberbullying prevention strategies.

Defining "Cyberbullying"

The role technology plays in the lives of youth today is much different from what adults experienced when they were young. Approximately 98% of Canadian youth access the internet and other forms of communication technology on a daily basis, and approximately 75% of American youth have their own cell phones (Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012). Approximately 67% of these cell phones are capable of connecting to the internet,

allowing youth to access social media. Among 13 to 17-year olds in the US, 68% text, 51% visit a social networking site (most commonly Facebook), 19% instant message (IM), and 11% use Twitter daily (Rideout, 2012). Presently, young people systematically utilize communication technology to efficiently interact with one another through text messaging, instant messaging, blogging, e-mailing, and social networking websites such as Facebook and Twitter (Evans, 2012; Li, 2006; Wong-Lo, Bullock, & Gable, 2011).

Innovative forms of technology can be used to learn, have fun, and develop relationships, but they can also be used to hurt. Advancements in how young people typically communicate make it difficult for adults to remain aware of the ways youth use technology to harm one another. Presently, many parents, educators and researchers strive to better understand these forms of hurting, commonly known as "cyberbullying" (Langos, 2012). Although cyberbullying is a very recent phenomenon, bullying in its traditional forms (without the aid of communication technology) is not. Although there are discrepancies in how bullying is defined, Ang and Goh (2010) suggest that in order for an act to be considered bullying, it must be intentionally perpetrated, targeted towards a specific person or group, and repeated over time. It has also been suggested that bullying always involves psychological torment and that there must be some form of power imbalance between perpetrator and victim (Grigg, 2010; Tokunaga, 2010). Although these basic characteristics of bullying are central in understanding cyberbullying, it is important to appreciate how cyberbullying might challenge how bullying is traditionally defined and understood. For example, an adolescent might write a single hurtful message on a peer's Facebook page which, through technology, can be seen and commented on by many. It might also become very difficult to permanently delete these types of messages. Although this hurtful act was only perpetrated once, the hurt the victim experiences can have a lasting impact.

Discrepancies in how cyberbullying is defined may hinder researchers in developing, organizing, and asking youth questions which are most relevant and meaningful (Langos, 2012).

Rates of Cyberbullying in Adolescence

Evans (2012) suggests that a small but growing proportion of youth are cyberbullied. However, rates have varied across studies in recent years. Studies with children and youth in North America have found that between 9 and 40 percent of participants report being cyberbullied (Low & Espelage, 2012;Mishna et al., 2012; Mishna, Saini, & Solomon, 2009; Tokunaga, 2010; Vaillancourt, McDougall, Duku, Cunningham, Cunningham, Hymel, & Short, 2010). In a recent study with 16,799 students from southern Ontario, Vaillancourt and colleagues (2010) found that 37.6% of students reported being (electronically or traditionally) bullied by others and 31.7% of students reported (electronically or traditionally) bullying others. In an American study by Low and Espelage (2012), it was found that 10 to 33 percent of youth between the ages of 11 and 19 report being targets of bullying behaviours online and 15% of youth report perpetrating these behaviours. Through a comprehensive review of cyberbullying literature known as a "meta-synthesis," Tokunaga (2010) found that 20 to 40 percent of American youth have reported being victimized through cyberbullying.

The Consequences of Cyberbullying

Consistent access to technology allows cyberbullying to occur continuously throughout the day. This can make cyberbullying seem endless (Mishna, Saini, & Solomon, 2009).Cyberbullying may lead to more suffering for victims than traditional bullying alone because cyberbullying can take consistent and permanent forms which diffuse in a way that few forms of traditional bullying can (Sukuki, Asaga, Sourander, Hoven, & Mandell, 2012).

Cyberbullying has the power to tear down young people. Youth who are exposed to forms of cyberbullying such as name calling, rejection, or harassment may start to feel negatively about themselves, developing a sense of worthlessness and low self-esteem. However, all young people are different. Some victims respond to cyberbullying with anger, some experience great sadness, and others might withdraw and feel completely helpless. Victims can feel many mixed emotions. All of these negative feelings toward self and others can potentially lead to persistent feelings of depression and anxiety (Tokunaga, 2010; Wong-Lo, Bullock, & Gable, 2011).

Although cyberbullying can occur virtually anywhere, Tokunaga (2010) reveals that 85% of students who are victimized through technology are also victimized at school. Even if students are just being cyberbullied when at home, they might be victims of traditional forms of bullying by peers at their school. This may lead to feelings of social anxiety, detachment, and alienation when at school. Consequently, students may be unable to concentrate on their school work. Some may skip classes in order to avoid those who bully them and some might even carry a weapon to school in an attempt to protect themselves (Tokunaga, 2010). Youth from Canada and other countries have been tormented so pervasively that they took their own lives. It is important to recognize that most young people who are cyberbullied do not commit suicide, but far too many have (Mishna, Saini, & Solomon, 2009; Tokunaga, 2010; Wong-Lo, Bullock, & Gable, 2011).

Gender Differences

Cyberbullying researchers commonly explore the role gender plays in experiences with and perceptions of cyberbullying (Ang, 2010; Erdur-Baker, 2010; Gradinger et al., 2009; Li, 2006; Tokunaga, 2010). Tokunaga (2010) concluded in his meta-synthesis that the majority of

studies have determined that gender does not directly determine how much young people cyberbully. A recent study in the United States with children and youth found that there were not significant gender differences in rates of cyberbullying perpetration (Hemphill, Kotevski, Tollit, Smith, Herrenkohl, Toumbourou, & Catalano, 2012). Patchin and Hinduja (2010) suggest that findings in gender differences remain inconsistent due to factors such as different samples, choices in methodologies, how cyberbullying is assessed, and changes in technology use (Slonje, Smith, & Frisen, 2013).

Li (2006) discusses how, in the past, researchers expected that girls would be more likely than boys to engage in cyberbullying behaviours. Cyberbullying is less direct than traditional forms of bullying, and this might be preferred by girls whereas boys might be more likely to handle their conflicts directly and through intimidation or physical violence. Slonje, Smith, and Frisen (2013) acknowledge research findings supporting that girls cyberbully more than boys (Rivers & Noret, 2010; Smith, 2012). This findinghas also been supported by adolescent participants through interviews (Slonje, Smith, & Frisen, 2013).

A recent study conducted within Canada revealed that many high school guidance counsellors are becoming more aware of and concerned with cyberbullying that occurs between adolescent girls, often through the sending of cruel messages to one another (Sokal, 2012). These findings may relate to Slonje's (2011) discovery that girls are significantly more likely than boys to be cyberbullied through text messages. However, it is not clear if these messages were sent by other girls, boys, or both.

Nandoli & Petermann (2012) acknowledged past studies which found that girls are more likely than boys to be both perpetrators and victims of cyberbullying. Girls may be less likely to

be bullied physically, but more likely than boys to be bullied indirectly. These forms of bullying include having rumours or gossip spread about them, and being teased or sexually harassed. Although boys are more likely to experience bullying by other boys, girls are bullied by both girls and boys (Brewer, 2011; Wong-Lo et al., 2011).

Some researchers (Li, 2006; Popovic´-Cite, Djurie, & Cvetkovie, 2011) have found that boys are both perpetrators and victims of cyberbullying more than girls (Nandoli & Petermann, 2012). Despite earlier researchers' expectations, researchers within the past two years have recognized evidence from 2006 to 2012 finding that boys cyberbully significantly more than girls (e.g., Calvete et al., 2010; Erdur-Baker, 2010; Fanti et al., 2012; Gradinger, Strohmeier, & Spiel, 2010; Li, 2006; Salmivalli and Pöyhönen, 2012; Wang et al., 2009) (Low & Espelage, 2012; Nandoli & Petermann, 2012; Slonje et al., 2013; Topcu & Edur-Baker, 2012).

Gender and the Perception of Violence

Discussing rates of cyberbullying perpetration and victimization alone may not be enough to truly appreciate how boys and girls differ in their experiences with and perceptions of cyberbullying. In 2013, Bauman and Newman administered surveys to 588 university students from the southwestern US. The survey was meant to measure how much distress students would perceive if exposed to various cyberbullying behaviours. The results revealed that females had significantly higher distress scores than males on all scales. Campbell and colleagues (2012) discuss similar studies (Leckie 1996, 1997; Rudolph and Conley, 2005) which found that girls who were traditionally or cyberbullied reported that the bullying had a greater negative impact on their lives than it did on boys. These studies suggest that although boys and girls might not

experience significantly different amounts of cyberbullying, girls may suffer greater distress than boys when targeted.

Gender can influence how boys and girls view various behaviours. Boys and girls may disagree on what should be considered acceptable, funny, inappropriate, hurtful, or violent. This can become extremely problematic when boys perpetrate cyberbullying behaviours which they perceive as harmless but girls view as harmful. Although girls might become hurt by bullying perpetrated by boys, and even express this, boys might continue to believe that these behaviours are acceptable because they receive reinforcement from their same sex peers (Owens, Shute, & Slee, 2005; Shute, Owens, & Slee, 2008; Terrance, Logan, & Peters, 2004). Boys and girls often disagree on the appropriateness of generallyminor bullying behaviours, but concur that behaviours such as bribery, coercion, forwarding naked pictures, and sexual assault are unacceptable (Bauman & Newman, 2013; Foulis & McCabe, 1997; Ryan & Kanjorski, 1998).

It has been documented that boys have cyberbullied girls by coercing them to flash their breasts on webcam or send them naked pictures (Mishna et al., 2009), by damaging their reputations with labels such as “slut” and “whore” (Owens et al., 2005), and by making fun of their physical characteristics such as breast size and weight (Owens et al., 2005). Students and teachers in a study by Owens and colleagues (2005) suggested that boys cyberbullied girls so they could exert their power over them, because they felt wronged by girls and wanted to gain retribution, and because they deemed certain girls “unattractive”.

Most boys do not experience many forms of cyberbullying that girls experience. Boys may be required to feel empathy towards girls in order to appreciate the pain they experience as a result of cyberbullying. However, caring and nurturing behaviours are often seen as feminine,

and embodying these traits as a male may lead to ridicule from male peers(Karniol, Gabay, Ochion, & Harari, 1998; Owens et al., 2005).Recent research (e.g., Ang & Goh, 2010) has more closely examined the relationship between empathy and cyberbullying and found that a lack of affective empathy plays a role in perpetrating cyberbullying behaviours (Topcu & Erdur-Baker, 2012).

These findings may have powerful implications for the understanding that in order for certain behaviours to be considered "bullying," the perpetrator must intend to harm (Ang & Goh, 2010). If boys and girls view harm differently, it may be inappropriate that the intent to harm be a mandatory feature of cyberbullying's definition. For example, boys may perform bullying behaviours for the sake of a laugh, but laughter, or indicating support in different ways through technology, can reinforce boys' feelings of power and control (Law, Shapka, Hymel, Olson, & Waterhouse, 2012).

Grade and Age Differences

Cyberbullying can occur at any age, and it has been documented that cyberbullying occurs in elementary schools, universities, and all educational institutions in-between, but most cyberbullying research has focused on people 18 years of age and younger within their schools (Tokunaga, 2010). A Canadian study with students in Ontario found that victimization rates of bullying in general were higher for elementary and middle school students than high school students. However, perpetration rates were lower with elementary school students than in middle and high school students (Vaillancourt et al., 2010). Some research on traditional bullying has revealed that bullying generally declines from grade seven to eleven, but most studies on age and

grade differences in cyberbullying are inconclusive (Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012; Slonje, 2011; Tokunaga, 2010).

Although the majority of studies on cyberbullying have not found clear age and grade differences, several studies support the understanding that junior high school-aged youth experience the most cyberbullying. Williams and Guerra (2007) suggest that cyberbullying peaks in the eighth grade, but then declines by the eleventh grade (Vandebosch & Van Cleemput, 2009). Similarly, Slonje and Smith (2007) found higher cyberbullying rates in young people between the ages of 12 and 15 than youth between the ages of 15 and 18 (Vandebosch & Van Cleemput, 2009).

Some research has also garnered support for the position that older youth cyberbully more than younger youth. A study in the United Kingdom found that older youth were 5% more likely to be engaged in cyberbullying than younger youth (Tarapdar & Kellett, 2011). Similarly, a recent study by Mishna and colleagues (2012) indicated that the older the student, the more likely he or she was to be engaged in cyberbullying. In conducting interviews with students, 13 and 15 year-olds expressed the understanding that older youth cyberbully more and more severely. They suggested that this may be because older youth have greater access to technology and have the experience to know how to hurt someone else deeply.

