



Taking Stock of **CYBERBULLYING**

A Scan of the PEI Context

Executive Summary

Cyberbullying has been identified by a number of community groups, government leaders and citizens as an issue for youth in PEI. In 2014, PEI Department of Environment, Labour & Justice partnered with PEI Department of Education and Women's Network PEI on a project called ***"Taking Stock of Cyberbullying: A Scan of the PEI Context"*** with the objective to complete a community consultation/needs assessment, environmental scan and to produce a Discussion Paper.

The goal of this Discussion Paper is to address cyberbullying in PEI using the results of a broad-based community consultation and environmental scan. This paper is a first step in exploring ways that cyberbullying can be prevented and addressed in PEI. The project's discussion paper is primarily intended for use in creating a better understanding of the issue of cyberbullying and youth on PEI and may be used to inform future actions.

Parents, teachers, guidance counselors, school administrators, police, justice officials, youth workers, coaches and youth-serving community groups were all engaged in the collection of information about youths' online and text message experiences. This was accomplished through interviews, focus groups and surveys. Youth aged 10-18 were also engaged through focus groups and surveys.

Youth and adults both identified cyberbullying as a widespread, and occasionally serious problem. Adults tend to think that a pervasive dependence on online/electronic communication tools has hindered the development of healthy communication skills in youth. Youth tend to take cyberbullying in stride, acknowledging that it "happens to everyone", but also are aware that it can become a very serious problem that can have devastating results ranging from poor school engagement, poor social connections, anxiety, depression, aggression, self-harming, suicide ideation, and suicide.

Cyberbullying has become a problem that many adults feel unprepared for or are uncertain in addressing – it is often described as a sort of technological generation gap. It has resulted in adults having more questions than answers when youth are experiencing crisis or victimization relating to cyberbullying. This confusion also partly results from gaps in consistent policies and protocols for preventing and addressing cyberbullying. These gaps are apparent both in families and communities and in formal institutions/organizations that engage with youth.

Through this project many stakeholders expressed concern that PEI is only one tragedy away from being forced to create strategy and policy in crisis mode. Lessons from other jurisdictions are pointing to the urgency of this work. Having prevention strategies, early interventions and policies/regulations in place that address cyberbullying will serve PEI youth and support their health and well-being – and will perhaps save lives. Overwhelmingly, participants in the community consultation highlighted a need for prevention and early intervention that is youth-focused, strength-based and focuses on individual needs.

Acknowledgements

“Taking Stock of Cyberbullying: A Scan of the PEI Context” is a project sponsored by PEI Department of Environment, Labour & Justice and funded by Justice Canada, Youth Justice Fund.

Women’s Network PEI, as a community partnership, is under contract to complete a community consultation/needs assessment, environmental scan and to produce a Discussion Paper for the project.

The project is managed by a steering committee consisting of Erin Mitchell, *Director, Community Safety and Justice Policy*; Jill Lightwood, *Coordinator, Justice Resource Service*; Paula Finkle, *Manager, Youth Justice Services*; and Imelda Arsenault, *Senior Director, Learning and Early Childhood Development*. The project is coordinated by Michelle MacCallum, *Director of Youth and Parent Programming* with Women’s Network. The project products are primarily intended for use in creating a better understanding of the issue of cyberbullying and youth on PEI and may be used to inform future actions.



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Cyberbullying is...
“Gossip on speed.”

- Justice Professional

“We have a lot of skilled and talented front-line workers. They need knowledge and the ability to work across departments and sectors. We need to identify assets and share them. Everyone has a role but as it is, the right hand doesn’t know what the left hand is doing. Everyone has something to offer.”

- Community Group Member

Introduction

The issue of cyberbullying has been identified by a number of community and government leaders and citizens as an issue for youth in PEI. Parents, teachers, guidance counselors, school administrators, police, youth workers, coaches and youth-serving community groups are the “front-line” workers in collecting stories shared by youth about negative experiences online. Youth themselves identify cyberbullying as an issue but lack perspective of having experienced life prior to pervasive dependence on online/electronic communication tools as a way of relating to others. It has become a problem that some adults feel unprepared for or are uncertain in addressing – a sort of technological generation gap. It has resulted in adults having more questions than answers when youth are experiencing crisis or victimization relating to cyberbullying.

Through this project many stakeholders identified that PEI is only one tragedy away from having to create strategy and policy in crisis mode. Lessons from other jurisdictions are pointing to the urgency of this work. Having prevention strategies, early interventions and policies/regulations in place that address cyberbullying will serve PEI youth and support their health and well-being – and will perhaps save lives.

About This Project

The goal of this Discussion Paper is to address cyberbullying in PEI informed by the results of a broad-based community consultation and environmental scan. This paper is a first step in exploring ways that cyberbullying can be prevented and addressed in PEI. This initiative, led by the Department of Environment, Labour & Justice, may be used in the future to inform recommendations and identify priorities. The objective of this project is to begin an informed conversation within government and amongst government and community.

“Give the power to the kids to identify and address their needs. We can help them.”

- Community Group Member

Guiding Principles of the project:

- **Youth Centered:** *Conversations are framed with the needs of youth in the centre of discussions.*
- **Proactive Approach:** *Primary focus is finding ways to support youth to have positive and healthy relationships; secondary focus is “fixing” situations.*
- **Strength Based:** *Identifying and building on the assets and strengths in the community rather than focus on the deficits.*
- **Respect for gender and diversity:** *Using multiple lenses to explore the issue.*
- **Respect for individual, professional experiences:** *Understanding that different sectors can have very different lens and are informed by varied levels of experience and interaction with the issue.*
- **Wisdom and solutions can be found in our own community:** *Once there is a common understanding of issue, faith in the community to problem-solve and create solutions that meet community needs.*
- **Knowledge Exchange:** *Honouring the importance of sharing information across all the sectors and with all stakeholders.*
- **Storytelling:** *A powerful tool, the case study developed in this project (see appendix) is based on actual cases that occurred in PEI. It succinctly illustrates gaps in our system.*

Community

As social activist and author bell hooks says, "...community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world." What hooks is saying is that the engagement of widely diverse voices makes for a stronger and more robust understanding of the needs and desires of a community. It is with this diversity lens that this project set out to define a broad community of stakeholders who would hold varied and unique interests on the subject of cyberbullying.

For the purposes of this project, this "community of stakeholders" is defined to include:

- youth
- their parents and caregivers
- educators
- law enforcement and justice professionals
- mental health professionals
- social workers
- youth workers
- youth-serving organizations

The scan for diverse voices also includes the Aboriginal community, people of colour, newcomer community, GLBTQ community, and also youth with special needs or who have disabilities. When "community" is referred to within this document, it means that there was a general consensus across these many sectors and groups about a particular item, idea, or statement.

"A sense of community comes from the extra-curricular activities we do in schools – like field trips, pep rallies and winter carnivals. It is important we don't lose that piece – it teaches kids about their community and their place in it."

- Teacher

Methodology

The focus for this community needs assessment was on qualitative information rather than a quantitative data collection. The following were our objectives in our community consultation:

Objective #1

Collect information from students about types of external programming they receive at school with an emphasis on healthy relationships; the types of experiences they have had online; how they define cyberbullying; their ideas about how cyberbullying might be prevented/addressed.

Objective #2

Collect information from diverse, key stakeholders engaged in the project's community consultation.

With these objectives in mind, key stakeholders were identified first by broad sectors, which included:

- Youth
- Parents and caregivers
- Justice
- Education
- Law Enforcement and Public Safety
- Health
- Community groups that serve youth
- Community groups that work in violence-prevention

Consultations were held with representatives of particular populations that might have unique experiences relating to intersectionality. Intersectionality occurs when groups of people experience increased levels of vulnerability due to their gender, culture, ethnicity, sexual orientation, socio-economic status, or disability. Oppression and/or discrimination that these groups have experienced, both historically and currently may increase vulnerability and marginalization within our community. To that end, there was an effort to make sure that the following voices were engaged and therefore represented in this consultation:

- Aboriginal peoples
- Newcomers to Canada
- People of colour
- GLBTQ community,
- People with disabilities

Needs Assessment/Community Consultation Questions

The same series of questions was put to each individual and group that was interviewed. The questions were used as a starting point for discussion that often led into deeper explorations that related to unique needs/experience of the individual or group. The consistency meant that everyone was able to speak as an "expert" from his/her perspective.

Focus groups: As part of previous/ongoing work on cyberbullying, Women's Network completed six initial focus groups with youth in the English language public school system just prior to the start of this project. The information that was gathered was used to help support youth engagement in the community consultation for this project. The project used information from nine focus groups (See Appendix III):

- 5 high schools (Grades 10-12)
- 1 intermediate school (Grades 8-9)
- 2 consolidated schools (Grades 8-9)
- 1 elementary school (Grade 6)

Other focus groups that were held included parents (two small groups, total 7 parents). The parents groups were also asked the four key stakeholder questions.

Focus groups were one-two hours in duration, with small groups. Discussion was facilitated partly roundtable and partly popcorn style. Discussions were not audio-recorded and names were not recorded. A note-taker collected the participants' main points, ideas and reflections. Youth focus groups were held in school meeting rooms and the parent focus groups were held at Women's Network.

Interviews

The project coordinator interviewed a total of 54 individuals who were identified as key stakeholders from various sectors. Most interviews were one-hour conversations, were not recorded (so that the interviewee would feel free to speak), with general notes collected that relate to the four key stakeholder questions. For a complete list of stakeholders that were interviewed, please see appendix.

Online Survey

An online survey was conducted over a two-week period with a goal to collect 300 responses from youth 10-18 and from parents/caregivers of children 10-18. The survey was designed to collect demographic information, determine ability to use technology, as well as measure (self-reporting) for experiences with cyberbullying, ability to address cyberbullying, and sources of support. See appendix for survey questions and results.

Environmental Scan

The environmental scan was broken down into relevant sections relating to the subject of cyberbullying.

- Media Scan (CBC, CTV/ATV, Global, The Guardian, The Journal Pioneer, Eastern and Western Graphic, The Chronicle Herald)
- Best practices and highlights of recent research, initiatives, approaches
- Existing or proposed legislation by province/municipality
- Online platform/app rules of conduct and reporting mechanisms
- Criminal Code offenses relating to cyberbullying
- Theoretical considerations

Case Study

Finally a case study was developed based on real experiences of youth in PEI. It is included as an appendix for use as a "story-telling" tool for partner and stakeholder engagement.

Limitations

As mentioned earlier, statistical data varies wildly in terms of framing the issue and measuring prevalence and effects.

Overwhelming amount of media and online sources of information about cyberbullying meant curating the information to only the most relevant reports for the PEI community. There may be some valid and important information that was missed or overlooked. Continued monitoring throughout the project resulted in “a best guess” for the media scan and best practices.

The short time frame in which this project was conducted mean that some stakeholders might have been overlooked. The project was as thorough as time allowed and mitigated some of the time crunch by using recently collected data and information from work begun by Women’s Network and other community groups

Framing the Issue: Defining Cyberbullying

Both “PREVNet”^{*} in Canada and “Centres for Disease Control and Prevention: Violence Prevention Unit (CDC)”^{**} in the U.S. have done considerable research and investigation on defining bullying and methods for preventing and addressing bullying. The work of these groups is the starting point from which this project defined and framed the issue. In the community consultation process, stakeholders were also asked to define cyberbullying.

“Many bullies don’t realize they are bullies. They think they are being funny or are trying to get people to like them. If you see someone being bullied online, it should be your job to tell someone.”

- Youth

Bullying

CDC defines bullying as “any unwanted aggressive behaviour(s) by a youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.”

Cyberbullying

Locally, the PEI Home and School Foundation^{***} defines cyberbullying as being cruel to another person by sending or posting hurtful materials using the Internet or cell phone. It includes:

- Flaming - Using angry or vulgar language in electronic communications such as email, cell phone and pager text messages, instant messaging and website or weblog postings.
- Misusing a cell phone to take embarrassing photos and emailing it to others.
- Cyberstalking - repeatedly sending threatening messages to a target which causes them to feel afraid for their safety.
- Harassment - Sending insulting and rude messages repeatedly to someone.
- Denigration - Sending or posting cruel gossip or rumours about a person to damage their reputation.
- Impersonation - Breaking into someone’s email account, posing as that person and sending damaging messages about a person that will get them into trouble or danger, or damage the person’s reputation or friendships.
- Outing or trickery - Revealing someone’s secrets or embarrassing information online or tricking someone into revealing secrets which are then distributed online.
- Exclusion - Excluding someone from an online group like blocking them from a chat group.

^{*}www.preynet.ca; ^{**}www.cdc.gov/violenceprevention ^{***} www.peihsf.ca/content/cyberbullying-project



“We need to develop a consistent method of identifying best practices and effective tools and interventions.”

- Community Group Member

While similar to those presented by the PEI Home and School Foundation, the following examples of cyberbullying offered by PREVnet add additional information to our understanding of these illustrations:

- Sending mean and sometimes threatening emails, texts, messages.
- Sexually harassing someone through texts, messages, email.
- Spreading gossip, secrets or rumours about another person that will damage that person's reputation.
- Hacking an email or social media account and sending hurtful materials to others under an assumed identity.
- Creating blogs or websites that have stories, cartoons, pictures or jokes ridiculing others.
- Creating polling websites where visitors are asked to rate individuals' attributes in a negative manner.
- Sharing embarrassing or intimate photos of someone without their permission.
- Engaging someone in instant messaging so that he/she reveals personal information that is forwarded to others.
- Using someone else's password in order to change their profile to reflect sexual, racist and other content that may offend others.
- Posting false or hurtful messages on online bulletin boards or in chat rooms
- Deliberately excluding others from social media groups, instant messaging and email contact lists.

Cyberbullying Now

The last decade has seen an unprecedented explosion in communication tools that are technology based. Further, youth at younger and younger ages are accessing and using these tools to create social connections, stay in touch with peers and family, explore the world, and share ideas. Youth who have been raised in our “smartphone culture” are at ease with the tools and applications they use and cannot imagine a world that is less connected. And while youth can use tools to create positive experiences for themselves and others, youth can also use electronic media to humiliate, harass or threaten their peers.