As people in North America progress through adolescence, they tend to gain greater access to technology. Parents may be more likely to permit their older adolescents to have their own computers and cell phones, or allow them to spend more time on such devices. This greater sense of autonomy may lead to an increase in cyberbullying, even in adolescents' progression through high school. However, it may be during this time that students develop a greater

appreciation for others' feelings and become better able to empathize. Although youth may have greater access to communication technology as they age, they might be less likely to use this technology to hurt others (Brooks, 2011). Yet, research suggests that the ability to take another's perspective increases in mid-adolescence (Eisenberg, Cumberland, Guthrie, Murphy, & Shepard, 2005). If youth in grade nine are already cognitively able to empathize with others but still cyberbully, significant differences might not be apparent when youth progress to higher grades (Brooks, 2011).

Adolescents often try to fit in with particular peer groups in high school. This can be attempted by belittling other students who are different from themselves. By making others feel less important, those who bully can feel superior. Research has suggested that there is a rise in bullying when students transition from one school to another, such as in the transition from middle school to high school. Aggression may be used by youth to assert themselves into new social circles. This may support the position that rates of cyberbullying decrease as youth progress through high school (Brooks, 2011).

This Study

Cyberbullying among youth is a new and complicated issue. In order for adult researchers to comprehend and appreciate what youth are experiencing, researchers must be able to ask multifaceted questions, and youth must be able to elaborate on their answers, potentially allowing researchers to consider novel aspects of this phenomena. Mixed methodologies may be an especially beneficial approach in the pursuit of developing a comprehensive understanding of adolescents' perceptions of and experiences with cyberbullying. Surveys paired with focus groups allow researchers the opportunity to clarify what participants intend to convey, learn of

new concepts not previously discovered, and witness young people's interactions when discussing social issues (Willig, 2008). As past studies have revealed mixed findings on how gender and grade influence rates of cyberbullying perpetration and victimization, no hypotheses are made in what the survey analysis will reveal. However, it is hypothesized that the focus group results will offer meaningful findings in how gender and grade influence how cyberbullying is perceived and experienced, and that the focus group results will enhance understanding of the survey findings.

Methods

Ethics and Recruitment

Ethics were completed and submitted under the supervision of the researcher's supervisor. Ethics were approved on March 27, 2012 by the Faculty of Education Sub-Research Ethics Board, which operates under the authority of the Western University Research Board for Non-Medical Research Involving Human Subjects. Approval is valid until the expiry date of April 30, 2013.

Students from all high schools within a large school board within southwestern Ontario participated in completing the Safe Schools Survey (described in *Measures*) in 2011. The researcher within this study acquired permission to analyze the results of the survey through discussion with the school board's Manager of Research, Assessment and Accountability responsible for the survey's distribution and collection.

Participants for the focus groups were recruited conveniently through the support of a teacher from a local high school who expressed interest in supporting cyberbullying research. This teacher asked other teachers within her high school if they were interested in allowing their students to engage in focus groups during class time. Many teachers agreed to allow their students to participate during class time, and a schedule was created based on each teacher's availability. A parental consent form (APPENDIX A), a youth assent form (APPENDIX B), a parental information letter (APPENDIX C), and a youth information letter (APPENDIX D) were created, organized, and given to the interested teachers. These teachers distributed the forms to their students and collected the signed consent forms which were given to the researcher before focus groups commenced.

Participants

The present study was two-fold in nature, and consisted of the analysis of a survey distributed in 28secondary schools and the implementation and analysis of focus groups within one high school. The survey was completed by 17, 576 secondary school students within a school district in southwestern Ontario. Of the 17, 576 participants, 8, 216 (46.7%) were male, 8, 118 (46.2%) were female, and 1, 242 (7.1%) did not indicate their gender. Of the 17, 576 participants, 4, 639 (26.4%) indicated being in grade nine, 4, 487 (25.5%) indicated being in grade ten, 4, 111 (23.4%) indicated being in grade eleven, 3, 205 (18.2%) indicated being in grade twelve, 754 (4.3%) indicated being in their extra year of grade twelve, and 380 (2.2%) of the participants did not indicate which grade they were in. Since this study's focus is on gender and grade differences, those who did not indicate their gender and/or grade were removed from the sample. This resulted in a total sample of 16,145 participants: 8,090 (50.1%) males and 8,055 (49.9%) females; 8,695 (53.9%) juniors (grades 9 and 10) and 7,450 seniors (46.1%) (grades 11, 12, and in an extra year).

Focus groups were conducted with 112 students of a single high school within southwestern Ontario, Canada. Of these 112 students, 51 (45.5%) were male and 61 (54.5%) were female. Fifty-five (49.1%) of the participants were juniors in grades 9 or 10, and 57 were seniors in grades 11 or 12. The median grade level of the participants was 11 and the median age was 16 years.

Measures

The Safe Schools Survey (APPENDIX E) was developed by a school board in southwestern Ontario and distributed in the spring of 2011. The survey was developed to better

understand students' views on school safety, bullying, and their opinions on what could be done to improve school climate and help students seek support when confronted with bullying. The survey consists of eight sections which require participants to either rate their responses on a scale or indicate which answer choices are applicable to their experiences. The sections consist of (a) Student Perceptions; (b) Inclusion; (c) Incident Rates as a Victim; (d) Incident Rates as a Perpetrator; (e) Likelihood of Responses to Particular Scenarios; (f) Dealing with Bullying; (g) Use of Technology; (h) Comments. This study analyzed section seven, Use of Technology, as this section specifically addressed technology use and experiences with perpetrating cyberbullying behaviours and experiencing cyberbullying behaviours as victims. In addressing communication technology usage, the survey asks participants if they use IM (instant messaging), text messaging, any social networks such as Facebook, Myspace, or Twitter, and if they have their own personal cell phone. The survey also asks participants if they check their social network accounts a few times a week or less, once or twice a day, a few times a day, or many times a day.

In addressing rates of perpetrating or experiencing different cyberbullying behaviours, the survey asks participants if, and how often they had been a perpetrator or victim of (a) forwarding a private email, IM, or text message that was only intended for a certain person; (b) spreading rumours online; (c) sending a threatening or aggressive email, IM, or text message; (d) posting inappropriate comments, pictures, or videos without the people's involved permission.

The focus group questions (APPENDIX F) were developed by the researcher and a fellow graduate student colleague under the supervision of the researcher's thesis supervisor. The questions developed were influenced by the literature concerning how high school students' gender and grade influence their experiences with and perceptions of cyberbullying. The focus

group questions consisted of (a) “What are some examples of minor forms of cyberbullying?”; (b) “When might cyberbullying be a way of just joking around?”; (c) “How might girls and guys be cyberbullied differently?”; (d) “How might cyberbullying be different for people in your grade than it is for people in a higher or lower grade?”

Procedures

The researcher and a colleague visited the high school to conduct focus groups on four separate days as agreed upon by the students’ teachers and the researcher. Most of the focus groups were conducted in the students’ classrooms while others were conducted in other available classrooms. In most cases, the teachers remained in the classroom while the focus groups occurred and worked at their desks during the discussion. The size of each group varied depending on how many students within each class returned their signed parental consent forms. The researcher and his colleague introduced themselves to each class as graduate students researching how high school students view and experience cyberbullying. Before the focus group questions were asked, the participants engaged in small group discussion to begin thinking about cyberbullying and to encourage feeling comfortable sharing their thoughts in smaller groups to help transition into large group discussion. Small group discussion did not take place in those focus groups consisting of approximately ten students or less. The researcher and his colleague alternated asking questions and acting as a stenographer to ensure that one could focus on engaging the participants and the other could focus on transcribing valuable responses, dialogue and observations. What participants shared was recorded on the researcher’s personal laptop. No identifying information was recorded. Each focus group lasted approximately 45 minutes. The participants were thanked for their time and given a resource sheet (APPENDIX G) to help them find support if ever they experience bullying.

Data Analysis

The survey data was inputted by researchers within the school board then e-mailed to the researcher to be analyzed. No information which could be used to identify the participants was sent to the researcher. The survey data was primarily analyzed through two-way analysis of variance (ANOVA) tests.

Recordings from the focus groups were carefully read multiple times by the researcher. Responses were then organized by participants' gender and grade, and placed into tables accordingly. The researcher conducted a thematic analysis which revealed many major themes based on the participants' responses. Quotes made by the participants were copied underneath the themes they best reflected, and some quotes were placed under multiple themes. Themes were first formed when analyzing each of the four questions individually, but common themes were also found when analyzing the responses of all the questions together. Gender and grade differences played a major role in determining what themes best addressed the research question and what would be the focus of this study's qualitative analysis.

Results

Social Media and Cell Phone Use

Participants indicated which forms of communication technology they use, including instant messaging (IM), text messaging, social networks (such as Facebook, Twitter, and Myspace), and their own personal cell phone. Results reveal that 91.1% of participants use social networking sites, 82.6% use text messaging, 73.2% own their own cell phone, and 73.2% use instant messaging. Usage of each form of communication are organized by participants' gender (male and female) and grade level (junior and senior) and presented in detail below in Table 1. Participants also indicated how often they check their social network accounts.Results reveal that 20.6% of participantscheck their accounts a few times a week or less, 27.5%check once or twice a day, 23.0% check a few times a day, and 28.9% check many times a day. Detailed results are organized by gender and grade level and are presented below in Table 2.

Table 1

Rates of Communication Technology Used

Form of Communication	Male N (%)	Female N (%)	Junior N (%)	Senior N (%)	Total N (%)
Instant Messaging	5556 (71.4%)	5942 (75.0%)	6392 (75.5%)	5106 (70.4%)	11498 (73.2%)
Text Messaging	6027 (77.1%)	6988 (88.0%)	6889 (81.3%)	6126 (84.2%)	13015 (82.6%)
Social Networks	6949 (89.0%)	7398 (93.1%)	7673 (90.5%)	6674 (91.7%)	14347 (91.1%)
Own Personal Cell Phone	5975 (76.6%)	6888 (86.8%)	6760 (79.8%)	6103 (84.1%)	11498 (73.2%)

Table 2

Reported Frequencies of Checking Social Network Accounts

Frequency of checking accounts	Male N (%)	Female N (%)	Junior N (%)	Senior N (%)	Total N (%)
A few times a week or less	1801 (24.8%)	1256 (16.6%)	1626 (20.5%)	1431 (20.7%)	3057 (20.6%)
Once or twice a day	2014 (27.8%)	2058 (27.1%)	2086 (26.3%)	1986 (28.8%)	4072 (27.5%)
A few times a day	1593 (22.0%)	1823 (24.0%)	1794 (22.6%)	1622 (23.5%)	3416 (23.0%)
Many times a day	1840 (25.4%)	2445 (32.2%)	2425 (30.6%)	1860 (27.0%)	4285 (28.9%)

Amount of Cyberbullying Perpetration and Victimization

Cyberbullying perpetration and victimization rates were assessed on the Safe Schools Survey by asking students how often they had perpetrated or had been victims of four different cyberbullying behaviours: forwarding a private email, IM, or text message, that was only intended for a certain person, spreading rumours online, sending a threatening or aggressive email, IM, or text message, or posting inappropriate comments, pictures, or videos without the people's involved permission. Table 3 indicateshow many students reported perpetrating each cyberbullying behavior at least once, about once a week or more, and never during the past school year. Table 4 indicates how many students reported experiencing each cyberbullying behavior at least once, about once a week or more, and never during the past school year.Most participants reported they had never perpetrated or experienced any of the cyberbullying

behaviours. However, many participants still indicated perpetrating and experiencing cyberbullying behaviours within the past year, with between 24.8 and 38.9 percent of participants reporting experiencing cyberbullying behaviours.