According to CDC, increasing numbers of teens and pre-teens are becoming victims of this new form of violence. Although many different terms-such as “cyberbullying”, “internet harassment”, and “internet bullying” have been used to describe this type of violence, “electronic aggression” is the term that most accurately captures all types of violence that occur electronically. Like traditional forms of youth violence, electronic aggression is associated with emotional distress and conduct problems at school. In fact, recent research by CDC suggests that youth who are victimized electronically are also very likely to also be victimized off-line (i.e., sexually harassed, psychological or emotional abuse by a caregiver, witnessing an assault with a weapon, and being raped). (CDC 2014**)

“We are teaching ourselves about this stuff. Our parents and teachers didn't grow up with the internet. We will be able to support our kids better because we have been through it ourselves.”

- Youth

PREVNet frames cyberbullying as the problems that arise when the technology that is supposed to bring people together is used instead to abuse others, pushing peers out of their social network into a world that is filled with loneliness, embarrassment, fear or shame. Cyberbullying is often relentless and aggressive, happening 24 hours a day, everyday. It can also go unnoticed by adults with the cruelty being subtle or due to the use of code words or actions.

Youth who are cyberbullied normally feel an intense sense of isolation, fear, loneliness and despair. Their desperation, especially if they have mental health issues or mental illness, can sometimes lead to acts of self-harm or tragically, even suicide. (PREVNet 2013)

Why Are We Looking at This Issue Here in PEI?

A few high-profile and tragic cases of youth suicide, which are attributed to severe cyberbullying has rocketed the issue straight into the public eye both here in PEI and around the world. There are calls and pleas for action from parents who have lost children and from those who have been personally victimized.

“The internet is the wild west – a free for all with few laws and no sheriff. Cyberbullying is inevitable in that type of environment.”

- Educator

The media has exploded in coverage of the issue (see media scan attached appendix), making it a popular subject in mainstream and alternative media.

As a test, set a Google alert for “cyberbullying” and watch how many articles are delivered daily – it is information overload.

Given the high profile that cyberbullying has, it follows that people across sectors want to address the issue. There are countless campaigns, tools and resources that seek to support the prevention of cyberbullying, and others that help youth, and the adults who support them, to address cyberbullying incidents. Many of these activities are school based, while others are community based.

With an issue that is perceived to be as widespread and frightening as cyberbullying, a plethora of experts has emerged to offer evidence, data, guidance and solutions to help prevent and address the issue. Given that a number of these individuals offer their services in schools and communities in PEI, a need for a consistent method of identifying a best-practice or effective tool/intervention has been identified by the education community. Schools are looking for outside supports that are value-added to curriculum outcomes and they need ways to identify which ones will best serve PEI youth.

The issue has also risen to prominence, worthy of a significant amount of study and policy work, within federal, provincial and territorial governments – as well as in some municipalities. There is much literature being produced in other jurisdictions that address unique community/provincial needs/frameworks/structures. PEI has identified a need to do the same “place-based” investigation to ensure any strategies that may be developed will match the needs identified by the community.

Current Trends

In April 2013, the federal, provincial and territorial governments agreed to expedite a review of the laws surrounding cyberbullying and examine non-consensual distribution of intimate images. The report from the Ministers formed the basis of Bill C-13 which was drafted in response to that report. In the fall of 2013, Bill C-13 was introduced.

In addressing cyberbullying, the Criminal Code offences most commonly applied are Uttering Threats and Harassment. The possession and distribution of child pornography is also an offence that has been used to cover the non-consensual sharing of intimate images of minors in the past.

One barrier to defining current trends is that the statistical information on cyberbullying varies wildly from researcher to researcher. This has led to an identified need for researchers to work toward agreeing upon some baseline indicators and reporting common baseline information in all of their reports and published articles, so that the data can be accurately synthesized, compared, and contrasted. It is hard to learn from a literature base that is so disparate on many factors. (Cyberbullying Research Centre, 2011****).

“We assume kids know everything about technology but they don’t. They need skills and guidance in its use. We should be giving them positive messages and support to make good decisions instead of using enforcement and compliance.”

- Educator

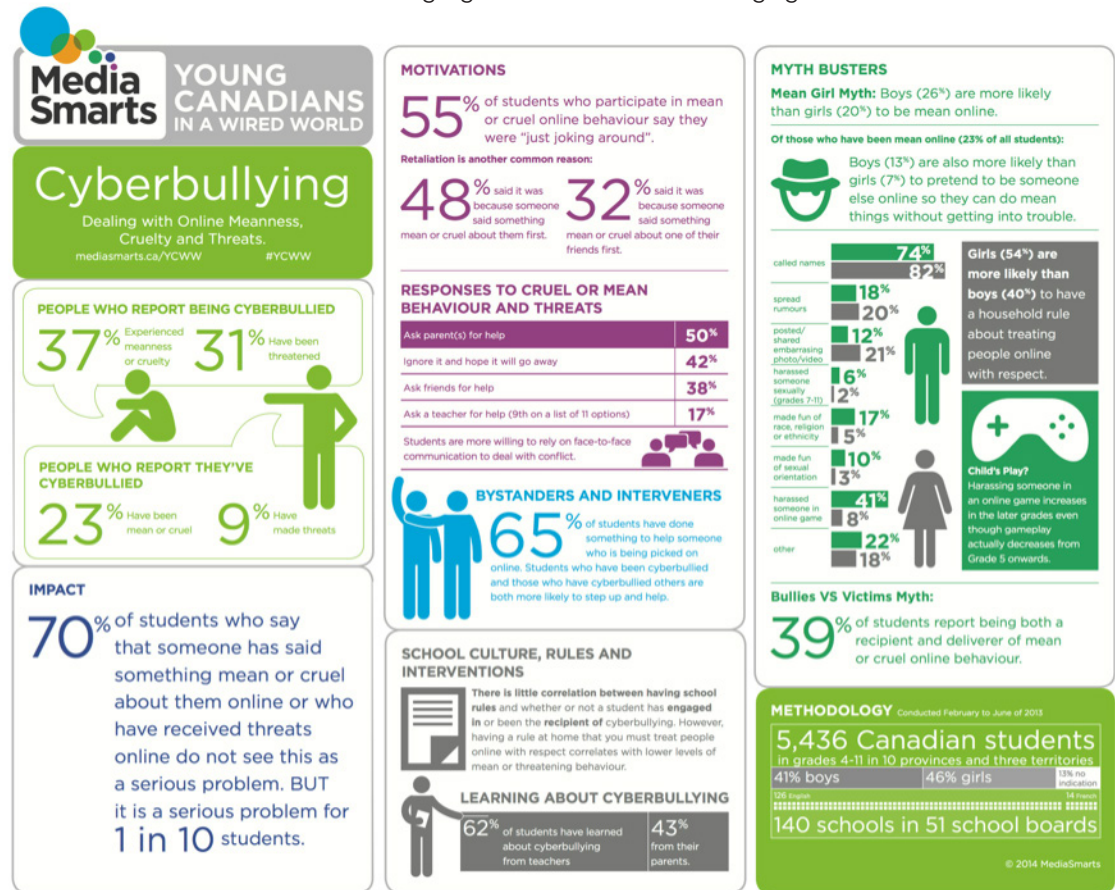
The most recent information from Statistics Canada on cyberbullying and youth found that about 1 in 10 adults in 2009 reported that a child aged 8 to 17 living in their household had been a victim of cyberbullying. (Statistics Canada, 2012 Canada Yearbook, Information and Communications Technology). This statistical information is insufficient and too outdated for use in developing strategies to prevent and address cyberbullying, so a more recent, comprehensive resource was located.

The set of data chosen for use in this project originates from MediaSmarts. Initiated in 2000, Young Canadians in a Wired World (YCWW) is the most comprehensive and wide-ranging study of children’s and teens’ Internet use

in Canada. This is an ongoing research project that tracks and investigates the behaviours, attitudes and opinions of Canadian children and youth with respect to their use of the Internet. In 2011, MediaSmarts launched a third phase of the YCWW study with qualitative research comprising interviews with teachers from every province across Canada and focus groups with youth and parents, followed by a national classroom survey of more than 5,400 students in 2013 (MediaSmarts 2014).

**** www.cyberbullying.us

The resulting infographic, which is shown below, outlines and highlights some current and emerging trends and statistics.



“Nobody has ever defined “healthy relationships” for us. They just talk about abuse or bullying. They tell us what not to do, but not what to do. We need to be able to say what we need and be involved in what gets taught about relationship stuff and the internet. We want more classes on how to behave properly online but the classes need to talk to kids in real ways – not just what adults think we need to be told.”

- Youth

What do the stats tell us?

These statistics are the voices of the youth who participated in the study. This information is important for planning strategies to prevent/address cyberbullying as it comes directly from the population that is most often personally affected by cyberbullying.

Prevalence

- Cyberbullying is not an “epidemic” that affects the vast majority of youth, but is common enough that it represents a significant minority. Only 11% say it is sometimes a problem and 3% say it is often a problem.
- A significant minority of youth report engaging in bullying behaviour and being victims of bullying behaviour. Retaliation is often reported as the reason for saying mean or cruel comments to others.
- Younger students report more negative impacts if they are victims of cyberbullying.
- Youth experiences of cyberbullying are almost non-existent in grade 4, rising to a third of youth in grade 8 and then to 38% in grade 11.
- Only 4% of students indicated forwarding an intimate image that someone has sent them.

Conflict vs. Bullying

- Youth have trouble differentiating between conflict and bullying at times, but many see mean and cruel behaviour online as normal conflict for teens to experience.
- Youth (55%) often intend cruel or mean comments as jokes, not harassment or threats.
- Students identified face-to-face conflict resolution as their preferred way to resolve two-way clashes.

Gender considerations

- Cyberbullying behaviours are highly gendered in types of interactions.
- More boys than girls report that they have cyberbullied others.
- Girls report more negative impacts if victims of cyberbullying.

Impact

- Only 3% of the total sample of students report that threats made to them are a serious problem.

Supports and Coping Strategies

- A majority of students prefer to ask their parents for help when experiencing threats, harassment or non-consensual sharing of photos. They also will ask friends for help before they would ask a teacher or police for help.
- As students get older, they are more likely to ignore mean and cruel comments.
- Youth, who are bystanders in cyberbullying situations, will often act, but not in pro-social ways – they usually resort to retaliation.
- Youth who have family rules about pro-social behaviour online have lower incidences of making mean and cruel comments.
- Youth with no family rules are 60% more likely to be cruel and twice as likely to make threats than those who do have family rules.
- There is little correlation between school rules and policies and the prevalence of cyberbullying.
- Students who have experienced conflict do not believe the school rules/policies are effective.

What is Understood About the Effects of Cyberbullying on Individuals, Families and Communities?

Individuals

Individuals who are involved in cyberbullying are at risk for a number of problems that put them at higher risk of becoming involved in the justice system, have addictions issues and physical/mental health and relationship challenges.

From PREVNet's Website

Dangers for Children and Adolescents Who Are Bullied:

- Depression (low mood, a sense of hopelessness)
- Social anxiety, loneliness, isolation
- Stress related health problems (e.g., headaches, stomach aches)
- Low self esteem
- School absenteeism and academic problems
- Aggressive behaviours
- Contemplating, attempting, or committing suicide

Dangers for Children and Adolescents Who Bully Others:

- Not knowing the difference between right and wrong
- Delinquency and substance use
- Academic problems and increased school drop out rate
- Aggression
- Sexual harassment and dating aggression
- Gang involvement and criminal adulthood
- Difficulties in their relationships with others
- Being bullied at the hands of others

“Correlation is not causation. Cyberbullying does not “cause” suicide, but can contribute to it for sure.”

- Mental Health Worker

“All parents should read the public school curriculum. It is important to know what your children should be learning. That way you can support that learning and ask questions if you feel something important is being missed.”

- Curriculum specialist

Families

Parents and caregivers sometimes feel they lack skills to help their children address cyberbullying – or any kind of relational bullying. This sense of helplessness creates stress within the family.

If parents are unable to find resources to address the situation, their child may lose faith in their parent/caregiver's ability to make the world feel safe and create a healthy environment in which their child can learn and grow.

Parents may feel the need to closely monitor their child's online interactions, severely limit their access or ban access altogether – which may result in conflicts with the child.

Parents feel that online monitoring is equated with good parenting and that they are to blame if their child runs into trouble.

Parents may be frustrated by the perceived inability of schools, police and online corporations to prevent and address issues as they arise. They can feel isolated and overwhelmed.

If issues aren't resolved, there are often mental health challenges or behavioural difficulties that affect the whole family. Parents and caregivers may have increased levels of frustration, causing further conflict within the family.

Some families, in severe cases, feel they must homeschool and/or supervise their child outside of a public school setting, which also has financial implications for the family.

As with any social issues that affect families, lone-parent families are more adversely impacted. (MediaSmarts 2014)

Communities

In small communities, incidents of cyberbullying can involve a number of community members, with people taking "sides", retaliating and creating conflict amongst community members that bleeds into "real life".

Using a public health lens, poor peer associations and a sense of isolation of particular individuals increases poor health outcomes and criminality rates. These are implications for communities that extend far beyond online difficulties. Young people may be criminalized and labeled.

Schools are unable or unwilling to address situations due to resource constraints or their interpretation of mandate, yet feel the effects of the behaviour on students and staff.

"Children of some newcomers to Canada can be more at risk for bullying behaviour online if the parents don't have the language and/or technology skills."

- Community Group Member

SWOT Analysis

A SWOT analysis provides an overview – or snapshot – of where a group or community is at a moment in time. The information in the analysis is dynamic, meaning that it is changeable as a strategic plan is executed. As strengths are built on, weaknesses are addressed, opportunities are taken, and threats are minimized or mitigated, the group grows in capacity that creates a new set of strengths/weaknesses/opportunities/threats. This new set of circumstances will create a need for a new action plan. SWOTs are great tools to integrate into ongoing policy planning, monitoring and review because they provide an easy way to understand complex challenges.

We can also look at SWOT this way:

STRENGTHS = protective factors

WEAKNESSES = risk factors

OPPORTUNITIES = instituting evidenced best practices, building on existing capacity

THREATS = gaps and barriers

SWOT Analysis – Preventing and Addressing Cyberbullying in PEI

This analysis comes from what we heard in focus groups, interviews – including both youth and adults. We have created this snap-shot analysis as a way to frame the issue at a glance.