Table 3

Reported Rates of Cyberbullying Perpetrated in the Past School Year

Behaviour	At least once N (%)	About once a week or more N (%)	Never N (%)
Forwarded private	3282 (21.1%)	460 (3%)	12276 (78.9%)
Spread rumour	1932 (12.4%)	344 (2.2%)	13625 (87.6%)
Sent threatening	2617 (16.8%)	408 (2.6%)	12933 (83.2%)
Posted inappropriate	1851 (11.9%)	444 (2.9%)	13704 (88.1%)

Table 4

Reported Rates of Cyberbullying Experienced in the Past School Year

Behaviour	At least once N (%)	About once a week or more N (%)	Never N (%)
Forwardedprivate	5281 (33.9%)	736 (4.7%)	10320 (66.1%)
Spread rumour	5251 (33.7%)	642 (4.1%)	10322 (66.3%)
Sent threatening	4755 (30.5%)	618 (4.0%)	10832 (69.5%)
Posted inappropriate	3864 (24.8%)	619 (4.0%)	11716 (75.2%)

Perpetration and Victimization Rates Based on Gender and Grade Level

Two-way between subjects ANOVAs were conducted to assess the effect of gender (male and female) and grade level (junior and senior) on how often within the past school year participants perpetrated or were victims of four distinct cyberbullying behaviours. In reported rates of perpetration, females reported perpetrating one cyberbullying behavior (forwarding an e-mail, IM, or text message) significantly more than males within the past school year, while males reported perpetrating three cyberbullying behaviours (spreading a rumour; sending a threating or aggressive e-mail, IM, or text message; posting an inappropriate comment, picture, or video of someone online) significantly more than females within the past school year. Senior males reported significantly higher perpetration rates than their junior counterparts in two cyberbullying behaviours (sending a threatening or aggressive e-mail, IM, or text message; posting an inappropriate comment, picture, or video of someone online).

In reported rates of victimization, females reported experiencing three cyberbullying behaviours (someone forwarding their private e-mail, IM, or text message; someone spreading a rumour about them online; someone posting inappropriate comments, pictures, or videos of them online) significantly more than males within the past school year. Senior males reported experiencing one cyberbullying behavior (someone forwarding their private e-mail, IM, or text message) significantly more than their junior counterparts, while junior females reported experiencing one cyberbullying behavior (someone spreading a rumour about them online) significantly more than their senior counterparts. No significant differences were found in experiencing one cyberbullying behavior (someone sending them a threatening or aggressive email, IM, or text message). Results for the perpetration subset of questions are presented in detail through text and table below, followed by results for the experience through victimization

subset of questions, also presented in detail through text and table. Profile plots are included for questions yielding a significant interaction between gender and grade level.

Reported Perpetration of Cyberbullying Behaviours

A two-way between subjects ANOVA was conducted with forwarding an e-mail, IM, or text message that was sent to you, to someone else, or posted where others could see it as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 15554) = 20.30$, $p < .001$, with females (M = 1.34, SD = .69) reporting forwarding an e-mail, IM, or text message that was sent to you, to someone else, or posted where others could see it significantly more in the past school year than males (M = 1.29, SD = .79).

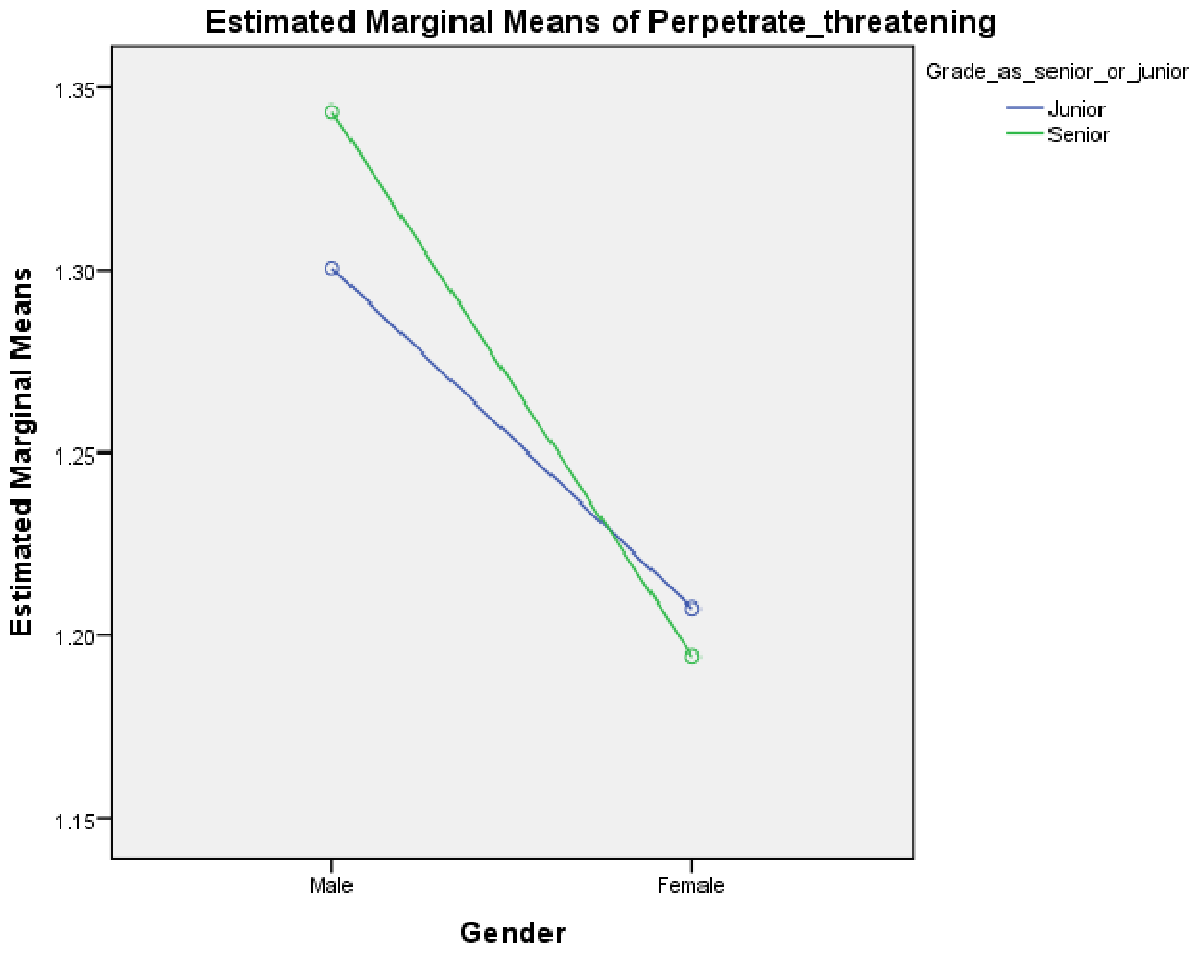
A two-way between subjects ANOVA was conducted with spreading a rumour about someone online as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 15553) = 67.67$, $p < .001$, with males (M = 1.24, SD = .76) spreading a rumour about someone online significantly more in the past school year than females (M = 1.16, SD = .50)

A two-way between subjects ANOVA was conducted with sending a threatening or aggressive e-mail, IM, or text message as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 15546) = 113.59$, $p < .001$, with males (M = 1.32, SD = .84) reporting sending a threatening or aggressive e-mail, IM, or text message significantly more in the past school year than females (M = 1.20, SD = .56). The main effect of gender was qualified by a significant interaction between gender and grade level$F(1, 15546) = 6.07$,$p < .05$. Senior males (M = 1.34,

SD = .87) reported sending a threatening or aggressive e-mail, IM, or text message more in the current school year than junior males (M = 1.30, SD = .81).

Chart 1

Perpetrating SentThreatening: Gender and Grade Interaction



A two-way between subjects ANOVA was conducted with posting an inappropriate comment, picture, or video of someone online without their permission as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 15551) = 104.48$, $p<.001$, with males (M = 1.27, SD =

.82) reporting posting an inappropriate comment, picture, or video of someone online without their permission significantly more in the past school year than females (M = 1.15, SD = .53). The main effect of gender was qualified by a significant interaction between gender and grade level, $F(1, 15551) = 5.82$, $p < .05$. Senior males (M = 1.29, SD = .85) reported sending a threatening or aggressive e-mail, IM, or text message more in the current school year than junior males (M = 1.25, SD = .79).

Chart 2

Perpetrating Posted Inappropriate: Gender and Grade Interaction

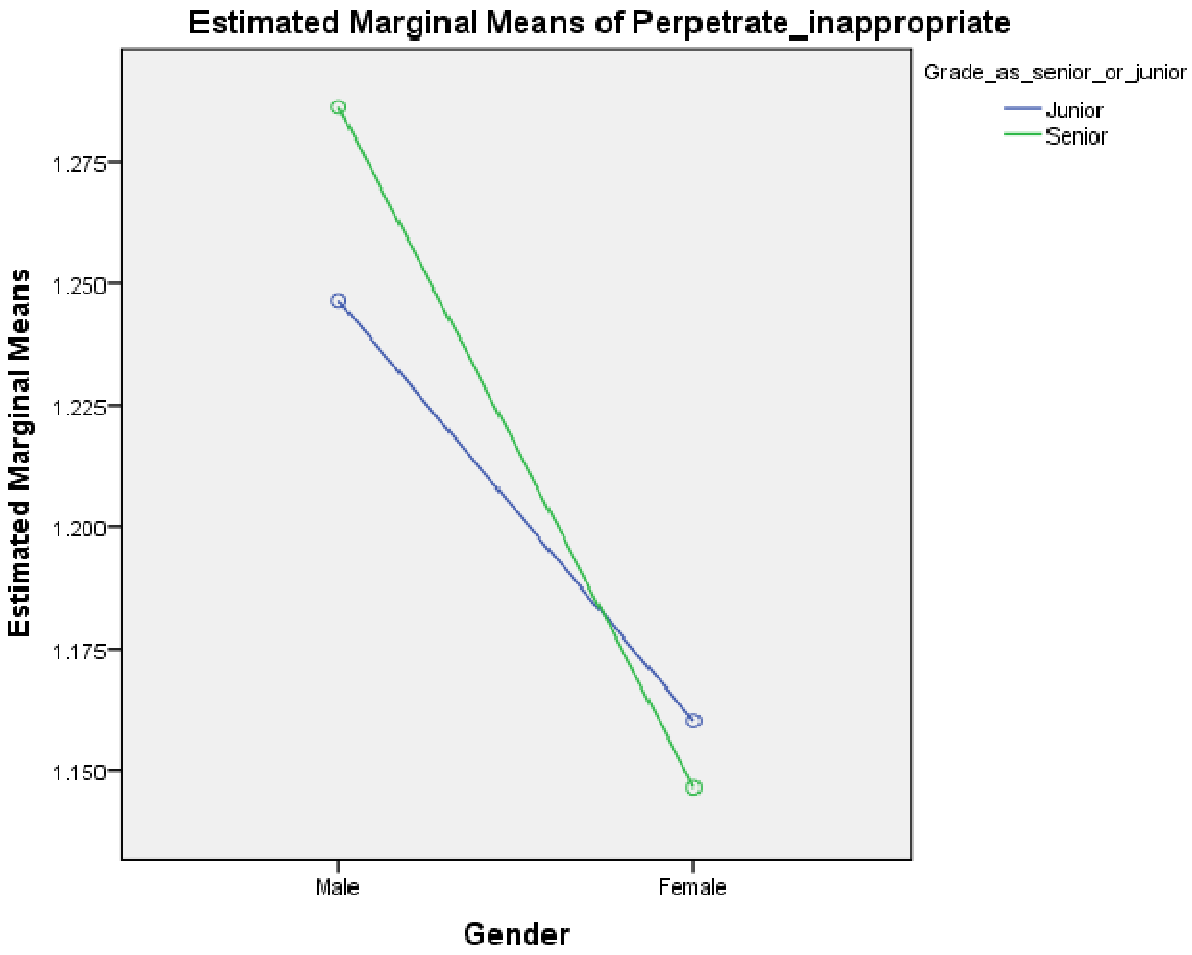


Table 5

Statistics of Perpetrated Behaviours in the Past School Year

Behaviour	M	SD	df	*F*	partial η2
Forwarded private					
Males	1.29	.79	1	20.30***	.001
Females	1.34	.69	1	20.30***	.001
Juniors	1.30	.74	1	3.67	.000
Seniors	1.33	.75	1	3.67	.000
Spread rumour					
Males	1.24	.76	1	67.67***	.004
Females	1.16	.50	1	67.67***	.004
Juniors	1.20	.64	1	.48	.000
Seniors	1.19	.65	1	.48	.000
Sent threatening					
Males	1.32	.84	1	113.59***	.007
Females	1.20	.56	1	113.59***	.007
Juniors	1.25	.70	1	1.71	.000
Seniors	1.27	.72	1	1.71	.000
Posted inappropriate					