STRENGTHS

- Youth understand that cyberbullying is an important issue that effects them and they want to address it
- There is a desire throughout the entire community to address cyberbullying
- PEI has lots of small/large and well-connected networks that collaborate on issues
- There are a lot of existing resources and services
- Public school curriculum provides lots of opportunity to address cyberbullying and cyber-safety
- There are existing champions within schools, community groups, justice system
- There are existing mechanisms to address serious cases (through legal, justice system)
- The problem is “owned” by the whole community – everyone sees a role they could play in prevention and/or addressing cyberbullying
- Individual coping skills and resilience of youth
- Supportive environments do exist in schools, community groups, faith communities, etc.
- Desire to build healthy public policy

WEAKNESSES

- Although everyone feels that they “own” the problem, nobody claims responsibility under their individual mandate
- Adolescent behaviour and development is poorly understood in our community
- Schools are unable or unwilling to address the issue
- Parents lack understanding of technology and social media use and abuse
- Current legislation is not understood by the public
- The issue is very complex
- There is much finger pointing about who is responsible
- Common belief that limiting access to the internet, texting, devices will solve the problem
- Lack of coordination of services, supports, campaigns
- Lack of dollars and fear of making requests on already tight budgets
- Youth fail to properly assess risk
- Youth often blame themselves when they have trouble with cyberbullying
- Youth don't report

OPPORTUNITIES

- PEI can develop an “approach” rather than a specific “program(s)”
- Learn from other provinces, jurisdictions
- Youth want engagement and to contribute to finding solutions
- Chance for new acts, mandates that positively address the issue through prevention
- Through collaboration, have the chance to create protocol and practices for early intervention
- Opportunity for municipal governments to create strategies
- Youth are asking for more connection and less social isolation
- PEI Home and School see themselves as a potentially strong ‘connector’
- Women's Network PEI and East Prince Women's Information Centre will continue to work on this issue
- Potential to work with UPEI's Education program (research)
- More community members from a variety of sectors are becoming more “trauma-informed” in their work with vulnerable youth
- Opportunity to create policy before a tragedy happens

THREATS

- A lot of pressure on limited resources
- Reporting systems of popular social media and applications are insufficient or non-existing, making it hard for youth, parents, police to address issues
- More “anonymous user” based apps popping up
- Feeling of being caught in a global culture, makes it difficult to act locally (not sure if local decisions have any effect when issue is everywhere in the world)
- Sense that there is a lack of political will to invest in holistic/integrated prevention strategies
- Sense that policy making is not a priority on the issue of cyberbullying
- General societal valuing of competition over collaboration
- Process to get things done always slowed by red-tape and slow movement through systems
- Increase in youth exposure to pornography
- Earlier age/developmental maturity for exposure to technology and social media (skill development is lagging behind access/usage)
- Decreasing opportunities for youth to be in service clubs (that build character, teach civics, sense of duty to others, pride in community, manners)
- Interviewees and focus group participants indicated concern that PEI is one tragedy away from being mandated politically to address issue

What We Heard

Knowledge About Technologies

Despite 80% of parent respondents in the online survey reporting that they have a good to excellent understanding of technology and good awareness of what their children are doing online, there is a knowledge and awareness gap. There is a sense among key stakeholders that parents “don’t even know what they don’t know”. In other words, parents may be familiar with some of the mainstream apps that their children routinely use, but are unaware of the existence of others.

“Parents try to monitor us, but kids always find a way around it.”

- Youth

One example is Ask.fm – most adults (not just parents of youth 10-18) interviewed in this project were unaware of its existence, but the majority of youth in focus groups identified it as one of the prime spaces where cyberbullying takes place.

Youth often reinforced the idea that the adults in their lives knew little about how youth use technology to interact with peers. Parents reported that they instructed their children to only interact online with other people they know. Youth suggested that knowing whom someone is though a friend of a friend – or through reputation is the same as knowing someone. This is a generation gap.

Youth also felt that parents monitoring their technology use was a violation of privacy, so have created “work-arounds” to keep their parents unaware of their activities. Some strategies are:

- delete all texts that parents might not like,
- second accounts that parents don’t know about,
- aliases,
- using private browsing, deleting/dumping history,
- using someone else’s technology to communicate.

Yet most parents report that they routinely monitor their children’s technology/internet use and are confident that they know what their children are up to online.

The lack of knowledge about types of technologies involved in cyberbullying resonated across the entire adult population interviewed for the community consultation. The observation was often made that “the technology moves so fast, we can’t keep up like the kids can”.

While monitoring was not identified as an effective tool in preventing or addressing cyberbullying, developing rules for usage for younger children and having regular check-ins was often reported by youth as helpful. Many youth identified their parent as the number one source for support if they were having a serious problem with cyberbullying. This finding is reflected in both the work of this project and that of MediaSmarts.

“Youth don’t always have criminal intent with cyberbullying. We need to help them find better ways to communicate and get their needs met.”

- Justice system professional

Conflict vs. Bullying

There is sometimes a tendency to equate rudeness and disagreement with bullying. Key stakeholders, especially those in front-line education, law enforcement, and youth work, saw the inability to distinguish conflict from bullying as a major issue in addressing cyberbullying. There appears to be a gap in skills: stakeholders revealed that not only are youth reporting that they are being bullied, when in fact they are experiencing conflict, but that parents are also often having a hard time seeing the difference. This lack of understanding creates a victim/bully binary that can become quite entrenched and can be a barrier to creating healthy relationships, problem solving and conflict resolution. There is a sense throughout the community that there is a real opportunity missed if children aren’t supported addressing conflict.

Potential Supports

Through the process of consulting the community, a number of resources were identified that can help youth involved with cyberbullying. However, there appears to be little awareness of the supports, how and where to access them, and when they are appropriate. This is especially true for parents who aren’t sure what to do and who can help if their children have been victims or perpetrators of bullying behaviours. There is a sense that that “the school does nothing” and that “police do nothing” and “there are no mental health services”. Yet these three sectors consistently identified resources that are available if parents or youth request them.

“Support for victims should come from all sides in serious cases – police, crown schools, mental health people, victim services.”

- Parent

“There is a need for consistency in protocols with schools and police - or at least develop some protocols, I don’t know if there are any.”

- Parent

Consistency

There was also a lack of consistency in responses from school to school and police force to police force about how situations are handled and addressed. The inconsistencies in what supervisors/management/administration said are common protocols were unknown or rejected as not being translated to action on the front lines. There appears to be no formal, consistent protocol for when parents should report to the school, when schools or parents should report to police and what police do in terms of investigating and proceeding. This observation is made as a way to identify a potential place for work to be done collaboratively between sectors to create protocols, communicate to youth and parents what the protocol is, and have some consistency in responses to complaints.

Accessing Supports to Address Issues of Cyberbullying

In Schools

Youth who were victims of cyberbullying often reported feeling like their school did not handle the situation(s) to their satisfaction when another student at the school was involved. Some students reported that even when the cyberbullying was affecting their ability to learn and feel safe within the school, that little was done to support them other than to be told to “be strong”. Students who had participated in bullying behaviour were often told to “cut it out”, but were not offered any support to help them have better relationships in the future.

In a few rare, but notable cases, where the cyberbullying had spilled into the school/classroom environment, students who were victims were isolated – taken from class and given a “safe space” in which to do their work. Students felt this isolation contributed to feeling less attachment to school and poorer relationships with peers. One student reported that it led to him quitting school. (He has since returned to another school.)

“A lot of outside groups want to deliver programming in schools but the reality is that we only have 3% of open curriculum time.”

- Educator

Some students also reported that after repeated online harassment that bled back into the school, they sometimes retaliated and were then punished along with student(s) they had retaliated against.

Some students reported that the school attempted a restorative justice practice, but they didn’t feel safe within the process. Often both parties were asked to say what happened, then to say “sorry” and shake hands. Students felt that this was not effective in creating or restoring a healthy relationship, but was

sometimes effective in stopping the bullying behaviour. So, while this was somewhat effective as a means to halt a situation within the school it is not truly restorative and does little to support either party in skill development around empathy, conflict resolution or good decision making.

Schools often offer individual and small group work for students experiencing a variety of social difficulties within the school or within their families. Students who are attached to these groups or meet regularly with a guidance counselor or youth worker report feeling supported and understood. It was noted that a police officer played a similar role in one of the high schools in Charlottetown – offering a shoulder, an ear and an open mind.

Students who attend schools where they describe the culture as overly authoritarian, focused on competition/winning (especially sports) and where teachers use “teasing” to relate to youth consistently reported more difficulty with peer relationships.

Over the course of the community consultation, some stakeholders from the education sector spoke in frankly demeaning ways about their students, especially girl students. They talked about girls’ propensity for “drama”, for “asking for it” by wearing revealing clothing or sending intimate photos to get boys’ attention, and they spoke about girls’ hormones being an issue. In general they talked about their students being entitled and lazy.

While these types of comments are pervasive, it is important to note that the vast majority of school staff are caring, compassionate and respectful. There are some schools that seem to support a negative culture however – which points to the need for a whole school approach to supporting healthy relationships.

Students also reported missing days of school due to cyberbullying. The fear of being publically humiliated or physically attacked were the two reasons cited for missing school. Some students said they just “checked out” when they were at school – barely engaging in order to keep the attention off of themselves.

One thing that is worth noting is that school administration had often done some work to follow up on complaints and that issues seemed to resolve, but nobody communicated to the student/parent who made the complaint what had been done to address the situation. There is certainly room for some protocol development in this area.

As for prevention, schools make individual choices about what campaigns, speakers, special events they hold to prevent cyberbullying. The result is a patchwork of speakers, workshops, poster campaigns, t-shirt days, and clubs. It appears that most, if not all, schools in PEI make an effort to address bullying generally, and in some cases, cyberbullying specifically. Teachers expressed a desire to relate the extra or external programming back to the curriculum. They also expressed a desire to have some evaluation/evidence of the effectiveness of these various activities.

Parents

There was a lot of feedback from the community consultation around the need for parents to support youth to create healthy relationships and that they needed skill development in this area. Parents feel they are doing the best they can. Most parents feel they have the skills to support their children, but feel that schools and police do not. There appears to be a communication gap between parents, schools, and police. Teachers and other school staff, police, and community groups felt that parents would benefit from having more resources to support their children when dealing with bullying behaviour and that parents are the first and best source of support for youth. There is also recognition that bullying in general and cyberbullying specifically is a complex issue and that many parents feel overwhelmed by the issue.

“Love on the child who is being cyber bullied, but also on the child who is bullying. They both need healing.”

- Aboriginal community group

“A healthy heart is as important as a healthy mind.”

- Parent

Mental Health Supports

Youth experiencing mental health issues may access Community Mental Health services when experiencing a crisis situation. As part of intake, the youth will be evaluated and then referred for counseling and/or psychiatric service. In crisis cases, where suicide ideation is present, there is little wait time – youth are made a priority. There is some confusion around hospital admittance in cases of suicide attempts and ideation – but it is apparent that there are not enough beds to service youth who are most in need of high level care. Youth who are experiencing issues related to cyberbullying and who are presenting with anxiety, depression are considered to be high enough risk for crisis that they are coded at “level one” which means they receive immediate referral to counseling. That being said, the need is greater than the resources available in youth mental health.

Law Enforcement

The Youth Criminal Justice Act is designed to divert youth from the criminal justice system. This is the lens and the guiding principle that police officers use when dealing with complaints related to cyberbullying. Police work front line with youth who file complaints and with the youth who are accused of cyberbullying. The desire to divert and offer services is sometimes interpreted as inaction from parents of those who make complaints. Police also report that it is difficult to investigate complaints when evidence (i.e. screen shots) is deleted and that it is difficult to deal with social media corporations which are located in other

*“Reporting doesn’t really work so why bother?
You need your friends to stick up for you.
Police would never leave my school if they had
to investigate every time someone told someone
else to “go kill yourself” online.”*

- Youth

countries (which means having to deal with non-Canadian law enforcement agencies which may or may not have agreements with law enforcement in Canada). Due to the complications of investigating cases without access to solid information and evidence - and the mandate to divert youth from the criminal justice system – police often feel frustrated in their attempts to

address cyberbullying. Police indicated that prevention strategies are the most effective in dealing with cyberbullying – and that community led prevention strategies would be most helpful. Police would like to have better lawful access to phone records and generally support the expanded search powers in Bill C-13.

The Criminal Justice System

Police have a duty to investigate complaints and make judgments about whether to lay charges based on the evidence they are able to collect. Generally, police seek to ensure that they have enough evidence that a crime has been committed to proceed with a charge. When a charge is laid, before proceeding, a Crown Attorney must test for a reasonable prospect of conviction of the accused for the case to proceed to court. This is often a difficult fact for victims of crime to accept – but in order for a conviction, the law requires proof beyond a reasonable doubt that a crime has been committed. While complainants feel that they have been victimized, it is a huge burden of proof to make that claim in court.

Coupled with the desire to divert youth away from the justice system, this reality can be difficult for victims of harassment, threats or other criminal charges related to cyberbullying. Communication between police, crown prosecutors, victims services and victims of alleged crimes about why charges may not be laid or able to proceed has been identified as essential to helping to address and create an environment that supports peace and closure for victims. Once people who feel they have been victimized understand why the criminal justice system cannot remedy their complaint – and are given referral to proper supports and services – better outcomes for mental health may ensue.

*“Court is not the only
answer. Programs that
support the development
of empathy and good
decision-making is the
answer.”*

- Police Officer

International Framework

Cyberbullying is happening in a context of multi-national, international frameworks of laws – and lack thereof. The difficulty in accessing evidence and inability to find satisfaction in reporting mechanisms of offshore applications and platforms make investigating cyberbullying very complicated. (see appendix for a comparison of reporting mechanism from popular social media sites) In other words, PEI cannot dictate terms of use for Facebook, Ask.fm, or Vine, etc.

Prevention

Lack of resources (dollars, time, people) to fund evidence-based programs is identified as the primary barrier to creating interventions that will prevent cyberbullying.

While everyone in the community consultation recognized the importance of preventing and addressing cyberbullying, it was apparent that people were framing the issue in context of many other issues related to youth. Addictions and mental health were mentioned as priority concerns. Key stakeholders often mentioned that cyberbullying is often a contributing factor to both mental health and addiction issues, but do not frame it as a priority in an environment that they perceive to have much more urgent needs to be resourced.

Positioning as a Priority Issue in Education

It would be unfair to say that cyberbullying is not a concern amongst educators and support staff in the education system. It would be fair to say that there is an intentional and well-articulated focus on schools producing better academic outcomes for PEI students. Psycho-social development and interventions that support pro-social skills are a priority for the PEI education system, in the context of developing the whole child, but several people working within the education system reported that they felt that “time on task” is taking priority over supporting students being “ready to learn” when they arrive at school each day. There is a sense of frustration among educators and support staff that the time spent on helping students deal with social problems is seen as a distraction from priority components of the curriculum.

Cultural Considerations

The community consultations and focus groups revealed that people have a sense that our predominant culture in North America has a focus on being successful and on being competitive, which creates a winner/loser binary. Stakeholders talked about the difficulty in teaching, supporting and modeling healthy relationships in a culture that tells people that one should not care what other people say/think about us and that we should always say/do what we want. The focus on individual vs. group well being was identified along with a growing lack of development of empathy skills and a lack of desire to act in collaborative ways as the foundation for unhealthy relationships. Leadership amongst youth grows out of their winning achievements in athletics and academics, rather than their ability to form collaborative relationships and model compassion and empathy toward others.

Community Desire to Support Prevention

The community consultations revealed a deep desire to work on prevention and be pro-active in the approach to dealing with cyberbullying. The usual response was to focus on supporting youth to develop empathy and resilience. There are multiple approaches, models and tools that were recommended – each with their own merits and individual adaptations.

Individualized “Service” and “Supports”

Whenever the idea of a provincial strategy was introduced in community consultations, there was always a suggestion that any strategy be flexible and adaptable to individual’s needs. The idea that one uniform protocol, service, resource, tool, intervention could serve the needs of everyone was soundly rejected – especially by front line workers serving youth. Participants in the consultation – youth especially, wanted approaches that are built on guiding principles of “youth focused” and “strength based”.

Champions Within Systems/Organizations

Individuals who are passionate about helping youth to create healthy relationships exist in almost every system and organization engaged by the community consultation. Youth also identified individuals who were “go to” individuals in their schools, families, teams, etc. These individuals serve a dual purpose of supporting youth and helping other adults to support youth.

Curriculum That Supports Healthy Relationships

Within the public school curriculum, both the health curriculum and the technology curriculum support healthy relationships and digital citizenship. While the curriculum supports the instruction of both these themes, there is little class time actually devoted to teaching these themes. Health is only 4-6% of the public school curriculum.

There is a sense within the community that the public school curriculum does not include outcomes related to healthy relationships and/or digital citizenship. People working in the education system recommend that the public become more familiar with the curriculum and hold teachers and schools to the standards set out in the curriculum. (see appendix for curriculum related to cyberbullying)

Some Solutions Offered By the Community:

- Youth can be engaged to develop and lead prevention activities within schools.
- Use SHAPES* survey data to build programming to prevent/address cyberbullying. SHAPES is a data collection and knowledge exchange system that is designed to monitor youth health behaviours in Prince Edward Island. SHAPES-PEI uses school-based surveys (the provincial SHAPES survey and the national Youth Smoking Survey) to ask students questions about physical activity, healthy eating, mental fitness, and tobacco, alcohol, and drug use.
- “Youth Advocate” be established for PEI.
- A new school act could help address bullying by mandating school policies. There is also an opportunity with the new school board to create new pro-active policy.
- Students could go to school on PD days to learn about healthy relationships from community groups.
- Develop social marketing campaigns to inform public about what cyberbullying is and isn’t
- Have school boards develop a common approach to dealing with bullying complaints, taking into account each school’s need to problem-solve for individual situations.
- Have opportunities for principals and other school staff to discuss their approaches and work toward developing best practices in preventing and addressing cyberbullying
- Have opportunities for law enforcement to discuss their approaches and work toward developing best practices in preventing and addressing cyberbullying
- Offer school staff Conflict Resolution training
- Offer students Conflict Resolution training
- Offer students training in developing healthy relationships
- Offer PD curriculum to school staff that supports their knowledge of technology tools and applications that students are using
- Recognize that it isn’t necessary to have knowledge of individual platforms and applications that youth use (where they experience cyberbullying).
- Focus instead on the types of behaviours they are experiencing.

Best Practices in Preventing and Addressing Cyberbullying

There are hundreds, if not thousands of programs, campaigns and curricula that address cyberbullying. When looking to identify a best practice, it may be a better to look for “effective approaches” to incorporate into schools and other settings where youth learn and participate in activities.

**SHAPES survey is School Health Action Planning and Evaluation System.*

As a first step:

Identify curriculum and successful approaches already existing within school boards, institutions and organizations that improve social climate, create respectful learning environments, and train staff and youth in de-escalation and intervention techniques;

Identify programs, curriculum and approaches for incorporating instruction about mental health, healthy relationships and the prevention of bullying and harassment for schools, institutions and organizations.

What needs to be considered when looking for “best practice” or an “effective approach”? Using the following lens as our starting point, we begin to answer our questions by saying that a good bullying prevention/intervention program or approach should:

1. Provide training to teachers and/or facilitators of programming,
2. Be strength-based, rather than seeking to address deficits
3. Provide / teach new skills,
4. Provide an opportunity for repeated practice of those skills,
5. Clearly teach:
 - a. Definitions,
 - b. Rules,
 - c. Expectations,
 - d. Policies.
6. Provide a systemic approach to school/organizational climate; be a whole school/organization approach
7. Have / require a coordinating committee to implement & sustain school efforts, and include youth
8. Administrative (principal, director, manager) buy-in.
9. Track and evaluate data
 - a. Simple surveys,
 - b. Youth focus groups,
 - c. Other means of gathering data.
10. Focus on prevention
11. Focus on Social-Emotional Learning (SEL)
12. Provide comprehensive training for all staff and the broader community on:
 - a. Psychology of –
 - b. Recognition of –
 - c. Prevention & intervention for bullying;
 - d. Program / curriculum implementation;
 - e. Specific work with targets; those who bully, and bystanders.
13. Support teachers, facilitators, staff and youth,
14. Provide support for:
 - a. Targets,
 - b. Offenders,
 - c. Bystanders / reporters
15. Support the larger community, i.e. parents, family members, others;
16. Include cyberbullying / digital safety issues.
17. In addition, it should also:
 - a. Address & assess building readiness to implement,
 - b. Educate adults about reporting, documenting & tracking
 - c. Clearly connect school culture with student conduct and discipline policies,
 - d. Provide/address cultural competence and bias toward high risk populations,
 - e. Be developmentally appropriate.

Conclusion

Overall, the impression that has been left that the issue of cyberbullying is less about technology use and abuse than it is about helping youth to develop and maintain healthy relationships, communication skills, and conflict resolution skills. While there are certainly some serious cases where victims are profoundly affected by harassment, threats and other toxic behaviours; the majority of youth identify cyberbullying as a nuisance and something that happens to everyone. This normalization of toxic interactions is of course, a concern. Mental health professionals point to cyberbullying as one of the causes of high anxiety, depression and suicide ideation in adolescents. Anxiety, depression can effect a youth's ability to arrive at school ready to learn and cause social difficulties that can feel very isolating – pushing an at-risk youth further away from pro-social and learning environments.

So what can we take from this? The community consultation revealed that multi-sectors feel that they are each and all responsible for preventing and addressing the problems associated with cyberbullying. There is a desire to focus on finding ways that schools, families and communities can support youth to create and maintain healthy relationships. The ways that this goal can be met are unlimited – and dependant on who and where the support is offered.

When things go poorly, and a youth finds themselves a victim of cyberbullying, there needs to be an appropriate and quick response, tailored to the situation and the people involved – as well as tailored to the severity of the cyberbullying. Solutions should use a lens that is strength-based and youth-focused, rather than setting up a binary of victim/bully.

No one group is responsible for preventing and addressing cyberbullying. It is a shared responsibility. That being said, there is an identified sense of responsibility for all sectors to take a role – and have a cohesive strategy in which multi-sectors can actively participate, contribute and learn.

Some areas in which the community would like to see work done: further policy development on safe and healthy schools, use of evidenced effective “healthy relationship” programming being used in schools and extra-curricular activities, ensuring health curriculum outcomes are reinforced in all school activities, creating protocols that are consistent and effective to address cyberbullying as it arises within schools and youth-serving organizations, supports and programs for parents to understand more about the issue.

*“If you want to travel fast, travel alone.
If you want to travel far, travel together.”*

(N'gambai African Proverb)

The above quote best reflects the ideas of the PEI community in its desire to create collaborative partnerships that will support the health and well being of youth in our province. It is hoped that this discussion paper can serve as a “jumping off point” to begin that work.

APPENDIX

Key Stakeholders

Youth and parents/caregivers were identified as the most key stakeholders and were engaged in this project through focus groups and online surveys.

The following people and groups were identified as other key stakeholders within our community. Not everyone on this list was available or willing to be interviewed, but every sector listed below was engaged with a total of 54 interviews. Not everybody that was interviewed is listed below – but are represented by their titles (example: teachers, youth workers)

PEI Department of Environment, Labour and Justice

- Erin Mitchell, Director, Community Safety and Justice Policy
- Jill Lightwood, Coordinator, Justice Resource Service
- Cyndria Wedge, Director, Crown Attorney's Office
- Susan Maynard, Manager, Victim Services
- Paula Finkle, Manager, Youth Justice Services, Community and Correctional Services
- Community Youth Workers
- Gordon Garrison, Policing Services Manager, Community Safety and Justice Policy, CSJP
- Kathryn Dickson, Manager, Access and Privacy Services

PEI Department of Education and Early Childhood Development

- Imelda Arsenault, Senior Director, Learning and Early Childhood Development
- Cheryl Tanton, Health and Physical Education Specialist
- Sterling Carruthers, School Health Specialist
- Adrian Smith, Special Education Policy Advisor
- Jeff Clow, Child and Youth Services Commissioner
- Greg Bungay, Information Technology Specialist

Community Services and Seniors

- Dr. Wendy Verhoek-Oftedahl, Family Violence Prevention & Community Development Coordinator, Child & Family Services
- Michelle Harris-Genge, Director, PEI Interministerial Women's Secretariat

Law Enforcement

- Andrew Blackader, NCO i/c Community Policing & Media Relations, PEI RCMP
- Paul Smith, Chief of Police, City of Charlottetown
- David Poirier, Chief of Police, City of Summerside
- Lewis Sutherland, Police Chief, Town of Kensington & Chair of the PEI Association of the Chiefs of Police

English Language School Board

- Cynthia Fleet, Superintendent of Education
- Julia Gaudet, Director, Student Services
- Tamara Hubley-Little, Leader, Curriculum Delivery
- Craig Clarke, Carolyn Thorn, Andrea Garland, MaryBeth Noonan, Counselling Consultants
- Principals: (geographic/grade level mix)
- Guidance Counsellors: (geographic/grade level mix)

La Commission scolaire de langue française (French Language School Board)

- Anne Bernard-Bourgeois, Directrice générale
- Principals/Guidance

Health PEI

- Janice Smith, Children's mental health services
- Mental Health Crisis Response workers
- Psychiatrists

PEI Home and School Federation

- Shirley Jay, Executive Director
- Peter Rukavina, President, Board of Directors
- Heather Mullen, Technology Committee, Healthy Living/Wellness committee

Aboriginal

- Lori St. Onge, Director of Aboriginal Justice for the Mi'kmaq Confederacy of PEI (MCPEI), Member of English Language School Board (also Crime Stoppers, Child Find)
- Neil Forbes, Education Director, Lennox Island First Nation
- Brent Chaisson, Community, Child and Youth Care Worker, PRIDE Child and Family Support Services, MCPEI
- Deborah Langston, Family Support Worker, PRIDE Child and Family Support Services, MCPEI
- Jodi Phillips, Family Conference and Parental Support Coordinator, PRIDE Child and Family Support Services, MCPEI
- Lynn Bradley, Tyrone Paul, Native Council PEI
- Helen Kristmanson, Director, Aboriginal Affairs, Executive Council

Public Safety Canada

- Gordon Lavoie, Program Advisor, National Crime Prevention Centre

UPEI

- Treena Smith, Student Services
- Security Services

Holland College

- Student Services

Community Groups

- Pam Atkinson, Jaime Griffin, Michelle MacCallum, Youth Program staff, Women's Network PEI
- Rocio McCallum, Student Services Coordinator, PEI Association for Newcomers to Canada
- Cindy Breau, Family Counsellor, PEI Association for Newcomers to Canada
- Kelly Robinson, Program Coordinator, Community Legal Information Association of PEI
- Sandra Sheridan, coordinator "Our Gender Sexuality Alliance", Three Oaks High School
- Parry Aftab, Executive Director of StopCyberbullying
- Gary Bowness, President, PEI Crime Stoppers
- Jeanette Gallant, Le Village des Source
- Andy Lou Somers, East Prince Women's Information Centre
- Christy Korschuh, Stratford Youth Can-Do

Case Study

When Jillian Treadwell started grade seven, she was like most other girls her age – nervous, excited, and hopeful that she would enjoy her new school. She had friends from elementary that would be there, but she looked forward to meeting new friends too. There had been some “drama” (as her teacher called it) with some of the girls in her class last year and she still didn’t feel like it was resolved. Some girls had decided to hold a “*let’s hate Jillian day*” and had told everyone in class to check their names on a sheet if they hated Jillian. When Jillian complained, the teacher had made them all apologize to one another and shake hands, but the teacher didn’t understand that Jillian hadn’t done anything wrong. After that incident, she had stayed away from the girls and they had generally left her alone.

Although Jillian looked forward to a new school, she really wished that she wasn’t leaving behind her best friend, who was only going into grade 5 that year. It would be a long time before they would be in the same school again, but they would be able to see each other on the bus and maybe hang out on weekends. Still, she was determined to find people to hang out with at school.

One thing that was exciting about a new school was that in the past Jillian was often made fun of because she didn’t read very well. She had been diagnosed with a learning disability in grade four but was ashamed of it – even though her mother said it was nothing to be embarrassed about. The boys in her class had called her “retard” and “stupid bitch” but that seemed to have passed over the last few months of grade six. She didn’t tell anyone – the boys were scary and would punch you if you told on them so she was glad that it seemed to have been forgotten – the boys now seemed more interested in chasing girls and hockey pucks than bothering with her.

Another of the best things about starting Junior High was that Jillian’s mom said that she could join Facebook. It isn’t legal to have an account until age thirteen, but Jillian had promised that she would give her mom her password and that she would only become friends with people she knows and trusts in real life. It was thrilling to finally be online! Everyone else in her class, except for a couple of boys had joined already – some even in grade four. Jillian made friend requests to a couple of people from her grade six class and then it seemed like a million people were adding her. She felt great! She was usually left out by the popular kids but now they all wanted to be friends. It looked like Junior High was going to be awesome.