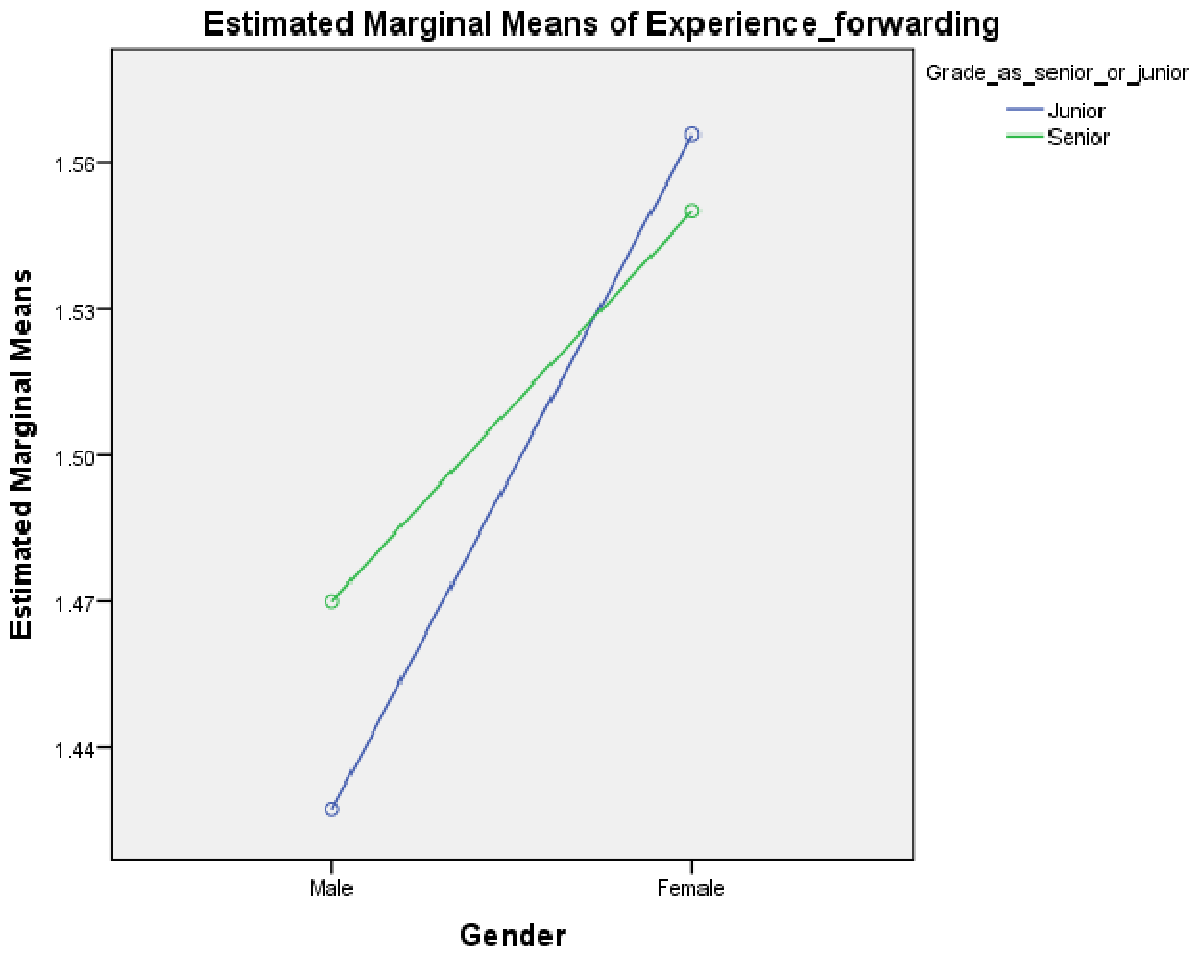
Males	1.27	.82	1	104.48**	.007
Females	1.15	.53	1	104.48**	.007
Juniors	1.20	.68	1	1.40	.000
Seniors	1.22	.70	1	1.40	.000
**p < .01. ***p < .001.					

Reported Victimization of Cyberbullying Behaviours

A two-way between subjects ANOVA was conducted with experiencing someone forwarding your private e-mail, IM, or text message that was only intended for that person as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 15597) = 60.36$, $p < .001$, with females (M = 1.56, SD = .85) reporting experiencing someone forwarding their private e-mail, IM, or text message significantly more in the past school year than males (M = 1.45, SD = .90).The main effect of gender was qualified by a significant interaction between gender and grade level, $F(1, 15597) = 4.32$, $p < 0.5$. Senior males (M = 1.47, SD = .91) reported experiencing someone forwarding their private e-mail, IM, or text message more in the current school year than junior males (M = 1.43, SD = .90).

Chart 3

Experienced Forwarded Private: Gender and Grade Interaction



A two-way between subjects ANOVA was conducted with experiencing someone spreading a rumour about them online as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 15569) = 93.19$, $p < .01$, with females (M = 1.56, SD = .85) reporting experiencing someone spreading a rumour about them online significantly more in the past school year than males (M = 1.42, SD = .87).The main effect of gender was qualified by a significant interaction

between gender and grade level, $F(1, 15569) = 5.73$, $p < .05$. Junior females (M = 1.58, SD = .86) reported experiencing someone spreading a rumour about them online more in the current school year than senior females (M = 1.53, SD = .81).

Chart 4

Experienced Spread Rumour: Gender and Grade Interaction

A two-way between subjects ANOVA was conducted with experiencing someone sending you a threatening or aggressive e-mail, IM, or text message as the dependent variable

and gender and grade level as the independent variables. The results indicated no significant differences based on gender $F(1, 15583) = 1.90$, $p > .05$, or grade level $F(1, 15583) = .195$, $p > .05$

A two-way between subjects ANOVA was conducted with experiencing someone posting inappropriate comments, pictures or videos of you online without your permission as the dependent variable and gender and grade level as the independent variables. The results indicated that there was a significant main effect for gender, $F(1, 1576) = 4.80$, $p < .05$, with females (M = 1.40, SD = .77) reporting experiencing someone posting inappropriate comments, pictures or videos of them online in the past school year significantly more than males (M = 1.37, SD = .87).

Table 6

Statistics of Experiences Behaviours in the Past School Year

Behaviour	M	SD	df	*F*	partial η2
Forwarded private					
Males	1.45	.90	1	60.36***	.004
Females	1.56	.85	1	60.36***	.004
Juniors	1.50	.89	1	.92	.000
Seniors	1.51	.87	1	.92	.000
Spread rumour					
Males	1.42	.87	1	93.19**	.006
Females	1.56	.84	1	93.19**	.006
Juniors	1.50	.86	1	.81	.000

Seniors	1.48	.84	1	.81	.000
Sent threatening					
Males	1.44	.90	1	1.90	.000
Females	1.46	.78	1	1.90	.000
Juniors	1.45	.86	1	.20	.000
Seniors	1.45	.83	1	.20	.000
Posted inappropriate					
Males	1.37	.87	1	4.80*	.000
Females	1.40	.77	1	4.80*	.000
Juniors	1.38	.83	1	1.11	.000
Seniors	1.39	.83	1	1.11	.000
*p < .05. **p < .01. ***p < .001.					

Focus Group Results

Major themes were developed through analysis of the participants' responses and discussion during the focus groups. Observations by the researcher and specific quotes of what the participants stated are presented below under the major themes which they support. Participants' quoted responses are followed by the letter "F" for female or "M" for male, and the number "9" for grade 9, "10" for grade 10, "9/10" for a grade 9/10 split class, "11" for grade 11, "12" for grade 12, or "11/12" for a grade 11/12 split class.

Cyberbullying is Most Severe when it is Continuous, Involves Many People, or Includes Physical Threats. Cyberbullying behaviours were considered to be most serious when constant or continuous, involving or are observable by many people, or if physical harm occurs or is threatened. Males, females, and students from both junior and senior years shared this opinion. Participants expressed that threatening to hurt someone or telling someone to kill themselves through technology is a very serious issue.

> *"[Cyberbullying is major] if you're afraid someone is going to hurt you…come to your house." [M, 12]*

> *"Threatening to kill someone [is major], like, when Rebecca Black's video came out. It's immature that people think they can post these things online." [F, 12]*

Participants expressed the idea that situations involving cyberbullying become more serious when many people are involved. This can be made possible, for example, through mediums such as Facebook, where rumors and gossip are easily spread amongst many. Participants also expressed that cyberbullying which is constant or continuous is more severe than cyberbullying which occurs infrequently. This can happen through social media, or texting through cell phones.

> *"Getting more people involved [increases the severity]." [F,11]*

> *"Major is someone you know...constantly harassing you where everyone can see. Constantly trying to tear you down as much as possible with the intention of hurting you." [M, 12]*

Those Who Cyberbully Often View it as a Joke. The participants expressed that people who cyberbully often view their behaviors as just "joking around." For example, some participants described situations where someone might do something which he or she thinks is funny, but it can have an unanticipated negative impact on the recipient of the joke. Gender differences in how joking is perceived were clear. Boys supported the notion that calling friends names should not be taken seriously because as friends, they should know that the joker is not meaning to hurt them. Participants mentioned that sarcasm can also be perceived as offensive by some, but harmless by others. Senior girls expressed the view that if certain acts or comments are meant to be a form of joking, the person receiving them should tell the person to stop if they do not think the situation is funny.

> *"People don't realize... posting pictures on Facebook... may seem like a joke... but you don't really realize they can have an effect." [F, 12]*

> *"Calling your buddies a name shouldn't be taken seriously because they would know that you are joking." [M, 11/12]*

> *"[In text] throw[ing] in a couple 'lol's' [makes cyberbullying minor]." [M, 11-12]*

> *"If it's a joke and you tell them to stop, they probably will." [F, 12]*

Boys Engage in More Direct and Physical Bullying while Girls Engage in More Indirect and Cyber Bullying. All participants, regardless of gender or grade, were in agreement that when boys bully each other, it is direct and often physical. Boys do not tend to hold grudges against one another. Rather, they often engage in physical altercations and set their conflict aside afterward. Participants also explained that when girls bully girls, the behaviours are more likely than boys' behaviours to be indirect, anonymous, and extended over long periods of time.

"They [boys] duke it out the next day. Guys don't hold grudges." [F, 11]

"Guys are abusive. They punch each other in the face." [F, 9]

"Girls try to go the more anonymous route while boys are more straightforward." [F, 12]

"[Girls] play psychological games." [M, 12]

Cyberbullying in Intimate Relationships is a Common Problem. Participants generally agreed that when boys bully other boys, it is physical, and when girls bully girls, it is indirect and sometimes even anonymous, but it became apparent that cyberbullying within intimate relationships is a common problem which can take different forms. Participants indicated that cyberbullying in intimate relationships is often based on jealousy. Youth may attempt to gain control in their relationships or attempt to rectify wrong doings, such as unfaithfulness, through cyberbullying. When discussing betrayal in a relationship, some felt that the person wronged was justified in name calling.

"If you cheat…you deserve to be known as a cheater… it's betrayal."[M, 11/12]

"Betrayal is worse than bullying." [Another M, 11/12 in response]

Jealousy in intimate relationships is sometimes perceived as protectiveness or overprotectiveness. Boys were often presented as the perpetrators of these behaviours, but girls engage in some of these behaviours as well.

"Guys can get really protective…they will say…something." [F, 9]

"Guys could be creeping on your stuff all the time…overprotective." [F, 11]

"Yeah, but that gets into abusive relationships." [Another F, 11 in response]

"With the whole breaking up thing... people will go straight to their friends and talk to whoever will listen. [A couple other participants say this is "horrible."] When people get together there will still be wounds, and this can come back in cyberbullying." [F, 12]

"[Cyberbullying occurs] when girls are jealous." [F, 9]

Cyberbullying can occur within intimate relationships when hurting is done through expecting sexual favours or through the exploitation of sexual knowledge. Participants suggested that shared intimacies can be exploited through technology. This can create conflict or begin as a response to conflict. Boys may also bully their female partners if they do not engage in desired sexual behaviours such as "sexting."

"If you had a physical relationship, they'll [girls] make fun of your [boys'] physical attributes." [M, 11/12]

"It's more relationship based…sexting…taking it to Facebook." [F, 12]

"It's an abusive relationship…if a guy wants something and a girl is not willing…" [M, 10]

"[Cyberbullyng occurs] if a guy wants a girl to send him naked pictures…a guy might threaten if she says 'no.'" [M, 10]

Bullying and Sexual Orientation. Some participants expressed that calling someone "gay" as an insult or a joke is unacceptable while some did not view it as a serious issue. In one grade 12 class, many girls expressed the opinion that using the term "gay" in a negative sense is always damaging while many boys defended the position that it is not offensive to call someone

"gay" if they are not intending to be malicious, or if the person being called "gay" is not actually gay.