The first few months of grade seven passed by peacefully. Jillian was struggling with some of her teachers – they were pushing her to use adaptive technology and use resource teachers, but Jillian just wanted to fit in. She worked super hard at her academics and did her homework every night. She didn’t have very good grades and her mom had to meet with her teachers a couple of times. Her mom seemed upset that the school didn’t understand that Jillian was trying her best. It was a little bit stressful, but not terrible. After all, everyone has adjustments to make when starting junior high.

Jillian had made a couple of friends at school, and still saw her best friend Lucy on the bus and hung out with her after school. They usually took a walk down to a nearby creek and just talked about their days. Jillian spent a little bit of time on Facebook each day, but not too much. She mostly just scrolled through the news feed, rarely posting anything herself (so people wouldn’t make fun of her terrible spelling!) Jillian’s mom relaxed her monitoring – it seemed like Jillian was behaving well online and wasn’t having any problems with perverts or stalkers.

Things went along like this for the rest of grade seven and then something changed in October of grade eight. It was a really rainy, windy day so Jillian had come home and gone on Facebook instead of going down to the creek to hang out with Lucy. She had been scrolling through her newsfeed when she saw

Alyssa Dumont's status. It said "like for TBH". Jillian had never been brave enough to hit the like button on a TBH (to be honest) status before because you never knew what you were going to get. But Alyssa seemed nice – or at least not mean, like some of the girls in her grade. So she clicked "like".

Alyssa tagged her in a response almost immediately. She said, *"I don't really know who you are."* Jillian was devastated. They were in the same class in grade seven and again this year. Alyssa had added her as a friend for goodness sakes! She was crushed and felt tears well up in her eyes. She didn't know what to do and was about to hit "unlike" when someone else posted *"You know Jillian – she's the fat, ugly cow who can't read that's in our class."*

And then it was a free for all...

"Jillian is such a stupid bitch – why is she even on here?"

"Why are you even friends with Jillian Treadwell? She's so ugly and stupid"

"Jillian – please go kill yourself, you are stinking up Alyssa's Facebook with your stupid."

"Fat, disgusting slob – she is a dumb slut and she knows it."

Jillian sat there shocked. These were kids in her class that she thought were her friends. Well, not super good friends – but not enemies either. As tears rolled down her face, she typed, *"You are all so mean! What did I ever do to you?????? I am not fat and I am not stupid. And I'm not the ugly one – you all are."*

Then, they were on her. Two girls in particular, Chelsea and Lissa were brutal.

"Did you just call me ugly??? You stupid retard???"

"Go kill yourself, you fat pig."

Finally, after about an hour of insults and slurs being posted, Alyssa announced that she was "done" with this thread, that it was out of hand and that her dad had told her to take it down – and that she was grounded due to the comments Jillian caused. Alyssa then deleted the thread.

Jillian didn't know what to do or think. She was relieved that it was gone but also she was scared to face any of those kids at school the next day. She decided not to tell her mom, she wouldn't understand...and anyway, the proof that it happened was deleted.

Jillian didn't sleep that night. The next morning she told her mom that she was feeling sick to her stomach and couldn't go to school. Her mom gave her some peppermint tea and told her to get some rest while she went to work. Jillian said goodbye and tried to fall asleep. She gave up about an hour later and decided to get up. She went on Facebook, but it was pretty quiet - everyone was at school. She scrolled listlessly through her newsfeed, still feeling terrible about the awful attack she had endured the day before. She suddenly saw that three or four of her friends had joined a group called *"Memories of Jillian Treadwell"*. She clicked on the group. It was open but you needed to ask to join to see what was posted.

Jillian couldn't bring herself to ask to join the group. She saw it was created by Chelsea and Lissa. But she really wanted to see what people had posted. She sat there for a long time just looking at it. Finally, she came up with a solution. She created a fake account, scraped a photo of a pretty teenaged girl off the web and requested to join the group.

It was hours before her request was accepted. When she was finally able to get on the site she saw so many terrible things posted about her. It was Friday night and it seemed like everyone from her school was online. They were calling her fat, ugly, stupid and slutty. And they thought it was funny. And they had even posted photos of her from the yearbook and from her own page and wrote horrible captions or drew pictures of penises pointing at her mouth.

Jillian's mom came up behind her and told her it was time to shut it down – she had been on the computer for hours. Then her mom saw what Jillian was looking at. She got really mad. Jillian started crying. Her mom was freaking out and said she was calling Chelsea and Lissa's parents. Jillian begged her not to call and finally her mom agreed. Instead they reported the group to Facebook and deleted the fake account that Jillian had made. Then her mom told her she would need to delete her real account as well. She was not going on Facebook anymore. It was too upsetting.

Jillian ran to her room and cried and cried. Her mom came in after a couple of hours and told her it would be okay. She would talk to the principal on Monday and they would figure out a plan on how to stop the bullying. Then maybe they could talk about reactivating her account.

On Monday, Jillian and her mom met with the principal. Her mom seemed really nervous about being there. The principal told her mom not to worry too much – that kids can be cruel, especially girls, and that it would work itself out. When pressed, he said he really couldn't do anything anyway because the bullying took place outside of school hours and off school property. He told Jillian to stay strong and head back to class and then he excused them.

Jillian went to class. Weirdly, everything seemed totally normal. Nobody laughed or pointed at her. They almost didn't even seem to notice her. She took her seat but found it difficult to pay attention. On the bus ride home, Tyler, her neighbour told her that he had seen a lot of stuff online about her and asked why she was in a fight with a bunch of people. Jillian said she wanted to see the stuff he was talking about. Tyler showed her his Facebook on his phone. The group was still up and there was way more stuff posted. It had 56 members. Tyler had joined because he was curious but thought it was pretty terrible. He said to Jillian *"You know you aren't fat right?"* Jillian said, *"thanks, but I kinda am."* She then asked Tyler why he didn't say something to defend her, but he just shrugged, *"I dunno – I don't want them picking on me too."* He promised he would leave the group, but Jillian said no – that she wanted him to stay there so she could see what was being posted."

After a couple of weeks, the group disappeared. Jillian wasn't sure if Facebook took it down or if Chelsea and Lissa did. Or if the principal saw it and made them take it down. But thankfully it was gone. Tyler still let her know whenever someone said stuff about her on line. People tweeted about her weight a lot. And what she was eating for lunch. She stopped eating at school.

Things stayed the same for the rest of grade eight. Jillian often had bad stomachaches so she didn't eat in the morning. She wasn't hungry anyway. Sometimes she felt so anxious that she resorted to cutting – just little kitty-cat scratches mostly, but it helped her relax a bit. She wasn't sleeping much either. She had gone back online – not Facebook, but had found a few communities of girls who cut and who were pro-ana/mia. She felt that the people in those forums didn't judge her. She had friends there, even if she didn't have any in real life. These people understood her, told her she was beautiful and encouraged her to stay strong. They all said they had a lot of mental health issues – and talked a lot about suicide – but they had each other. Jillian spent more and more time on the forums, often staying home sick from school to spend the day chatting. Her mom was getting really frustrated with her, but her mom didn't understand. When her mom caught her skipping one day, they had a huge fight and her mom took the laptop away from her and locked it in a filing cabinet. Jillian retaliated by refusing to go to school at all. Grade eight finished a couple weeks later.

Jillian was placed in grade nine. There was some discussion of attending the alternative school, but it never happened. Jillian was totally checked out of school, she went through the motions, in a sort of a haze. People called her names in the hallway and on the bus. They threw food at her and shouted *"Here piggy, have some food."* Jillian had lost a lot of weight but people were still telling her she was fat. And she didn't understand why people were still online talking about her being a slut when she had never even kissed a guy.

The guidance counselor called her to her office one day. She told Jillian that she needed to snap out of whatever was going on with her or she would lose all her chances of being successful in the future. She had failed most of her classes first semester and teachers were constantly on her about homework and concentration. Jillian told her a bit about what had been going on. Her counselor told her that she was proud of Jillian for being strong and said *"If they are doing it to you, it means they aren't doing it to someone else – which kind of makes you somebody's hero."* Jillian felt like telling the counselor 'where to go', but she just nodded and said she would try. But she didn't.

Jillian was again placed in grade ten. She was put in practical classes, which she irregularly attended. She felt like a ghost most days – invisibly moving through the halls, utterly ignored. Other days, she was the centre of attention – particularly after people had been talking about her online. It wasn't just Facebook and Twitter anymore – there was a whole bunch of stuff about her on Ask.fm and Vine. At one point, Jillian had a cell-phone but someone had found out her number and passed it around (stupid Lucy gave it out) and so she was constantly harassed until her mom took it away. She sometimes went to Lucy's and checked out the sites on Lucy's laptop. It made her sick to see what people said about her, but she liked looking. It was depressing, but she felt better knowing than not knowing.

One day near the end of grade ten, Jillian was walking to her math class when two girls walked by and murmured *"Hey slut"* and then laughed. Jillian normally ignored the comments, but something inside her that day just snapped. She turned around and said *"What did you call me, bitch?"*

The two girls came at her fast and hard. They slammed her into a locker and began to punch at her wildly. Jillian pointed her elbow and slammed it back at them. One of the girls cried out when Jillian's elbow hit her nose. Blood appeared and so did a couple of teachers.

All three girls were suspended. Jillian and her mom had to have a meeting with the principal, the guidance counselor and the RCMP. After hearing the whole story, the police officer said that she felt that Jillian could press charges against the kids that were harassing and threatening her online and the two that had assaulted her in school. She added that, although she could charge them, she would prefer not to because there might be other ways to resolve the issue without having to go to court, which would be a long and possibly traumatic process. Jillian and her mom agreed. The RCMP officer contacted the ringleaders and their parents. She told them that they could be charged and that she would prefer not to do that, but if there was any more harassment, threats or assaults, that she wouldn't hesitate to make arrests. Jillian felt better knowing the police had her back, even if she felt like nobody else did.

After the RCMP was involved, Jillian's mom took her for counseling at community mental health. She had told the intake person that she feared Jillian was suicidal, so she got in right away. After three sessions, her counselor said that she seemed to be doing fine and would not be seeing her anymore. Jillian really liked the counselor and was sad that she wouldn't continue to see her. She felt like she finally had someone listening to her who saw her as a person, not a problem. When she asked if she could extend the number of sessions, the counselor explained that she was actually leaving her position and it would be someone different anyway. She said she would put her on the waiting list to get back in.

A year and a half later, Jillian is still on the waiting list. She is now in her final year of high school. She is thinking about her future a lot these days. She would like to work with animals. Her mom takes her to volunteer at the Humane Society and she really loves it. She doesn't think college is for her. She still can't read very well (Grade four level according to the re-assessment she got in grade ten.) Jillian has a couple of real life friends – and she still hangs out down at the creek, though mostly by herself. She still talks to a couple of her online friends too. Her mom has finally let her have a phone again and back on the laptop. She uses a few apps. She really like Whisper – totally anonymous, even if there are loads of rude creeps there. Nobody at school bugs her anymore. They seem a little scared of her. She kind of likes it that way.

She still cuts, but tends to do so less often. She eats occasionally, but really watches her calories – never more than 500 per day. She will allow 800 calories if she wants to get drunk. She drinks Vodka (straight) mostly. She likes the buzz, the way she can relax and forget about everything. She wonders if maybe pills would be more effective though – they have no calories, and pill-heads at school always seem super skinny. She isn't sure where to get pills or what to take, she may see what her dad has in the medicine cabinet the next time she visits him. He has a lot of drugs and would never notice them missing.

Jillian is about to enter adulthood in other ways too. She finally found a guy, Mark, who likes her. He, sadly, doesn't live near her. He lives in Wisconsin. They chat online a lot and text all the time too. Their conversations get really hot and heavy sometimes. He keeps asking her for photos of her naked. So far she has only sent photos without her face in them, but he wants to full package. She really likes and trusts him. She would love to move to Wisconsin to be with him. Maybe she could some day, she thinks.

Jillian's mom doesn't know about Mark. She freaks out at the littlest things when it comes to technology now. Jillian smiles as she thinks of her secret love. He is the only thing, besides animals, that makes her happy. He makes her feel special and loved. He makes her feel safe. She feels like her future with Mark could be bright.

Selected Online Platforms Commonly Used by PEI Youth

Facebook: www.facebook.com

Facebook is an online social networking site where users create profiles, add content to their profiles and interact with other users by becoming "friends". Users can exchange messages, post status updates and photos, and receive notifications when others update their profiles. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics.

Reporting problems to Facebook is often characterized as difficult, confusing and ineffective. The site maintains policy around: Violence and Threats, Self-Harm, Bullying and Harassment, Hate Speech, Graphic Content, and Nudity and Pornography.

Twitter: www.twitter.com

Twitter is an online social networking and microblogging service that enables users to send and read short 140-character text messages, called "tweets". Users can also share photos and links to content. Registered users can read and post tweets, but unregistered users can only read them. Users access Twitter through the website interface, SMS, or mobile device app. Twitter is one of the world's most popular social networking apps and has been credited as a game changer for media in particular.

Twitter has policies that cover the following: Impersonation, Sharing Other's Private information, Violence and Threats, Abuse and Spam, Serial Accounts, Targeted Abuse.

KIK: www.kik.com

KIK is a free instant messaging application for mobile devices. Kik Messenger is similar to BlackBerry's Messenger, and iPhone's iMessage. Kik allows users to share text, photos, sketches, mobile webpages, and other content. Kik Messenger requires users to register a username. There are policies on minors, bullying, harassment.

Snapchat: www.snapchat.com

Snapchat is a photo messaging app where users can take photos, record videos, add text and drawings, and send them to a controlled list of recipients. These sent photographs and videos are known as "Snaps". Users set a time limit for how long recipients can view their Snaps - 1 to 10 seconds, after which they will be hidden from the recipient's device and deleted from Snapchat's servers.

Hackers have created - and widely shared ways to capture and save individual snaps, defeating the purpose of having no record of the shared content. Snapchat discourages the sending of: Nudity or sexually suggestive content involving minors (people under the age of 18), Minors engaged in activities that are physically dangerous and harmful, Invasions of privacy, Threats, Harassment or Bullying, Impersonation, Self-Harm

YouTube: www.youtube.com

YouTube is a video sharing website where individuals, organizations and corporations upload content for public viewing. Content providers may create channels and may or may not allow for comments on content.