"Guys use the word 'gay' more loosely." [F, 12]

"Using the term 'gay' could offend more than just that one person. You are targeting the whole community." [F, 12]

"It's okay to call a person who is not gay, 'gay'…You can't make fun of someone for something they're not." [M, 12 in response]

"But calling someone a 'slut' could attack a whole gender too…'slut shaming.'" [Another F, 12 in response]

"We associate words like 'gay'…as an insult." [F, 12].

One female participant in a grade 11 class claimed that cyberbullying is really bad for people who are gay. She then told a personal story of a friend who was severely bullied online then committed suicide.

Bullying in High School is More Common in Junior Grades than Senior Grades. Only one participant, a girl in a grade 11/12 class, suggested that bullying does not necessarily occur more in lower grades, but that "it depends on the person." Overwhelmingly, both girls and boys, and juniors and seniors, believed that bullying happens more in the junior grades than senior grades of high school. Participants felt that bullying occurs primarily because people in lower grades lack maturity and are overdramatic. Participants also suggested that viewing upsetting situations too seriously and not being able to quickly move on from them leads to more bullying.

"When someone gets older…the less juvenile it gets." [M, 9/10]

"Grade nines take it too seriously." [F, 11]

"You're a lot less mature in grade 9 and 10 years…you're a lot more affected by rumors. You should be a little bit mature by now…I'll just 'unfriend' you now." [M, 12]

Some participants, particularly in the junior grades, suggested that being in grade 9 and entering high school can be very stressful. In an attempt to fit in with a peer group, students might bully those considered less socially desirable. However, it was also suggested that students do not bully as much in grade 9 as they do in grade 10 because they are just getting to know each other.

"At grade 9 you're getting to know each other. Grade 10 is the 'bitch stage'…All fights happen." [M, 9]

"In grade 9 it's a big deal because they are entering high school…You deal with it yourself when you're older." [F, 10]

Bullying Becomes More Serious in Higher Grades. Although the participants claimed that there is more bullying in junior grades than senior grades, many participants in the senior grades stated that bullying becomes more serious in their grade. Bullying in the junior grades is often petty and lacks real meaning. Students in senior grades know each other more intimately than they did in junior grades, and this knowledge can be used to intentionally hurt someone else through bullying. Bullying also becomes more serious and related toalcohol, drugs, and sex as youth gain exposure to these factors.

"Saying something is more hurtful in grade 12. It has more meaning…In grade 9…'you're a fag'…they don't even know what it means." [M, 11/12]

"Grade 9 people are trying to be nice to each other…When you get older it gets into personal lives." [F, 12]

"You deal with many more mature issues by grade 12. You've all been exposed to drinking, drugs, and sexual stuff…You're able to hurt these people so much more because these things are much more serious…In a dating relationship, you have the capacity to hurt someone so much deeper." [F, 12]

"In grade 9 you just break up and that's it, but in grade 12...there's always drama after." [F, 12]

Discussion

Purpose and Major Findings

The purpose of this study was to investigate the roles gender and grade play in how high school students perceive and experience cyberbullying. In an attempt to reach this goal, a mixed-methods analysis was utilized. A quantitative survey administered to students within 28 secondary schools in southwestern Ontario was analyzed to assess how gender and grade influence rates of technology use, and experiences as perpetrators and victims of four different cyberbullying behaviours. Focus groups were then conducted within one high school in southwestern Ontario to allow the researcher to gain deeper insights into how cyberbullying is perceived and experienced. The focus groups allowed the participants to engage in dialogue with one another, elaborate on their ideas, and tell the researcher about concepts and realities of cyberbullying which would not have been discovered without open-ended discussion.

The major findings of this study reveal that despite the focus group participants' belief to the contrary and girls' indicated access and usage of communication technology, boys reported cyberbullying significantly more than girls through three of the four cyberbullying behaviors examined. With regards to rates of victimization, girls reported experiencing cyberbullying significantly more than boys through three of the four cyberbullying behaviors examined. Findings from the focus groups revealed that many students believe that boys use hurtful words more lightly than girls, and more often use technology to gain control in intimate relationships with girls. The finding that cyberbullying occurs within the context of intimate relationships, particularly as youth grow older, may also offer insights into the finding that senior boys

reported cyberbullying more than junior boys in two of the four cyberbullying behaviors examined.

Despite the focus group participants' belief that cyberbullying happens more in the junior grades of high school, grade level alone did not account for significant differences in rates of cyberbullying perpetration or victimization. As discovered through analysis of the focus groups, it may be that factors such as immaturity and trying to fit in play a role in why junior students cyberbully, but factors such as conflict in intimate relationships and experience with drugs and alcohol might play a role why senior students cyberbully. Recognizing these different motivations may offer insights into whyjunior and senior students perpetrate and experience cyberbullying behaviours at similar rates.

The Safe Schools Survey and the Literature

This study yielded results which both compliment and challenge the existing literature on cyberbullying. In exploring rates of technology usage, 73% of participants reported owning their own cell phone. This is similar to the approximate rate of 75% of American youth owning their own cell phones (Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012).

Similarly to the finding in Tokunaga's (2010) meta-synthesis that 20 to 40 percent of youth have experienced cyberbullying, between 24.8 and 33.9 percent of the participants who completed the Safe Schools Survey revealed that they had been cyberbullied at least once within the past school year. However, it is important to be mindful of the methodological differences in this study compared to others as this study assessed experiences with only four different cyberbullying behaviours over the past school year.

Although exploring gender differences in rates of cyberbullying perpetration and victimization have yielded mixed results within past studies (Frisen, 2013; Patchin & Hinduja, 2010; Tokunaga, 2010), this study supports the findings that boys perpetrate cyberbullying behaviours significantly more than girls (Low & Espelage, 2012; Nandoli & Petermann, 2012; Slonje et al., 2013; Topcu & Edur-Baker, 2012). Additionally evident in this study is support for the finding that girls are more likely than boys to be victims of cyberbullying (Smith et al., 2008; Wolak et al., 2007).

The results of the Safe Schools Survey supported much of what was found in the literature, but also revealed different results in many circumstances. A study by Rideout in 2012 with 13 to 17-year olds in the US found that 51% of youth visit a social networking site daily. This study found that 79% of youth visit a social networking site at least once daily, a difference of 28%. A proportion of the young people in Rideout's sample were younger than the adolescents in this study, which may play a role in the reported difference.

Similarly to the variable of gender, many studies have not found clear grade differences in rates of cyberbullying perpetration and victimization (Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012; Slonje, 2011), but one study in particular (Vandebosch & Van Cleemput, 2009) suggested that cyberbullying peaks in the eighth grade, and then declines by the eleventh grade. This finding was not supported in this study as no statistically significant differences were accounted for by grade level alone. Mishna and colleagues (2012) proposed that older youth might cyberbully more due to an increase in autonomy and access to unsupervised communication technology. The rates found within this study suggest that communication technology use does not increase between grades nine and twelve. The statistics derived from this study also did not support the notion that young people entering grade nine might cyberbully

more than their older counterparts in an attempt to solidify group membership when entering high school (Brooks, 2011). However, focus group results revealed that this experience might act as motivation for perpetrating cyberbullying behaviours.

Focus Groups and Insights into Survey Results and Literature

The survey found that boys reported perpetrating three of the four cyberbullying behaviours significantly more than girls and that no significant differences were accounted for based on grade alone. However, participants in the focus groups almost unanimously suggested that girls cyberbully more than boys and that junior students cyberbully more than senior students. Although these beliefs did not reflect the survey findings, the themes developed through analyzing the discussion may still prove valuable in further exploration and understanding.

Owens and colleagues (2005) addressed the ways in which boys cyberbully and the possible motivations behind these behaviours. They found through qualitative research that boys bully girls by spreading rumours about their sexuality through calling them names such as "slut," and through manipulating or taking advantage of girls' sexuality through technology. It was suggested that boys might perform these behaviours out of retaliation because girls hurt them first. The focus group participants in this study reinforced that this form of cyberbullying is a problem, especially within the context of youths' intimate relationships. Male participants within this study's focus groups advocated that it is acceptable for boys to respond to betrayal in relationships through calling girls names and spreading rumours, two behaviours which boys reported perpetrating significantly more than girls on the survey. One male participant in a focus group stated, "If you cheat…you deserve to be known as a cheater…it's betrayal," and another

responded by stating, “betrayal is worse than bullying.” It might also be relevant to recognize that these two comments were made by boys in a senior class, possibly increasing the likelihood that they had themselves been in intimate relationships. This may offer insight into the survey finding that senior boys reported perpetrating sending a threatening or aggressive e-mail, IM, or text message and posting an inappropriate comment, picture, or video of someone online significantly more than junior boys.

Boys who feel wronged by girls in intimate relationships may respond by exploiting the intimacy they once shared. One female focus group participant claimed “sexting…taking it to Facebook,” is an issue that can occur when a relationship ends. May (2011) explains “sexting” is the sending of sexually explicit photos or videos to another person through the use of a cell phone or webcam and computer. Through technology, these images and labels can be distributed to a vast number of people within seconds, an act capable of tearing apart a female victim’s sense of security, self-esteem, self-worth, and reputation. Yet, boys may feel justified in distributing intimate messages, photos, or videos from girls as a form of retaliation for girls’ actions or inactions. Boys using technology to gain control within relationships might be normalized as a student suggested that boys might be “overprotective” in “creeping,” or monitoring, girls’ social network accounts. It was also implied by a student that boys can sexually cyberbully girls without them being romantically involved, such as in the case of a boy threatening a girl who refused to send him naked pictures. Although the majority of these behaviours were discussed as being perpetrated by males, some students supported the notion that girls cyberbully boys they are interested in when they feel jealous. Girls can also take advantage of knowledge gained through intimate and sexual relationships after the relationship is over, and “make fun of [boys’] physical attributes.”

Cyberbullying within the context of intimate and sexual relationships played a role in why many focus group participants believed that cyberbullying in higher grades becomes more serious than in lower grades. One student stated, "you deal with many more mature issues by grade 12. You've all been exposed to drinking, drugs, and sexual stuff…You're able to hurt these people so much more because these things are much more serious." However, all students (other than one who suggested the likelihood of perpetrating cyberbullying behaviours is dependent on individual factors) supported the idea that students in lower grades cyberbully more than students in higher grades. The reasoning behind this reflects hypotheses found within the literature that students in lower grades cyberbully as they struggle to fit into high school and lack emotional maturity (Brooks, 2011).

Although exposure to drinking, drugs, and sex might increase the severity of how youth target each other through cyberbullying, the focus groups revealed that males in both junior and senior grades often perpetrate cyberbullying behaviours as a form of joking. Comparable to what was found in the literature (e.g. Bauman & Newman, 2013; Foulis & McCabe, 1997; Ryan & Kanjorski, 1998), both boys and girls agreed that bullying is serious when many people become involved, threats of physical harm are made, or physical harm is committed by the person bullying or by the victim towards him or herself in response to bullying. However, boys more often than girls will make comments that target their friends and are not meant to be taken seriously. One male participant claimed, "calling your buddies a name shouldn't be taken seriously because they would know that you are joking." This might become especially problematic if boys' "buddies" are girls. As supported by the literature (Bauman & Newman, 2013), girls can become much more hurt by the jokes boys make about them than other boys.

A lengthy dialogue occurred when a grade 12 class discussed jokingly calling peers "gay." The boys who spoke in the class felt that there was no harm in jokingly calling a friend "gay" because "you can't make fun of someone for something they're not." The girls in the class who spoke rejected this idea, and the body language of the girls who did not speak seemed to indicate support for the girls who did. One female student stressed that using the term "gay" negatively "could offend more than just…one person…[and targets] the whole community." Another female student compared the scenario to "slut shaming" and how calling one female a "slut" can be perceived as an attack on a whole gender. The boys did not consider the complexities of jokingly calling someone "gay," for example the possibility that someone whois perceived as straight might actually be gay. Although these students focused their discussion on using "gay" jokingly, one participant in a different focus group shared her story of a close male friend who was openly gay and tormented through bullying when at school and home. He struggled so greatly with the pain that he took his own life.