YouTube states: "YouTube users share their opinions on all sorts of topics - from politics to religion, social media to celebrities, and much more. These conversations can sometimes become passionate, so it's important to be tolerant and allow for debate to flourish while avoiding malicious personal attacks. It comes down to respect. If you're not sure whether a video or comment you've made crosses the line, follow a simple rule of thumb: if you wouldn't say it to someone's face, don't say it on YouTube." YouTube will remove comments, videos and posts if they are deemed to violate their harassment or abuse policies.

Google: www.google.ca

Google is best known as a search engine but has a number of online tools and services under its umbrella. (including YouTube, Blogger, Gmail). Google states: "In addition to (and/or as some examples of) the violations described in the terms of service, users may not ... Send, upload, distribute or disseminate or offer to do the same with respect to any unlawful, defamatory, harassing, abusive, fraudulent, infringing, obscene, or otherwise objectionable content" Individual Google products have policies and reporting mechanisms.

Tumblr: www.tumblr.com

Tumblr is a microblogging platform and social networking website owned by Yahoo! Inc. The service allows users to post multimedia and other content to a short-form blog. Users can follow other users' blogs, as well as make their blogs private. Much of the website's features are accessed from the "dashboard" interface, where the option to post content and posts of followed blogs appear.

Tumblr asks users to focus on and celebrate creativity through individual expression. Tumblr asks users to refrain from malicious speech, posts that may create harm to minors, promotion or glorification of self-harm, gore, mutilation, bestiality, or necrophilia. They also prohibit the uploading of Sexually Explicit Video. Tumblr also has a harassment and privacy policy.

Vine: www.vine.com

Vine is a short-form video sharing service owned by Twitter. The service allows users to record and edit six-second long video clips, which can be then published through Vine's social network and shared on other services such as Facebook and Twitter. Vine's app can also be used to browse through videos posted by other users, along with groups of videos by theme, and trending videos. Vine has policies relating to privacy, violence and threats, unlawful use, pornography and sexually explicit content. Vine says it strives to protect its users from spam and abuse. Technical abuse and user abuse are not tolerated on Vine and may result in permanent suspension. Users not use obscene or pornographic images in your profile photo.

4Chan: www.4chan.org

4Chan is an imageboard website where users can share various content. Users generally post anonymously, with the most recent posts appearing above the rest. 4chan is split into various boards with their own specific content and guidelines. Registration is not required, nor is it possible.

Launched over a decade ago, 4Chan's boards were originally used to discuss manga and anime. The site quickly became popular and expanded, and has a reputation as a place that has few limits and is the training ground & hangout of hackers, creative geniuses, trolls and the curious. 4Chan is at times much maligned and at others, celebrated for its tolerance. A number of famous internet memes originate from 4Chan. Explicit content is allowed but must be labeled as such.

4Chan has a number of polices that cover what is acceptable use of their boards.

Media Scan: CTV, ATV, and Global TV

2011

Riverview students rally in support of bullied classmate (Hundreds of students at New Brunswick's Riverview High School rallied today in support of a former student who left the school because he was being bullied.

<http://atlantic.ctvnews.ca/riverview-students-rally-in-support-of-bullied-classmate-1.707152>

Dal Prof to head cyberbullying task force (Wayne MacKay)

<http://www.cbc.ca/news/canada/nova-scotia/dal-prof-to-head-cyberbullying-task-force-1.1073150>

Son pulled from school after bullies confront father (bullied for years school didn't respond, and RCMP no help)

<http://atlantic.ctvnews.ca/son-pulled-from-school-after-bullies-confront-father-1.706323>

High School hit with cyberbullying lists (lists circulated on cell phones)

<http://www.cbc.ca/news/canada/nova-scotia/high-school-hit-with-cyberbullying-lists-1.1002763>

Millford students pledge to stop cyberbullying (some giving up sites that allow anonymous posting)

<http://www.cbc.ca/news/canada/nova-scotia/milford-students-pledge-to-stop-cyberbullying-1.1039404>

Bullied Teen's death sparks campaign (anonymous comments made on formspring- A lot of times the bully was a person that was bullied before in the past. So they need help, they need counseling. It can't be swept under the rug," said Milner.)

<http://www.cbc.ca/news/canada/nova-scotia/bullied-teen-s-death-sparks-campaign-1.996424>

NS announces cyberbullying taskforce

<http://www.cbc.ca/news/canada/nova-scotia/n-s-announces-cyberbullying-task-force-1.1002766>

2012

NS government questions call to appoint anti-bullying coordinator (education minister says doesn't want another layer of bureaucracy)

<http://atlantic.ctvnews.ca/n-s-gov-t-questions-call-to-appoint-anti-bullying-co-ordinator-1.785673>

NS mom pleads for tougher cyberbullying laws (Pam Murchison n recent weeks, a person on Facebook has purported to be the leader of a group called Libya Torial that allegedly drove three Nova Scotia girls to kill themselves. Jenna was one of the girls named as targets, as were Courtney Brown and a third girl — all of them committed suicide last year)

<http://www.cbc.ca/news/canada/nova-scotia/n-s-mom-pleads-for-tougher-cyberbullying-laws-1.1140836>

NS adopts key recommendations on bullying (Wayne MacKay supports appointment of coordinator)
<http://atlantic.ctvnews.ca/nova-scotia-adopts-key-recommendation-on-bullying-1.798180>

NS proposes legislation dealing with bullying (The family of Courtney Brown, a 17-year-old Parrsboro girl who took her own life in March 2011 after she had been bullied online, said they want the government to act quickly)
<http://atlantic.ctvnews.ca/n-s-to-propose-legislation-dealing-with-bullying-minister-1.797364>

Facebook launches Canada wide anti-bullying campaign (Be Bold Stop Bullying Canada campaign)
<http://globalnews.ca/news/308474/facebook-launches-canada-wide-anti-bullying-campaign/>

Maple-ridge teenager kills herself after cyberbullying
<http://www.cbc.ca/onthe coast/episodes/2012/10/11/maple-ridge-teenager-kills-herself-also-cyber-bullying/>

2013

Cyberbullying bill won't stop online taunts (The problem with the bill, says Bailey, is that it focuses on criminal and punitive measures instead of the attitudes and actions of cyberbullies themselves).
"We need to have proactive strategies that get at the underlying prejudices that contribute to an environment of vulnerability" to bullying, says Bailey.)
<http://www.cbc.ca/news/technology/cyberbullying-bill-won-t-stop-online-taunts-critics-say-1.2440785>

Harper says society must do whatever it can to stop cyberbullying (so victims can have a voice- Canning suggested service providers lift the veil on anonymous commenters)
<http://atlantic.ctvnews.ca/harper-says-society-must-do-whatever-it-can-to-stop-cyberbullying-1.1276194>

Cyberbullying still rare, Toronto student survey shows (But Toronto teens say they're still more likely to get teased, taunted or gossiped about in real life than bullied online)
<http://globalnews.ca/news/487114/student-census-toronto-teens-say-theyre-more-likely-to-be-teased-in-person-than-cyberbullied-online/>

Bullying awareness week understanding bullies shedding light on why they need help too ("It's an interaction. Bullying is about a relationship – you absolutely need to know what's going on with both sides of the equation)
<http://globalnews.ca/news/976145/bullying-awareness-week-understanding-bullies-shedding-light-on-why-they-need-help-too/>

Student's break from books to talk about cyberbullying ("If we focus all our effort on coming up with a new law that might have helped, we are perhaps not spending our energy or our resources well, because if that wasn't the gap, then the gap still exists somewhere else," says Fraser.)
<http://atlantic.ctvnews.ca/students-break-from-books-to-talk-about-cyberbullying-1.1252513>

Calling on kids to solve cyberbullying (Parry Aftab)
<http://www.cbc.ca/information morning fredericton/2013/11/08/cyberbullying-3/>

Youth suicides linked to cyberbullying on the rise
<http://globalnews.ca/news/656142/youth-suicides-linked-to-cyberbullying-on-the-rise-study/>

Mom says teen took her own life after rape bullying (RP)
<http://atlantic.ctvnews.ca/mom-says-teen-took-her-own-life-after-rape-bullying-1.1230936>

Sexting what is it and should parents be worried ("Many youth have an inability to see future consequences to sexting," – also section on tips for recognizing if someone is being exploited)
<http://globalnews.ca/news/966753/sexting-what-is-it-and-should-parents-be-worried/>

NS Tories make campaign promise to launch judicial inquiry into rehtaeh parsons' case
<http://globalnews.ca/news/855341/ns-tories-make-campaign-promise-to-launch-judicial-inquiry-into-rehtaeh-parsons-case/>

Does Society Need to Step Up? (Dave Fraser from Canadian Safe Schools Network says new legislation won't change bottom line behaviours in youth bullying)

NS Introduces Cyberbullying Legislation (explains act – parents must be familiar)
<http://atlantic.ctvnews.ca/nova-scotia-introduces-cyberbullying-legislation-1.1253827>

Is Canada's cyberbullying bill giving the government new powers to spy on you (Critics of the federal government's new cyberbullying bill say the campaign is exploiting the memories of Amanda Todd and Rehtaeh Parsons in order to gain online surveillance powers)
<http://www.ctvnews.ca/canada/is-canada-s-cyberbullying-bill-giving-the-government-new-powers-to-spy-on-you-1.1557224#ixzz30myftaQg>

NS Announces new anti-bullying resources for students, parents (bullying, cyberbullying and sexual violence- includes a guide for dealing with sexual abuse)
http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CFkQFjAG&url=http%3A%2F%2Fatlantic.ctvnews.ca%2Fns-announces-new-anti-bullying-resources-for-students-parents-1.1414596&ei=aspmU-7_ErLsQTomlHoDg&usg=AFQjCNHUnl3vTvn7CCbQVSqHukJqMqecQ&sig2=yk1d9bz79E-tx7zGjO1JVg&bvm=bv.65788261,d.cWc

NS School board launches new anti-bullying initiative (The Chignecto-Central Regional School Board chose Stand up Against Bullying Day to launch their new anti-bullying initiative – Stand Up. Speak Out. Stop Bullying. Together. - aimed at raising awareness in all 76 of its schools)
<http://atlantic.ctvnews.ca/n-s-school-board-launches-new-anti-bullying-initiative-1.1452345>

New holistic legislation coming in the fall to stop cyberbullying-MacKay
<http://atlantic.ctvnews.ca/new-holistic-legislation-coming-in-the-fall-to-stop-cyberbullying-mackay-1.1472325>

Halifax police say 17 year old boy faces charges in online extortion case (Police say the girl was told to provide naked pictures of herself or the suspect would post private photos of her that were in his possession.)
<http://www.ctvnews.ca/canada/halifax-police-say-17-year-old-boy-faces-charges-in-online-extortion-case-1.1545349>

Mothers of Rehtaeh Parsos, Amanda Todd welcome NS cyberbullying laws ("I think that Nova Scotia acted pretty fast to put it in place ... I just hope that they have the tools there to enforce it,")
<http://www.ctvnews.ca/canada/mothers-of-rehtaeh-parsons-amanda-todd-welcome-n-s-cyberbullying-laws-1.1402451>

Link between cyberbullying and teen suicides oversimplified
<http://atlantic.ctvnews.ca/link-between-cyberbullying-and-teen-suicides-oversimplified-experts-say-1.1595508>

Link made between cyberbullying and teen suicides often overshadows mental health issues (oversimplifies complex interplays)

<http://www.ctvnews.ca/canada/link-made-between-cyberbullying-and-teen-suicides-often-overshadows-mental-health-issues-experts-1.1593351>

2014

Nova Scotia's unique cyberbullying law to be tested by court case (important milestone, test of the law)

<http://www.ctvnews.ca/canada/nova-scotia-s-unique-cyberbullying-law-to-be-tested-by-court-case-1.1668535>

NS Court issues Cyberbullying prevention order in legal first (adult male posted threatening messages to Chief on FB)

<http://www.ctvnews.ca/canada/n-s-court-issues-cyberbullying-prevention-order-in-legal-first-1.1680749>

Canada's youth are highly connected- girls face different rules online-study (media smarts releases life online (girls felt like they were getting a lot of scrutiny from parents- also already big differences since 2005)

<http://globalnews.ca/news/1098160/canadas-youth-are-highly-connected-girls-face-different-rules-online-study/>

International Day of Pink Campaign Stands Up Against Bullying

<http://www.ctvnews.ca/canada/day-of-pink-international-campaign-stands-up-against-bullying-1.1767805>

NS girl fights back over cyberbullies (12 year old bullied on Instagram, other students flagged as inappropriate)

<http://atlantic.ctvnews.ca/link-between-cyberbullying-and-teen-suicides-oversimplified-experts-say-1.1595508>

Carol Todd on Cyberbullying summit

<http://atlantic.ctvnews.ca/video?clipId=309354>

CTV Atlantic Bullied Child Speaks Out

(link wouldn't load)

NS boy bullied over prosthetic eye says school not doing enough

<http://www.ctvnews.ca/canada/n-s-boy-bullied-over-prosthetic-eye-says-school-not-doing-enough-1.1679684>

CTV Atlantic- Sarah Plowman on Bullying

<http://www.ctvnews.ca/video?clipId=225050>

Students Learn empathy through Hurt No More program (focus is empathy not slogans)

<http://winnipeg.ctvnews.ca/students-learn-empathy-through-hurt-no-more-program-1.1800815>

Walk in Nova Scotia commemorates rehtaeh parsons

<http://globalnews.ca/video/1252864/walk-in-nova-scotia-commemorates-rehtaeh-parsons>

1 year later what changes have been made since rehtaeh parsons death ("But I think now what we need to do is take that lead and that kind of conversation and turn it around and do to... sexual assault what we did with cyberbullying."- also Parsons' dad said "more must be done to change the treatment of sexual assault victims in the justice system)
<http://globalnews.ca/news/1254563/1-year-later-what-changes-have-been-made-since-rehtaeh-parsons-death/>

Delay in case of teens facing child pornography charges in rehtaeh parsons' case
<http://globalnews.ca/news/1072231/delay-in-case-of-teens-facing-child-pornography-charges-in-rehtaeh-parsons-case/>

Author of book Ralph Morrison The Fear Inside- consequences of bullying (adult perspective- was bullied, became a bully, didn't know how to talk to parents, rage turned into violence)
<http://atlantic.ctvnews.ca/video?clipId=356099>

Alleged death threats against Rehtaeh Parsons' father leads to charges (Glenn Canning, father of Rehtaeh Parsons (pictured) said that he feels there has been a cultural shift since his daughter's death in respect to how online crimes are being handled.)
<http://globalnews.ca/news/1279898/eastern-passage-man-charged-after-complaint-of-online-death-threats/>

A new approach to cyberbullying (A new study suggests that online literacy, rather than banning smartphones from the classroom, is a better approach to help curb cyberbullying)**** reports that schools with strict policies report no fewer cases- kids just don't report it**** one size fits all approach isn't effective)
<http://www.cbc.ca/player/News/TV+Shows/The+National/ID/2443832539/>

Cyberbullying in University on the rise (carry over from teenage years- also faculty members, mostly women harassed online)
<http://www.cbc.ca/news/cyberbullying-in-university-on-the-rise-study-says-1.2568315>

anti-cyberbullying recommendations delivered to Ghiz
<http://www.cbc.ca/news/canada/prince-edward-island/anti-cyberbullying-recommendations-delivered-to-ghiz-1.2501569>

Unknown:
NS Students get anti-bullying lesson (ethnic bullying- speak up look out for one another)
<http://atlantic.ctvnews.ca/video?clipId=310685&binId=1.1145463&playlistPageNum=1>

New Campaign targets cyberbullying
<http://atlantic.ctvnews.ca/video?clipId=271894>

Current Federal Laws Related to Cyberbullying

From Government of Canada's "Get Cyber Safe" webpage
<http://www.getcybersafe.gc.ca/cnt/cbrllng/prnts/lgl-cnsqncs-eng.aspx>

Depending on the exact nature of the cyberbullying behaviour, the following current Criminal Code offences could be charged:

- Criminal harassment
- Uttering threats
- Intimidation
- Mischief in relation to data
- Unauthorized use of a computer
- Identity fraud
- Extortion
- False messages, indecent or harassing telephone calls
- Counseling suicide
- Incitement of hatred
- Child pornography
- Defamatory libel

The Government of Canada is proposing changes to the Criminal Code (Bill C-13) which will make non-consensual sharing of intimate images unlawful.

Provincial and Territorial Laws Related to Cyberbullying

From MediaSmarts "Cyberbullying and the Law Fact Sheet"
<http://mediasmarts.ca/background/cyberbullying-law-fact-sheet>

Several provinces and territories have laws specifically dealing with online and offline bullying:

Ontario: The Education Act now includes a specific definition of "bullying":

"bullying" means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

The following definition of cyberbullying is also given:

- (1.2)** Without limiting the generality of the definition of “bullying” in subsection (1), bullying includes bullying, known as cyber-bullying, that is done through any form of electronic means using any technique, including,
- (a) creating a web page or a blog in which the creator assumes the identity of another person;
 - (b) impersonating another person as the author of posted content or messages; and
 - (c) communicating material to more than one person or posting material on an electronic medium that may be accessed by one or more persons.

The amended Act also requires schools to provide “instruction on bullying prevention during the school year for every pupil,” “remedial programs designed to assist victims of bullying” and “professional development programs that are designed to educate teachers in schools within its jurisdiction about bullying and strategies for dealing with bullying.” Each school board is also required to “establish a bullying prevention plan for bullying in schools within the board’s jurisdiction.”

Quebec: An Act to prevent and stop bullying and violence in schools modifies the Education Act and the Act Respecting Private Education. It defines bullying as “any behaviour, speech, actions or gestures, including cyberbullying, expressed directly or indirectly, in particular through social media, having the aim of injuring, hurting, oppressing or ostracising an individual”. School boards are required to create anti-bullying plans and all school staff must take part in the plan.

Alberta: The Education Act was revised in 2012 to define bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.” The Act requires students to “refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,” while school boards must “establish, implement and maintain a policy respecting the board’s obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.” Alberta’s law is notable because it requires students to report cyberbullying if they witness it, with penalties including suspension and expulsion possible for those who do not.

Nova Scotia: In 2013 the province legally defined bullying as “behaviour, typically repeated, that is intended to cause or should be known to cause fear, intimidation, humiliation, distress or other harm to another person’s body, feelings, self-esteem, reputation or property, and can be direct or indirect, and includes assisting or encouraging the behaviour in any way” and cyberbullying as “bullying by electronic means that occurs through the use of technology, including computers or other electronic devices, social networks, text messaging, instant messaging, websites or e-mail.” The Cyber-Safety Act lets targets of cyberbullying apply for “protection orders” that may put limits on perpetrators’ actions or make them identify themselves, and makes parents of perpetrators responsible for their child’s actions if the perpetrator is under 18.

New Brunswick: Section 1 of the Education Act includes both online and offline bullying in its definition of “serious misconduct.” Students are also guaranteed a “positive learning and working environment” free from “bullying, cyberbullying, harassment and other forms of disruptive or non-tolerated behaviour or misconduct, including behaviour or misconduct that occurs outside school hours and off the school grounds to the extent the behaviour or misconduct affects the school environment.” Principals are required to develop a positive learning and working environment plan and to report any incident of serious misconduct to the superintendent of the school district. Each school also must have a Parent

School Support Committee that advises the principal on how to promote respectful behavior and prevent misconduct, helps to develop policies on how to prevent disrespectful behaviour or misconduct and how to support both those students who have participated in disrespectful behaviour and those who have been affected by it.

Manitoba has a bill currently in the legislature that, if it passes, will define bullying in a way that specifically includes cyberbullying, requires schools to have a written Acceptable Use Policy and a written policy “concerning respect for human diversity” and requires teachers and other school staff to report cyberbullying to their principal, and will apply to anyone who “intentionally assists or encourages the bullying behaviour in any way” as well as the original perpetrator.

Online Survey Results

Parents/Caregivers and Youth

Parent Cyber-Bullying Survey Findings:

What is your gender? (n=131)

Category	Frequency	Percentage
Male	20	15%
Female	110	84%
Prefer not to say	1	1%

How old are you? (n=131)

Category	Frequency	Percentage
Under 30	7	5%
31-40	34	26%
41-50	69	53%
51-60	19	14%
Over 60	2	2%

What is your highest level of education? (n=131)

Category	Frequency	Percentage
High School	14	11%
College Graduate	52	40%
Undergraduate Degree	35	26%
Graduate School	25	19%
Other	4	3%
Missing	1	1%

One respondent that selected ‘Other’ noted that he/she completed some university or college, one is in the army, and one has a professional designation.

Youth Cyber-Bullying Survey Findings:

What is your gender? (n=102)

Category	Frequency	Percentage
Male	45	44%
Female	56	55%

How old are you? (n=102)

Category	Frequency	Percentage
10-12	55	54%
13-15	27	26%
16-18	20	20%

Do you go to school? (n=102)

Category	Frequency	Percentage
Yes	100	98%
No	1	1%
Missing	1	1%

What is the last grade you completed? (n=102)

Category	Frequency	Percentage
6	56	55%
7	9	9%
8	8	7%
9	9	9%
10	10	10%
11	6	6%
12	0	0%
Missing	4	4%

What time do you go to bed during the week? (n=102)

Category	Frequency	Percentage
Around 9:00pm	35	34%
Around 10:00pm	37	36%
Around 11:00pm	17	17%
11:30pm or later	11	11%
Missing	2	2%

The majority of youth that indicate they go to bed around 11:00pm or later are older in age: 60% are 16-18 years old, 35% are 13-15 years old, and 13% are 10-12 years old.

What time do you go to bed on the weekend? (n=102)

Category	Frequency	Percentage
Around 9:00pm	10	10%
Around 10:00pm	18	18%
Around 11:00pm	25	24%
Around 12:00am	22	22%
1:00am or later	25	24%
Missing	2	2%

Not surprisingly, youth stay up later on the weekends than during the week. There are no significant differences between boys and girls.

Do you have access to a computer or iPad/tablet at home? (n=102)

Category	Frequency	Percentage
Yes	101	99%
No	1	1%

Do you have access to a computer or iPad/tablet in your bedroom? (n=101)

Category	Frequency	Percentage
Yes	80	79%
No	18	18%
Missing	3	3%

Do you have access to the Internet on your computer or iPad/tablet? (n=101)

Category	Frequency	Percentage
Yes	93	92%
No	4	4%
Missing	4	4%

What types of websites do you visit? (n=93)

Category	Frequency	Percentage
Websites to help with my homework	36	39%
Social networking sites like Facebook, Twitter, Tumblr, Ask.fm, Snapchat, etc.	59	63%
Online gaming sites	38	41%
Entertainment websites like You Tube, Funny or Die, College Humor, Unworthy, Reddit, etc.	64	69%
Other	15	16%

In regards to other websites visited, four respondents noted sports websites, one Fanfiction, one games and images, one Pinterest, one music sites, one Kijiji, and one Pornhub. The other five did not specify. There are no significant differences between boys and girls.

Do you own a cellphone? (n=102)

Category	Frequency	Percentage
Yes	51	50%
No	46	45%
Missing	5	5%

What features does your cellphone have? (n=51)

Category	Frequency	Percentage
Texting	51	100%
Talking	43	84%
Internet	41	80%
Camera	46	90%

How many texts do you send a day? (n=51)

Category	Frequency	Percentage
Less than 25	17	33%
25-50	12	24%
51-100	7	14%
More than 100	15	29%

How many texts do you receive each day? (n=51)

Category	Frequency	Percentage
Less than 25	17	33%
25-50	11	22%
51-100	7	14%
More than 100	16	31%

There are no significant differences between boys and girls in regards to number of texts sent and received each day.

Do you own an X-Box or Play Station? (n=102)

Category	Frequency	Percentage
Yes	70	69%
No	26	25%
Missing	6	6%

Eighty percent of boys versus 59% girls have an X-Box or Play Station.

Do you play games online through your X-Box or Play Station? (n=70)

Category	Frequency	Percentage
Yes	39	56%
No	30	43%
Missing	1	1%

Of those youth that have an X-Box or Play Station, 80% of boys play games online compared to 30% of girls.

Do you connect with friends online through your X-Box or Play Station? (n=70)

Category	Frequency	Percentage
Yes	46	66%
No	17	24%
Doesn't apply to me	7	10%

Again, more boys (80%) than girls (52%) connect with friends online.

Have you made any new friends online through your X-Box or Play Station? (n=70)

Category	Frequency	Percentage
Yes	32	46%
No	31	44%
Doesn't apply to me	7	10%

Is your X-Box or Play Station in your bedroom or playroom? (n=70)

Category	Frequency	Percentage
Yes	46	66%
No	24	34%

How much time do you spend on your computer/tablet/cellphone/gaming console each day? (n=102)

Category	Frequency	Percentage
Less than 2 hours	38	37%
2-4 hours	30	29%
5-7 hours	14	14%
8-10 hours	7	7%
More than 10 hours	2	2%
Not applicable	1	1%
Missing	10	10%

There is no significant difference between boys and girls in regards to how much time they spend on computers/tablets/cellphones/gaming consoles each day.

Have you been cyber-bullied in the last 12 months? (n=102)

Category	Frequency	Percentage
Yes	30	29%
No	61	60%
Missing	11	11%

There is no significant difference between boys and girls in regards to the number that indicated they were cyber-bullied.

What did the bullying include? (n=30)

Category	Frequency	Percentage
Was called names or teased repeatedly	24	80%
Had rumors or gossip spread about me	19	63%
Had someone send a private or embarrassing picture of me to others	5	17%
Was threatened	17	57%
Was sent unwelcomed sexual words or photos repeatedly	7	23%
Was asked repeatedly to do something sexual	6	20%
Was deliberately excluded from a group	8	27%
Had someone pretend to be me online and send mean or hurtful stuff to others	7	23%
Had someone pretend to be my friend and then betray me	13	43%
Had someone ask others to rate my looks, personality, etc.	5	17%
Had someone use my password to change my profile or status in a negative way	3	10%
Had someone create a blog or website where they shared hurtful stories or comments about me	2	7%
Other	4	13%

In regards to the other types of cyber-bullying, one respondent received hate mail, one was told to kill his/herself, and one had a friend get a group of other friends against him/her.

How were you bullied? (n=30)

Category	Frequency	Percentage
Texts	12	40%
Online gaming sites	7	23%
Social networking sites	18	60%
Other	7	23%

Other methods included email (1 respondent), You Tube (1 respondent), and in person (1 respondent).

Who were you bullied by? (n=30)

Category	Frequency	Percentage
Friend from school	10	33%
Friend met online	6	20%
Students from my school	13	43%
Students from another school	8	27%
Stranger	14	47%
Don't know	6	20%
Other	4	13%

One respondent who selected 'Other' noted by his/her enemies, one by friends of a past girlfriend, and one by a person who he/she thought was a friend.

How long did the bullying take place? (n=30)

Category	Frequency	Percentage
A few days	13	43%
A few weeks	7	23%
A month	3	10%
A few months	2	7%
6 months	1	3%
More than 6 months	2	7%
Missing	2	7%

How did it make you feel? (n=30)

Category	Frequency	Percentage
Angry	16	53%
Sad	15	50%
Embarrassed	8	27%
Worthless	9	30%
Scared	5	17%
Hurt	14	47%
It didn't bother me	7	23%
Other	4	13%

One of the respondents that chose 'Other' stated he/she felt defeated, one felt happy, one felt revengeful, and one felt suicidal.

What did you do about it? (n=30)

Category	Frequency	Percentage
Nothing	10	33%
Confronted the bullies	9	30%
Told a friend	10	33%
Told a parent or caregiver	7	23%
Told the principal at school	4	13%
Told a teacher at school	4	13%
Told the guidance counsellor at school	4	13%
Told another trusted relative like grandparent, uncle, aunt, older sibling, etc.	1	3%
Told another trusted adult like a sports coach or friend's parent	0	0%
Call a kids hotline	0	0%
Other	1	3%

Fifty percent (15/30) of respondents felt the actions they took to stop the cyber-bullying helped.

If you haven't been cyber-bullied, but ever are, what would you do about it? (n=61)

Category	Frequency	Percentage
Nothing	10	16%
Confront the bullies	18	30%
Tell a friend	23	38%
Tell a parent or caregiver	29	48%
Tell the principal at school	10	16%
Tell a teacher at school	13	21%
Tell the guidance counsellor at school	18	30%
Tell another trusted relative like grandparent, uncle, aunt, older sibling, etc.	15	24%
Tell another trusted adult like a sports coach or friend's parent	6	10%
Call a kids hotline	4	6%
Other	4	6%

In regards to the 'Other' responses, two respondents noted that they would beat up whoever was bullying them, one noted he/she would bully them in return, and one noted that he/she would get revenge.