Remaining Questions and Implications for Future Research

This study found that boys reported higher perpetration rates than girls for most forms of cyberbullying and girls reported higher victimization rates than boys for most forms of cyberbullying. This finding may encourage the exploration of how often boys cyberbully girls specifically. The finding that senior males report higher perpetration rates than junior males on two items, as well as the focus group findings, may encourage a critical exploration of how often cyberbullying occurs within intimate relationships and what these behaviours consist of. Researchers may also investigate the motivations behind these violent behaviours and use this knowledge to establish prevention initiatives. Interestingly, both boys and girls in the focus groups believed that girls cyberbully more than boys. Participants believed that boys are likely to

bully directly, and did not imagine cyberbullying behaviours fitting this perception. However, researchers might question the ways in which cyberbullying can be direct and indirect. Technology allows people to communicate almost instantaneously. Perhaps cyberbullying is a more direct form of bullying than many people initially think. It may also be important to consider aggressive inactions. The survey did not measure how often participants refrained from interacting with somebody in an attempt to hurt them emotionally.

The discussion concerning severity may act to further challenge the definition of "cyberbullying" (Langos, 2012). Many focus group participants supported the idea that the repetition of hurtful acts can increase the level of severity, but they still discussed single harmful acts within the context of cyberbullying behaviours. Increasing understanding of the relationship between the severity and amount of cyberbullying behaviours may also increase researchers' appreciation for grade differences. For example, the focus group participants believed that seniors' cyberbullying was less frequent but more severe than juniors' cyberbullying due to the increase in people's experiences with drugs, alcohol, and sex as they grow older. Perhaps exposure to these factors presents perpetrators with more aspects of peers' lives to target, increasing the amount of cyberbullying perpetrated.

The focus group discussion surrounding boys just joking when they cyberbully may challenge the idea that in order for an act to be considered "cyberbullying," someone must experience psychological torment. If these criteria are to remain in place, researchers should consider the implications of youth calling each other names such as "gay," which might not be perceived as hurtful to the people who are making the jokes, but could be hurtful to others in their environments. If this phenomenon is not considered "cyberbullying," what might it be? Further understanding the differences in how males and females are socialized may be valuable

in appreciating why girls and boys disagree on the appropriateness of certain behaviours. It may be that boys are offended or hurt when they are called "gay," but do not express this because they do not want to be seen as weak.

Gender differences in how boys and girls perceive and experience cyberbullying may carry important implications for gender differences in how boys and girls participate in cyberbullying research. In quantitative research, researchers may want to exercise caution in using subjective words such as "hurtful" or "inappropriate" as boys and girls might not associate these types of words with the same behaviours. Using concrete language and examples might be most effective. In qualitative research, researchers may want to be aware of how boys and girls might act with one another in focus groups or class discussions. It may be helpful to conduct focus groups with just boys, just girls, and both, to better assess differences in how sensitive topics are discussed in same-sex groups versus mixed-sex groups.

Strengths

This study demonstrated strengths in its methodology which reinforce the meaningfulness in what was found and reported. The Safe Schools Survey was carefully and thoughtfully developed. It addressed many relevant forms of communication used by young people today, as well as various cyberbullying behaviours. In doing this, the developers of the survey demonstrated great appreciation for the complexity and diversity of cyberbullying behaviours.

The survey was administered to a large sample of students who came from backgrounds of varied experiences, both directly and not directly related to cyberbullying. A strength key to the success of this study is that the survey was distributed to a representative proportion of males, females, and students within different high school grades.

The focus group questions were carefully developed by the researcher and a colleague, and addressed the gaps in knowledge as presented by the literature. Two facilitators, a male and female, attended each focus group. Having both genders represented may have been helpful in encouraging both male and female participants to openly express their opinions. The facilitators were also able to alternate taking careful notes and engaging the groups in discussion. Having one person tend to note taking allowed the other to remain engaged and fully attentive to the participants. The facilitators ensured that their intentions were carefully explained and encouraged the participants to speak only if they felt comfortable.

The greatest strength of this study was the combining of the large-scale survey with the carefully prepared and practiced focus groups to create a mixed-methodology. In examining the results of the Safe Schools Survey, the researcher was able to systematically evaluate what forms of communication are most commonly used by high school students, how often they check their social media accounts, and how often they perpetrated or personally experienced four different cyberbullying behaviours. The focus groups allowed the researcher to learn beyond the survey responses by allowing high school students to elaborate on their experiences, engage in dialogue with peers, and discuss cyberbullying in their own words. The survey revealed significantly different findings based on the responses of many, and the focus groups provided insights into why those findings were discovered.

Limitations

It is important to recognize the limitations within this study which can inform future research methodologies.Technology is constantly evolving, and as the survey and focus group questions were formed, the literature review was conducted, data was collected and analyzed,

and results and discussion were written, young people could be engaged with forms of communication technology different from what was addressed and discussed in this study. Researchers should be mindful of this limitation in conducting research in the role technology plays in adolescents' lives, and work to stay informed.

Although gender and grade differences are considered in many studies on bullying (e.g., Ang, 2010; Erdur-Baker; Tokunaga, 2010), researchers must be careful in taking these variables for granted. In this study, gender was viewed dichotomously. Participants could only indicate on the survey if they were male or female, and participants within the focus groups were all labeled as either "male" or "female". Some students may not simply identify as either male or female. Addressing this issue in future studies may be complex but also beneficial. Researchers may consider assessing masculinity and femininity on a spectrum, and address how each relates to perceptions of and experiences with cyberbullying.

The Safe Schools Survey was developed and administered to students before this study began. The survey was used to better address relevant issues as presented in the literature, but the survey was not directly informed by the literature on the relationships between gender, grade, and cyberbullying. This study may encourage the development of a survey dedicated to exploring these questions. Questions which request participants to indicate the gender and grade of the people they have cyberbullied and who have cyberbullied them as well as if the cyberbullying occurred within the context of friendships or intimate relationships may be especially beneficial.

Although the analysis of the survey within this study yielded statistically significant results, meaning from these findings must be cautiously derived. The likelihood of finding

statistically significant results may have been increased by analyzing such a large sample of 16, 145 participants. Analyzing smaller samples within this large sample may have revealed varied results.

Although the focus group participants were not meant to be representative of a population, it is important to recognize the commonly shared characteristics of the participants from the single participating high school. The school was located in a rural community and many of the students were members of affluent and privileged families. Although the students' racial characteristics were not documented, it was clear that almost all of the participants were Caucasian.

When conducting focus groups with adolescents on a sensitive social issue, it is important to appreciate that not all participants will feel comfortable fully expressing themselves. Students who have victimized each other might be in the same classroom, and discussing the topic of cyberbullying could feel uncomfortable. It is also a factor that confidentiality cannot be ensured within the focus group setting as participants might share what was said once the groups finish. Conducting focus groups within students' classrooms was not ideal. Although there are no right or wrong answers in focus groups, students might feel critiqued because of the classroom setting. Participants might also have felt hesitant to express themselves because their teachers were often present in the classroom. In some cases, the teachers became engaged in the discussion. This was detrimental to the research as students would likely feel uncomfortable challenging their teachers' views on cyberbullying.

Conclusion

Cyberbullying is an issue worth addressing through research as it negatively impacts the lives of many young people. This study examined how gender and grade influence how high school students perceive and experience cyberbullying. Through a survey conducted with high school students in southwestern Ontario, Canada, it was discovered that boys report perpetrating cyberbullying behaviours more often than girls, and girls report experiencing cyberbullying behaviors more often than boys. In cases where grade differences were found, it was most often revealed that seniors of the same gender reported perpetrating cyberbullying behaviours more often than juniors of the same gender. However, no grade differences were accounted for based on grade alone. To gain further insight into these findings, focus groups were conducted with students from one high school in southwestern Ontario. The focus group findings in conjunction with the survey findings encourage further research in areas such as cyberbullying within intimate relationships, the factors that influence how severe different cyberbullying behaviours are perceived, how the severity of cyberbullying relates to amounts of cyberbullying, and how cyberbullying is defined. These findings may also inform cyberbullying prevention initiatives within schools and communities. The discovery of gender differences and grade differences in some cases for those of the same gender, support the position that prevention strategies must address the different needs of different people, and in this case, boys and girls respectively (Walker, 2012). Prevention strategies may include helping boys and girls understand their motivations for cyberbullying and explore behaviours which can act as healthy alternatives. Appreciating how youth experience and perceive cyberbullying is an important early step in tailoring specific prevention strategies to specific needs.

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APPENDIX A

PARENTAL CONSENT FORM

Study: Adolescents' Perceptions of Cyberbullying: A Mixed Methods Analysis of High School Students' Experiences.

I have read the letter of information, have had the nature of the study explained to me and I agree that my son/daughter may participate in the study. All questions have been answered to my satisfaction.

_____ _____

Your Name (please print) Full name of student (please print)

_____ _____

* Signature of parent or guardian Date

Principal Investigators:
Peter G. Jaffe, Ph.D., C. Psych.
Western University,
[redacted]

To show that you have read each page, please sign your initials on each page.
Participant's Initials

APPENDIX B

YOUTH ASSENT FORM

Study: Adolescents' Perceptions of Cyberbullying: A Mixed Methods Analysis of High School Students' Experiences.

I have read the letter of information, have had the nature of the study explained to me and I agree to participate in the study. All questions have been answered to my satisfaction.

_____ _____

Your name (please print) * Signature

_____

Date

Principal Investigator:
Peter G. Jaffe, Ph.D., C. Psych.
Western University,
[redacted]

To show that you have read each page, please sign your initials on each page.
Participant's Initials

APPENDIX C

PARENT INFORMATION LETTER

Name of Study: Adolescents' Perceptions of Cyberbullying: A Mixed Methods Analysis of High School Students' Experiences.

Investigators:
Peter Jaffe, Ph.D., C. Psych – Western University,
Jasprit Pandori, M.Ed. (candidate) - Western University,
Jeremy Doucette, M.Ed. (candidate) - Western University,

As a parent of a student attending [redacted] your son/daughter is invited to participate in a research project being conducted with the [redacted]. We are seeking your consent and that of your son/daughter to participate in a research study, as described below, which is a collaborative effort of [redacted] and Western University. Approximately 100 participants will take part in this study.

Procedures
We are asking students in your son/daughter's class to participate in a focus group with his/her classmates, which takes approximately 45 minutes to complete. Students will be asked to participate in the focus group during regular school hours. If you agree that your son/daughter may participate, s/he will take part in a discussion among their peers within a classroom setting. These sessions will be recorded through informal note taking. Students will also be asked to complete a short survey on their knowledge of cyberbullying. Students may choose not to participate or discontinue the focus group at any point during the study and will be asked to complete individual work in the school library. There will be questions about students understanding of cyberbullying, experiences, factors related to victimization and perpetration, and help seeking and reporting implications. Information about your son/daughter's experiences will be obtained through informal notes, which will later be translated in to major themes and trends.

Privacy and Confidentiality
The information your son/daughter gives us is confidential, and this confidentiality will be protected to the extent permitted by law. Your son's/daughter's name or information which could identify him/her will not be used in any publications or presentation of the study results. Only the investigators and their research assistants will have access to this information. At the end of the project we will shred all papers with your son's/daughter's name on it and destroy informal notes. The information collected during this research may be used for educational purposes or become part of a published scientific report. This information, however, will ONLY be reported in terms of group findings. NO information will be reported that would allow anybody to be identified individually.

Risks
He or she will not be required to answer any questions that make him/her uncomfortable. The researchers will provide students with information on cyberbullying at the end of the focus group and any student who experiences distress will be encouraged to access community supports and/or supports within the school.

Voluntary Participation
Participation in the study is voluntary. He or she will not be required to answer any question that makes him/her uncomfortable. You or your son/daughter may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no effect on his/ her grades or school involvement.

To show that you have read each page, please sign your initials on each page.
Participant's Initials

Potential Benefits Associated with Participation
Cyberbullying is a relatively new phenomenon and is increasing with technological advancements, for this reason it is a topic that is interesting to many teens. We think that your son/daughter may enjoy participating inthe focus group as they will be asked questions about topics that are important to teens and provide them with an opportunity to voice their own ideas. In addition, this research may provide significant social and scientific benefits through the knowledge that will be gained about the phenomenon of cyberbullying.

This letter is yours to keep. Please complete the attached consent and assent forms and give them to your son/daughter to return to his or her teacher.