In the last 12 months, have you seen someone else being cyber-bullied? (n=102)

Category	Frequency	Percentage
Yes	37	36%
No	51	50%
Missing	14	14%

If you did, what did you do about it? (n=37)

Category	Frequency	Percentage
Watched but didn't participate	5	14%
Tried to get the bully to stop	21	57%
Left the site	9	24%
Tried to support the person being bullied	17	46%
Reported the bullying to someone else	6	16%
Joined in	2	5%

Do you think your parents have a good understanding of technology – how to use the Internet, how to use cellphones, etc.? (n=102)

Category	Frequency	Percentage
Yes	43	42%
Sort of	37	36%
No	6	6%
Don't know	1	1%
Missing	15	15%

Do your parents supervise your Internet use? (n=102)

Category	Frequency	Percentage
Yes	20	20%
No	45	44%
Don't know	22	21%
Missing	15	15%

More youth between the ages of 10-12 years (22%) and 13-15 years (26%) indicated that their parents supervise their Internet compared to youth 16-18 years (5%).

Are there certain websites or apps that your parents do not let you use? (n=102)

Category	Frequency	Percentage
Yes	44	43%
No	39	38%
Missing	19	19%

Have your parents ever talked to you about cyber-bullying? (n=102)

Category	Frequency	Percentage
Yes	51	50%
No	35	34%
Missing	16	16%

Have you ever visited any online anti-bullying sites? (n=102)

Category	Frequency	Percentage
Yes	8	8%
No	77	75%
Missing	17	17%

The sites identified by respondents were Ask.fm, cybersafe, and Jasmine Richards – You Have The Power. There are no significant differences between girls and boys.

Do you feel safe on the Internet? (n=102)

Category	Frequency	Percentage
Yes	42	41%
Sort of	40	39%
No	3	3%
Missing	17	17%

Would you like to learn more about cyber-bullying and how to protect yourself? (n=102)

Category	Frequency	Percentage
Yes	38	37%
No	49	48%
Missing	15	15%

Selected Recent Research/Studies/Discussions

Cyberbullying as a Social Problem

"The victimizer-victim-bystander social roles are enacted by all of us in less extreme forms and should not be considered inherently pathological or symptomatic."

"Bullying is a social process, not a person". "Shaping the child's behavior with social-skills training won't effect change in the system until group dynamics, often unconscious, are discussed and resolved."

http://www.psychnews.org/update/experts_1_10.html

"We have to be very careful to not make children who bully, to label them as bad people, or as villains almost," said Jeremy Doucette, a psychology graduate student who works with PREVNet. Glen Canning, father of Rehtaeh Parsons agrees. He said opening up the conversation to everyone can help prevent bullying. He said the onus isn't on students alone. "The environment was created by adults," Canning said. "Putting a bunch of laws on a bunch of little kids I think would be irresponsible." (since that time, Mr. Canning has vocally supported the passing of Bill C-13 which would make the non-consensual sharing of intimate images a criminal offence).

<http://www.cbc.ca/news/canada/prince-edward-island/rehtaeh-parsons-s-parents-talk-cyberbullying-at-p-e-i-summit-1.2421598>

The province of Nova Scotia released a report in 2013 that seeks to tackle bullying in a comprehensive way. Bullying, says the 17-page report, is best resolved "through a process that addresses social and emotional learning."

"A restorative approach provides a foundation for building strong and healthy relationships and addressing harmful patterns of relationships, without being limited to a process or a response to bullying in particular."

The three-year plan includes 40 points. Among them is a program to train two staff members per school who can then teach other staff to handle bullying. Others call for an online information hub and yearly conferences on the issue. "That's why the 'justice' approach, finding out who did what, doesn't work," he said. "Effective bullying programs deal a lot with peer relationships."

<http://thechronicleherald.ca/novascotia/798261-ns-unveils-new-plan-to-tackle-bullying>

"Angry kids and Stressed out Parents" CBC Documentary looks at how children are increasingly unable to create and maintain healthy relationships in a world that is characterized with busy, stressed out adults who are unable to model and teach relationship and coping skills.

<http://www.cbc.ca/doczone/episodes/angry-kids-stressed-out-parents>

Discussion on The Current- mention of Triple P Positive Parenting as one of the resources being used to counteract negative outcomes. Also see discussion on CBC Radio's "The Current" <http://www.cbc.ca/thecurrent/episode/2014/03/26/angry-children-parents-drowning-in-stress-and-way-out/>

http://thetyee.ca/ArtsAndCulture/2014/03/22/Angry-Kids-Stressed-Parents/?utm_source=daily&utm_medium=email&utm_campaign=220314

"The Journal of the American Medical Association suggests something unprecedented is happening with children. For the first time since this kind of data has been collected, more kids are diagnosed with mental health conditions than from physical ones. Parents are having to confront children with high levels of anger, aggression, and other behaviour problems."

"Sext Up Kids"

This documentary makes it clear why girls are made more vulnerable for online victimization due to societal hypersexualization of girls and easy access to pornography.

Public Health Canada

"Young people who are victimized tend to have high levels of emotional problems, while young people who bully tend to have the highest levels of behavioural problems. Young people who are involved in both bullying others and being victimized tend to have elevated levels of both emotional and behavioural problems, with this group of young people having the highest level of emotional problems and the second highest level of behavioural problems. Thus negative outcomes are differentially associated with types of bullying involvement, while young people who both bully others and are bullied are at a particularly high risk for emotional and behavioural problems.

<http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/school-scolaire/behaviour-comportements/publications/hcyp-sjc-eng.php>

Online Communication, Social Media and Privacy

It is said that true friendships last forever, however, in the case of online social networking this sentiment gets a completely different meaning. The digital trails of an online friendship – true or not – really do last forever, since they are stored indefinitely on servers. Moreover, the documentation of friendships becomes easily accessible because of the digital, portable nature of the information. Thus, cyberspace changes social relations and practices concerning temporality, organization and audience.

danah boyd has suggested that online social networking as a mediated public is characterized by four properties: persistency, searchability, replicability and invisible audiences. Online social networking is persistent, because the communication is stored indefinitely. The consequence of this is, of course, that the things people write in their blogs, comment posts and other seemingly instant and situation-based communication will be available for later scrutiny. It can enter into other, completely different, lines of communication later in life, which can be potentially embarrassing, or even damaging to social life and career opportunity. At least, those are the fears often mentioned by critics.

danah boyd, 2007a. "Social network sites: Public, private, or what?" The Knowledge Tree, edition 13 (May), at http://kt.flexiblelearning.net.au/tkt2007/?page_id=28, accessed 30 January 2008.

Hille Koskela (2004) discusses the use of webcams and mobile phones. She introduces the concept "empowering exhibitionism" to describe the practice of revealing your (very) personal life. By exhibiting

their lives, people claim “copyright” to their own lives [9], as they engage in the self-construction of identity. This reverts the vertical power relation, as visibility becomes a tool of power that can be used to rebel against the shame associated with not being private about certain things. Thus, exhibitionism is liberating, because it represents a refusal to be humble [10].

Hille Koskela, 2004. “Webcams, TV shows and mobile phones: Empowering exhibitionism,” *Surveillance & Society*, volume 2, numbers 2/3, pp. 199-215, and at [http://www.surveillance-and-society.org/articles2\(2\)/webcams.pdf](http://www.surveillance-and-society.org/articles2(2)/webcams.pdf), accessed 28 February 2008.

Mark Andrejevic has introduced the concept lateral surveillance:

A conventional understanding of surveillance is that it is a hierarchical system of power. This common understanding is represented in familiar metaphors such as “Big Brother” which illustrates a vertical, hierarchical power relation between the gaze of the watcher that controls the watched. The hierarchical conception of this relation puts the power into the hands of the watcher while the watched is a more or less passive subject of control. In lateral surveillance, the “watcher” and the “watched” are interchangeable, which, in theory, levels the playing field. We are all spied upon and all spy upon others.

Historically, there has been a high value placed on privacy so it is somewhat difficult to understand why people actually would want to engage in online social networking, where privacy is often non-existent. It seems that users must be preforming a cost-benefit analysis before creating an account on a social networking site or simply do not know enough about the lurking dangers of surveillance. In other words, it is difficult to understand the phenomenon of online social networking and applications when we apply this notion of surveillance both in the “Big Brother” sense as well as added “peer-to-peer monitoring”.

Mark Andrejevic, 2005. “The work of watching one another: Lateral surveillance, risk, and governance,” *Surveillance & Society*, volume 2, number 4, pp. 479–497, and at [http://www.surveillance-and-society.org/articles2\(4\)/lateral.pdf](http://www.surveillance-and-society.org/articles2(4)/lateral.pdf), accessed 28 February 2008.

See more at:

<http://journals.uic.edu/ojs/index.php/fm/article/view/2142/1949>

Cyberbullying, Mental Health and Suicide

“Bullicide” is a buzzword coined for youth suicides where the individual was a victim of cyberbullying. A cause and effect relationship between cyberbullying and suicide is often touted in the media but things are not that simplistic. This assumption of causation oversimplifies teen suicide and cyberbullying at the expense of recognizing the complex set of mental health issues that are usually at play in many cases.

Parents who have had children commit suicide consistently point out there are not enough supports for mental health issues. Carol Todd, mother of the late Amanda Todd says “I don’t really like it when they say Amanda was cyberbullied to death. That wasn’t the case and I don’t think there’s enough supports for kids for mental health issues, which is ultimately why they take their own lives.”

Dr. Jitender Sareen, a psychiatrist and professor at the University of Manitoba, says much of the coverage gives the notion that cyberbullying causes suicide, overlooking possible mental-health issues. Sareen uses the example of someone with a lung disorder who then dies from a common cold to explain that many young people who take their own lives after being bullied had mental-health issues that affected their coping skills.” By oversimplifying the issue we miss opportunities for discussion on bullying and mental health.

Wayne MacKay, Chair of the of NS Taskforce on Cyberbullying “The report dismissed the suggestion that there is a rise in teen suicides and strongly cautioned against making the link between cyberbullying and suicide.” The report did recommend 7 mental health interventions. Legislation is recommended as an end piece” with education and prevention as a priority.

<http://www.ednet.ns.ca/files/reports/R1240223-AntibullyingActionPlan-WEB2.pdf>

<http://www.citynews.ca/2013/12/15/link-between-cyberbullying-suicides-not-clear-cut-experts-say/>

“What Facebook is doing to your brain is kind of shocking”

This video presents a linear progression of human sense of connectedness to isolation when engaging with technology. The piece frames humans as social creatures and as social connections decline, there is a rise in “loners”, which increases the demands for more social media to feel connected. It shows online relationships as being shallower in depth than real life connections. Do to this lack of deep understanding of others, empathy is lacking and relationships suffer. In conversations there is no “mediating” of the message or image conveyed, communication occurs in real time – which means that users are not “thinking before they type”. Social media creates a fantasy of “connection” between others, but we are not necessarily being our authentic selves, not are others. We fake experiences so that we have something to share

<http://m.mobiledia.com/news/189649.html>

The Limits of Legislation

The Institute for Marriage and Family Canada completed a comprehensive report on cyberbullying in Canada in 2012:

“The introduction of provincial anti-bullying legislation in Ontario, Quebec and Nova Scotia is an escalated response lacking clear evidence of what can be accomplished combined with few tools to evaluate the practical outcomes.”

Before the rush to legislate, policymakers should consider the following:

- Review existing policies and funding commitments
- Prioritize evaluation and research
- Minimize the scope of legislation, maximize community autonomy
- Communicate clear, pragmatic expectations of legislation

“Determining the prevalence of bullying is difficult because of the lack of consensus in defining the issue. Two key elements found in many definitions of bullying are the presence of a power imbalance and the repeated or ongoing nature of the hostility.”

As well, A 2012 Angus Reid compilation of Canadian statistics on bullying suggests that limited data is available and that government and NGO data collected on the issue “are not always congruent.” The poll found that 84 percent of Canadians believe bullying behaviour should be criminalized. The question is, can legislation address the issue effectively?

“Bullying is a relational problem that is more complex than simply identifying bullies, targets and bystanders. Psychiatrist and anti-bullying expert Stuart Twemlow argues that most people exhibit some of the qualities that bullies, victims and bystanders have, however, in bullying the problem is exacerbated and requires intervention. Policymakers must recognize that some students engage in all three social roles at the same time. As a result, crafting legislation that adequately recognizes the complexity of the problem is difficult.”

<http://www.imfcanada.org/issues/limits-anti-bullying-legislation>

Another challenge to the effectiveness of legislation is, if the legislation requires parents to be responsible for their child's online behaviour, establishing lack of parental responsibility is problematic. Dr. Stan Kutcher, a psychiatrist at the IWK Health Centre in Halifax and the Sun Life Financial Chair in Adolescent Mental Health, said simply checking in on your child's social media sites — if you can find them — isn't enough. “We're not going to change this by putting a Band-Aid here or putting a Band-Aid there or by

telling parents, 'You should monitor your kid's Twitter.' You can't monitor your kid's Twitter." The answer lies, in part, in good parenting, Kutcher said. "It starts before the kid is a teenager. It starts with a lot of parental involvement in helping the kids understand what constitutes good and healthy social relationships and what constitutes unhealthy social relationships. And this takes time," he said.

<http://thechronicleherald.ca/novascotia/1140177-cyberbullies-branch-out>

Response to NS Legislation by David Fraser. Mr. Fraser is an internet and privacy lawyer with McInnes Cooper in Halifax and has acted as legal counsel to victims and online service providers in cases of cyberbullying:

"Unfortunately, the wake of a tragedy is never a good time to make good law, and that's unfortunately the case with the province's Cyber-safety Act. The act was drafted in the heated, emotional time immediately after Ms. Parsons' death and jammed through the legislature with no critical examination and discussion."

"Cyberbullying seems to be like obscenity — it is very difficult to define, but we know it when we see it. However, definitions matter in the law."

"According to the Supreme Court, any infringement of freedom of expression needs to be justifiable and cannot impair the right more than is necessary to accomplish the legitimate legislative objectives."

<http://thechronicleherald.ca/opinion/1147871-new-cyberbullying-law-half-baked>



Taking Stock of Cyberbullying:
A Scan of the PEI Context