Questions
If you have any questions about the conduct of this study or your son's/daughter's rights as a research participant you may contact the Office of Research Ethics, Western University, at [redacted] or [redacted]. If you have any questions about this study, please contact:

Peter G. Jaffe, Ph.D., C. Psych.
Western University,
[redacted]

To show that you have read each page, please sign your initials on each page.
Participant's Initials

APPENDIX D

YOUTH INFORMATION LETTER

Name of Study: Adolescents' Perceptions of Cyberbullying: A Mixed Methods Analysis of High School Students' Experiences.

Investigators:
Peter Jaffe, Ph.D., C. Psych – Western University
Jasprit Pandori, M.Ed. (candidate) - Western University
Jeremy Doucette, M.Ed. (candidate) - Western University

As a student of [redacted], you are invited to participate in a research project being conducted with the [redacted]. We are seeking your agreement to participate in a research study, as described below. Students from your school in grades 9, 10, 11 and 12 will be asked to participate in this study, which is a collaborative effort of [redacted] and Western University.

Study Procedures
We are asking students to participate in focus groups, which will take approximately 45 minutes to complete. If you agree to participate, you will be asked to participate in the focus group during regular school hours. You will participate in a discussion among your peers within a classroom setting. You will also be asked to complete a short survey on your knowledge of cyberbullying. There will be questions about your understanding of cyberbullying, experiences, factors related to victimization and perpetration, and help seeking and reporting implications. Information about your experiences will be obtained through informal note taking, which will later be translated in to major themes and trends. Students who choose not to participate or discontinue the focus group at any point during the study will be asked to complete individual homework in the school library.

Privacy and Confidentiality
The information you give us is confidential, and this confidentiality will be protected to the extent permitted by law. If you tell one of the researchers about a child being hurt, or that you intend to hurt yourself or someone else, we are required to contact the proper authorities.
Your responses will not be linked back to your name. Your name on your consent form will be kept separate from the other information you provide. At the end of the program we will shred any papers with your name on it. The information collected during this research may be used for educational purposes or become part of a published scientific report. This information will only be reported in terms of group findings. NO information will be reported that would allow anyone to be identified individually.

Risks
It is possible you might feel uncomfortable or embarrassed about answering personal questions in the focus group. You will not be required to answer any question that makes you uncomfortable. The researchers will provide you with information on cyberbullying at the end of the focus group. If you experience distress please talk to the researchers. They will provide you with information on community supports and/or supports within the school that you can access.

Voluntary Participation
Participation in this study is voluntary. Even if your parent has signed the consent form allowing you to participate, your participation in the study is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no effect on your academic status.

To show that you have read each page, please sign your initials on each page.
Participant's Initials

Potential Benefits Associated with Participation
Cyberbullying is a relatively new phenomenon and is increasing with technological advancements, for this reason it is a topic that is interesting to many teens. We think that you may enjoy participating in the focus group, as you will be asked questions about topics that are important to teens and it will provide you with an opportunity to voice your own ideas. In addition, this research may provide significant social and scientific benefits through the knowledge that will be gained about the phenomenon of cyberbullying.

This letter is yours to keep. Please sign the attached assent form, and return it and the parental consent form to your teacher.

Questions
If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, Western University at [redacted] or [redacted]. If you have any questions about this study, please contact:

Peter G. Jaffe, Ph.D., C. Psych.
Western University
[redacted].

To show that you have read each page, please sign your initials on each page.
Participant's Initials

APPENDIX E

21291

SAFE SCHOOLS SURVEY

Why are you being asked to complete this survey? We want students' views on the issues of school safety and bullying and we want students to tell us what will work to improve school climate and help students seek assistance in dealing with these issues.

Who is being asked to participate? Students at all [redacted] will be given an opportunity to complete this survey during the month of March. This is an anonymous survey - do not include your name.

What will be done with the survey information? Schools will receive a school and system summary. The survey results, and other relevant information, will be used by school teams, including students, to create appropriate and realistic programs or interventions that will lead to the improvement of the school environment.

Are You: O Male O Female **GRADE:** O 9 O 10 O 11 O 12 O 12 extra year

AGE: O under 14 O 14 O 15 O 16 O 17 O 18 O over 18

Shade Circles Like This ● Not Like This ✓ ✗

Definition of Bullying - *Please read this definition carefully before completing this survey.*

There are 3 parts to bullying
- an intent to harm, hurt, or humiliate another individual
- a repeated activity (occurs more than once)
- a real or perceived power imbalance based on for example, size, age, status

Bullying involves many kinds of inappropriate behaviour. It can be physical (e.g., hitting, stealing), verbal (e.g., threatening, name calling,), sexual (e.g., comments), social (e.g., exclusion, spreading rumours), or cyber bullying (e.g. sexting, inappropriate postings).

STUDENT PERCEPTIONS

Select one response for each statement to indicate the extent to which you agree or disagree.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEUTRAL	SOMEWHAT AGREE	STRONGLY AGREE
There is a positive climate for learning at this school.	O	O	O	O	O
This is a safe school for students.	O	O	O	O	O
Students generally follow the school Code of Conduct.	O	O	O	O	O
Students believe that staff think the safety of students is important.	O	O	O	O	O
Students demonstrate respect for other students.	O	O	O	O	O
Students demonstrate respect for staff.	O	O	O	O	O
Students believe that staff demonstrate respect for students.	O	O	O	O	O
Students are proud of this school.	O	O	O	O	O
There is a caring, respectful atmosphere at this school.	O	O	O	O	O
I feel safe in the school building.	O	O	O	O	O
I feel safe on school property.	O	O	O	O	O
I feel safe in my community.	O	O	O	O	O
Internet communication is seldom used to bully.	O	O	O	O	O
Students who are being bullied are willing to report these incidents to school staff.	O	O	O	O	O
Students who see others being bullied are willing to report these incidents to school staff.	O	O	O	O	O
Students can identify incidents of bullying.	O	O	O	O	O
Students know how to report incidents of bullying.	O	O	O	O	O
Students believe they have a role in preventing bullying.	O	O	O	O	O
Students have the skills and knowledge to intervene appropriately when bullying occurs.	O	O	O	O	O

Spring 2011

Turn Over

21291

INCLUSION

Do you ever feel unwelcome or uncomfortable at your school because of any of the following? (Please bubble in the items that apply to you).

- O No, I always feel welcome
- O My sex (male/female)
- O My ethnocultural or racial background
- O My Aboriginal background (First Nation, Metis, Inuit)
- O My appearance
- O My religion or faith
- O My language background (my first language)
- O My grades or marks
- O My family's level of income
- O A disability that I have
- O My sexual orientation
- O Other reason(s) _____

INCIDENTS

Please indicate how often, if ever, the following events have happened to you personally at school during this school year.

Have you personally been:	Daily	Weekly	Monthly	Seldom	Never
verbally bullied?	O	O	O	O	O
physically bullied?	O	O	O	O	O
socially bullied?	O	O	O	O	O
sexually bullied?	O	O	O	O	O
bullied using technology?	O	O	O	O	O
bullied based on sexual orientation?	O	O	O	O	O
bullied based on ethnic background?	O	O	O	O	O
threatened to hand over money?	O	O	O	O	O
intimidated by a gang or gang member?	O	O	O	O	O

INCIDENTS

Please indicate how often, if ever, you personally, either by yourself or as part of a group, have done the following at school during this school year.

Have you personally:	Daily	Weekly	Monthly	Seldom	Never
verbally bullied a student?	O	O	O	O	O
physically bullied a student?	O	O	O	O	O
socially bullied a student?	O	O	O	O	O
sexually bullied a student?	O	O	O	O	O
bullied a student using technology?	O	O	O	O	O
bullied a student based on sexual orientation?	O	O	O	O	O
bullied a student based on ethnic background?	O	O	O	O	O
threatened a student to make him/her hand over money?	O	O	O	O	O
intimidated a student as part of a gang or as a gang member?	O	O	O	O	O

Turn Over

21291

SCENARIO

If you are aware of a student who is being bullied how likely would you be to do the following:	NOT VERY LIKELY 1	2	3	4	5 VERY LIKELY
talk to the student about what is happening to him/her	O	O	O	O	O
talk to another student about what is happening to the student	O	O	O	O	O
talk to your parent(s) about what is happening to the student	O	O	O	O	O
tell a school staff member about what is happening to the student	O	O	O	O	O
tell the police about what is happening to the student	O	O	O	O	O
talk to a trusted adult in the community about what is happening to the student	O	O	O	O	O
ignore what is happening to the student	O	O	O	O	O
approach the person responsible for the bullying	O	O	O	O	O
use skills you have learned to deal with the bullying	O	O	O	O	O
access community programs, resources, or individuals for help	O	O	O	O	O
call a hotline to report the bullying	O	O	O	O	O

DEALING WITH BULLYING

What are things that you think your school could do to help you feel more welcome and to help prevent bullying? (Bubble in the items that you agree with.)

- O Provide students with information about bullying
- O Provide students with information about how to report bullying
- O Hold information meetings for parents and guardians
- O Provide training to teachers and school support staff on how to prevent and address bullying
- O Have group or class discussions
- O Invite a guest speaker
- O Show films on the topic
- O Educate parents about prevention of bullying
- O Educate parents about recognizing when bullying occurs
- O Train students about strategies to use to stop bullying
- O Train parents about strategies to use to stop bullying
- O Train staff about strategies to use to stop bullying
- O Have staff and students read books on the topic
- O Run programs about bullying
- O Do a school or class project
- O Hold an assembly about bullying
- O Involve students in preventing bullying
- O Present skits on bullying topics
- O Other (please explain): _____

_____

Turn Over

21291

Use of Technology

Do you use IM (instant messaging) such as MSN Messenger? ---------- O Yes O No

Do you use text messaging? ---------- O Yes O No

Do you use any social networks such as Facebook, Myspace, Twitter? ---------- O Yes O No

Do you have your own personal cell phone? ---------- O Yes O No

Do you check your social network accounts...

O A few times a week or less O Once or twice a day O Few times a day O Many times a day

Have you personally experienced any of the following during this school year?	Never	Once or Twice	2 or 3 Times a Month	About Once a Week	Almost Every Day
Someone forwarding your private email, IM, or text message that was only intended for that person.	O	O	O	O	O
Someone spreading a rumour about you online.	O	O	O	O	O
Someone sending you a threatening or aggressive email, IM or text message.	O	O	O	O	O
Someone posting inappropriate comments, pictures or videos of you online without your permission.	O	O	O	O	O

Have you done any of the following to another student during this school year?	Never	Once or Twice	2 or 3 Times a Month	About Once a Week	Almost Every Day
Forward an email, IM, or text message that was sent to you to someone else or posted it where others could see it.	O	O	O	O	O
Spread a rumour about someone online.	O	O	O	O	O
Sent a threatening or aggressive email, IM or text message.	O	O	O	O	O
Posted an inappropriate comment, picture or video of someone online without their permission.	O	O	O	O	O

COMMENTS

Do you have other ideas or suggestions that you would like to make about topics covered by this survey?

THANK YOU FOR COMPLETING THIS SURVEY.

APPENDIX F

CYBERBULLYING

Name of Study: Adolescents' Perceptions of Cyberbullying: A Mixed Methods Analysis of High School Students Experiences.

Resources

Who can you talk to if you need help or have questions?

- ✓ Talk to your teacher
- ✓ Talk to your parents
- ✓ Talk to your guidance counsellor
- ✓ Talk to your peers
- ✓ Talk to a trusted adult in the community
- ✓ Talk to the police

Other resources:

- Kids Help Phone
  1-800-668-6868
  www.kidshelpphone.ca
- Stop-A-Bully (Safe & Anonymous)
  www.stopabully.ca
- Cyberbullying
  www.cyberbullying.ca
- Cyberbullying Research Center
  www.cyberbullying.us
- Wired Safety
  www.wiredsafety.org

Other Tips

Socialize Safely

- Never use real names.
- Do not post personal information.
- Do not provide digital communication information.
- Secure your profile.
- Do not post pictures or videos.
- Online friends should be offline friends.
- Monitor friend profiles.

Address Digital Harassment

Stop or leave	DO NOT RESPOND	Save and Print	Tell a trusted adult
Block the sender	Check settings	Change number and email	Know the policies
Meet with school officials	Report it	Don't ignore it	Involve the police

We recognize that experiences related to cyberbullying can be difficult to share, so we would like to thank you for your participation in the study.

If you have any questions about the conduct of this study or your rights as a research participant you may contact the Office of Research Ethics, Western University at 519-661-3036 or ethics@uwo.ca.

If you have any questions about this study, please contact:

Peter G. Jaffe, Ph.D., C. Psych.
Western University

Other researchers:
Jasprit Pandori &
Jeremy Doucette

APPENDIX G

Focus Group Questions

1. What are some examples of minor forms of cyberbullying?
    - Probing question: What are some examples of severe forms of cyberbullying?
2. When might cyberbullying be a way of just joking around?
3. How might girls and guys be cyberbullied differently?
    - Probing question: How might cyberbullying be different if a girl bullies another girl, if a girl bullies a guy, if a guy bullies another guy, or if a guy bullies a girl?
4. How might cyberbullying be different for people in your grade than compared to people in other grades at your school?

APPENDIX H

JEREMY D. DOUCETTE

FORMAL EDUCATION

Master of Education in Counselling Psychology **Anticipated Completion: May 2013**
Western University, London, ON
Master's Thesis:
Gender and Grade Differences in How High School Students Experience and Perceive Cyberbullying
Thesis Advisor: Peter Jaffe, Ph.D.

Bachelor of Arts (Honours: Psychology; Major: Religious Studies) **May 2011**
University of Prince Edward Island, Charlottetown, PE
Honours Thesis:
Adolescent Boys' Perceptions of Bullying: Promoting Empathy for Female Victims.
Thesis Advisor: Philip Smith, Ph.D.

RESEARCH EXPERIENCE

Research Consultant **June – July 2012**
The Family Channel and the Promoting Relationships and Eliminating Violence Network (PREVNet)
Supervisor: Wendy Josephson, Ph.D.

- Assisted in revision and made recommendations for Family Channel's *Bullying Awareness Week Teacher's Guide* (Oakes, Josephson, Haner, Cummings, & Pepler, 2012)
- Provided recommendations to Family Channel in regards to bullying awareness strategies through the Teacher's Guide, programming, magazine publications, and contests

Research Assistant **May – Aug. 2012**
Western University, London, ON
Supervisors: Peter Jaffe, Ph.D. and Claire Crooks, Ph.D.

- Aided in conducting research for Dr. Jaffe's and Dr. Crooks' developing text book for Safe Schools courses
- Conducted extensive literature reviews in areas such as violence by students against teachers and violence by teachers against students
- Prepared written drafts based on acquired research

Research Assistant Feb. - Mar. 2012
The Promoting Relationships and Eliminating Violence Network (PREVNet)
Supervisors: Wendy Craig, Ph.D. and Claire Crooks, Ph.D.

- Worked as a team member to evaluate the RCMP's website *Deal.org*

- Evaluated the efficacy of various sections of *Deal.org* such as those addressing bullying and domestic violence awareness and resources
- Conducted a literature review in the area of awareness websites and effective risky behaviour prevention

Research Assistant **June - Sept. 2010/May - Aug. 2011**
Family Violence Prevention, Prince Edward Island, Charlottetown, PE
Supervisor: Wendy Verhoek-Oftedahl, Ph.D.

- Performed a quantitative analysis, wrote a report, and presented findings on a study conducted with local middle school students to better understand perceptions of violent and healthy dating relationships
- Reviewed characteristics of efficacious violence prevention programs directed towards adolescents
- Conducted literature searches in areas including recidivism and violent offenders, Canadian Child Death Review, violence prevention strategies for children and adolescents, and the Sexual Assault Nurse Examination initiative within Prince Edward Island
- Attended and contributed to meetings with Prince Edward Island's Youth Education Working Group Committee and the Premier's Action Committee on Family Violence Prevention
- Analyzed the evaluations of the conference *Boys Hurt Too: Understanding and Responding to Male Child Sexual Abuse* and presented finding to the conference planning committee
- Co-presented presentations on healthy relationships for youth within Charlottetown's LEAP Project and Prince Edward Island's Allied Youth Program

Interview Transcriber **May - July 2010**
The University of Prince Edward Island, Charlottetown, PE
Supervisor: Philip Smith, Ph.D.

- Transcribed individual interviews in the area of health psychology and tobacco use

Research Intensive Coursework
Master of Education in Counselling Psychology **Sept. - Dec. 2011**
Western University, London, ON
1. Research Design in Counselling (ED9546)

Bachelor of Arts (Honours: Psychology; Major: Religious Studies) **Sept. 2008 - April 2011**
The University of Prince Edward Island, Charlottetown, PE
1. Statistics and Research Design I (PSY 278A)
2. Statistics and Research Design II (PSY 278B)
3. Qualitative Research Methods (PSY 374)
4. Advanced Statistics (PSY 371)
5. Directed Studies (PSY 431)

- Conducted a literature review in the area of violence against both heterosexual and gay men in intimate relationships

6. Directed Studies (RS 451)

- Conducted research on atheism, developed typologies, and presented findings in the format of a podcast

TEACHING RELATED EXPERIENCE

Guys' Group Leader **Oct. 2011 - Feb. 2012**
Boys' and Girls' Club of London, London, ON
Supervisor: Desiree Parsons

- Delivered programming which addressed issues such as healthy relationships, nutrition, and exercise with boys between the ages of eight and twelve

Assistant Exam Grader **Feb. - April 2011**
The University of Prince Edward Island, Charlottetown, PE
Supervisor: Edward Chung, Ph.D.

- Corrected exams consisting of essay and short answer questions for the class Religious Studies 102: Eastern Traditions

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COUNSELLING RELATED EXPERIENCE

Psychological Services Intern **Sept. 2012 - Present**
The Thames Valley District School Board, London, ON
Supervisor: Janice Kurita, Ph.D.

- Conducted personal counselling with elementary and high school students who were experiencing various difficulties
- Conducted and scored psycho-educational assessments, including the WISC, WRAML, and Beery VMI with elementary students
- Received regularly scheduled supervision
- Independently scheduled and met with clients
- Completed case notes and reports
- Attended workshops and seminars focused on varied topics related to professional practice

Counselling Group Co-Facilitator **Oct. 2012 – Present**
The Children's Aid Society (CAS)
Supervisor: Laurie Regan

- Co-facilitated counselling with a group of six children between the ages of 11 and 12 who had been exposed to violence within their homes

Supervised Counsellor **Jan. 2012 – Aug. 2012**
The Canadian Mental Health Association (CMHA): The Wait List Clinic, London, ON
Supervisor: Felicia Otchet, Ph.D.

- Conducted counselling with adults who were on a wait list to access professional mental health services within London, Ontario

Discussion Facilitator **June – Aug. 2011**
Sleep Hollow Jail, Charlottetown, PE
Supervisor: Kerry Marsh

- Aided in presenting videos and facilitating discussion based on the dangers of impaired driving to men who had been incarcerated on charges of impaired driving

Big Brother **Mar. 2009 - Aug. 2011**
Big Brothers Big Sisters, Charlottetown, PE
Supervisor: Janna MacKay

- Spent quality time with (currently) ten-year-old DJ for approximately three hours per week, and engaged in activities such as swimming, visiting parks, and bowling

PUBLICATIONS

Doucette, J. D., Pandori, J. K., Jaffe, P., & Crooks, C. (2012). Respectful and responsible relationships: There is no app for that - the report of the Nova Scotia task force on bullying and cyberbullying. *Education Law Journal, 22*(1), 93-103.

Doucette, J. D. (in press). Gender Differences in Perceptions of Cyberbullying: A Proposal for the Next Step in Qualitative Research with Adolescents. *Queen's University Graduate Students in Education Symposium, Volume 6.*

Broll, R., Burns, S., Parkington, K., Pandori, J. K., & Doucette, J. D. (in press). Challenges and Lessons Learned in Cyber Bullying Research and Education. In *Volume 5 of the PREVNet Series*.

CONFERENCE PRESENTATIONS

Abstract Refereed Paper Presentations

Doucette, J. & Pandori, J. (January 6-9, 2013). Adolescents' Perceptions of Cyberbullying: A Mixed Methods Analysis. Paper to be presented at *The 11th Annual Hawaii International Conference on Education*, Honolulu, HI.

Doucette, J. (April 21, 2012). A Universal Search for Meaning: Exploring What it Means to Be Human. Paper presented at "*The Becoming Crisis" of Critical Studies and Praxis: SESE 2012 Graduate Student Conference*, The Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, ON.

Doucette, J. (March 30, 2012). Gender Differences in Perceptions of Cyberbullying: A Proposal for the Next Step in Qualitative Research with Adolescents. Paper presented at *The 12th Annual Rosa Bruno-Jofre Symposium in Education: From Inspiration to Inquiry: Forging Educational Pathways*, Queen's University, Kingston, ON.

Doucette, J. (January 29, 2011). "Only time I feel something stirring down there is when I think about Shug": Sexuality in *The Color Purple* and Psychological Literature. Paper presented at *Blurring Borders and Building Bridges: Interdisciplinary Gender and Sexuality Studies*, The University of Prince Edward Island, Charlottetown, PE.

Abstract Poster Presentations

Doucette, J. & Pandori, J. (2012). Adolescents' Perceptions of Cyberbullying.

Poster presented at *The Third Annual Graduate Research in Education Symposium*, Western University, London, ON. (April 11, 2012), *&Research Day 2012*, Western University, London, ON. (March 19, 2012).

CONFERENCE ATTENDANCE AND ASSISTANCE

(June 18 - 19, 2012). *PREVNet's Sixth Annual Conference, Creating Healthy Relationships to Prevent Bullying: Get the Tools to Take Action*, Queen's University and York University, Toronto, ON.

- Transcribed comments from a round table discussion
- Presented and discussed thesis progress

(October 21, 2012). *When Violence Becomes Entertaining: Recapturing Childhood and Adolescence from the Toxic Influence of Media*, Western University, London, ON.

- Assisted in facilitating Angie Dornai's workshop, *A Restorative Solution to Address Harm Caused by Media Violence*.

(October 14, 2012). *Children Exposed to Domestic Violence: Reducing Harm and Preventing Tragedies*, Child Abuse Prevention Council of London & Middlesex, London, ON.

- Transcribed comments from round table discussions

(May 9 - 10, 2011). *Boys Hurt Too: Understanding and Responding to Male Child Sexual Abuse,* The PEI Child Sexual Abuse Advisory Committee, Charlottetown, PE.

- Assisted in registration, preparing sound and seating arrangements, and collecting conference evaluations

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SCHOLARSHIPS AND ACADEMIC HONOURS

The Social Sciences and Humanities Research Council's (SSHRC) Joseph-Armand Bombardier Canada Graduate Scholarship (CGS)
Awarded May, 2012
Western University, London, ON

- Value of $17,500 for one year

The Ontario Graduate Scholarship Program (OGS) Master's Award
Awarded August, 2012
Western University, London, ON

- Value of $15,000 for one year
- Declined due to acceptance of SSHRC scholarship

The H.M. Chiang Award
Awarded May, 2011
The University of Prince Edward Island, Charlottetown, PE

- Value of $400
- Awarded to a graduating student in Psychology who demonstrates a commitment to excellence; an interest in humanistic, person-centered and personal psychology; creativity, reflected through

breadth of intellectual interests, integrative conceptual work, and/or innovative solutions to broadly defined academic problems; personal qualities they bring to their work - personal involvement, maturity, and personal and intellectual honesty. Nomination to be made by a faculty member in the Department of Psychology.

The Dr. Elaine Harrison Award
Awarded October, 2008
The University of Prince Edward Island, Charlottetown, PE

- Value of $1000
- Awarded to a second, third, or fourth-year full-time student who is talented and working toward an Arts or Music degree, and has demonstrated financial need.

The Dr. Julian Jaynes Memorial Entrance Scholarship
Awarded March, 2008
The University of Prince Edward Island, Charlottetown, PE

- Value of $1000
- Awarded to a first-year student who intends to major in Psychology.

PROFESSIONAL MEMBERSHIP (STUDENT)

Canadian Prevention Science Cluster (CPSC), Funded by SSHRC **Feb. 2012 - Present**
Student Member

- Attended monthly meeting and completed monthly progress reports
- Attended and participated in a seminar held in London, ON
- Worked collaboratively on projects with other members

The Promoting Relationships and Eliminating Violence Network (PREVNet) May 2012 – Present
Student Member

- Attended and participated in PREVNet's annual conference
- Participated in many research-based initiatives with PREVNet and partners