The Relationships Between Cyber and Non-Cyber Bullying and Depressive Symptoms Among Adolescents in Western Australia

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9/01/09
The Relationships between Cyber and Non-Cyber Bullying and Depressive Symptoms among Adolescents in Western Australia

Mitch J. Read

A report submitted in Partial Fulfilment of the Requirements for the Award of Bachelor of Arts (Psychology) Honours

Faculty of Computing, Health and Science

Edith Cowan University

Submitted October, 2008

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The Prevalence, Nature and Impact of Cyber Bullying:
A Review of the Bullying Literature
Mitch Read
The Prevalence, Nature and Impact of Cyber Bullying:
A Review of the Bullying Literature

Abstract
Much research has explored the nature, prevalence and impact that bullying behaviours have on children and adolescents. Correlations have been found between bullying behaviours and depression, suicidal ideation, anxiety, loneliness, psychosomatic symptoms and conduct disorders. With a rapid increase in the availability and use of information and communication technologies young people are now able to bully others in a relatively anonymous, removed fashion, often referred to as cyber bullying. This paper provides a review of the research that has investigated the nature, prevalence and impact of cyber and non-cyber bullying. The bullying literature highlights the negative consequences this behaviour often has for adolescents, regardless of the means and mode of the behaviour (physical, verbal, relational, direct, indirect, cyber) and how the individual is involved (bully, victim, bully/victim). The review highlights a number of gaps within this literature (particularly within the cyber bullying literature) and concludes with recommendations for future research.

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Submitted: August, 2008
The Prevalence, Nature and Impact of Cyber Bullying:
A Review of the Bullying Literature

Bullying behaviours among school aged children and adolescents has been
highly researched over the last 30 years. Pioneering work from Norwegian scholar
Olweus in the late 1970s provided a foundation from which international research is
based (Espelage & Swearer, 2003). Within this literature, bullying is commonly
defined as a specific form of aggression (physical or psychological) that is
intentional, committed repeatedly by a group or individual over time, against a target
who is perceived as less powerful and not easily able defend themselves (Craig,
1998; Olweus, 1993; van der Wal, de Wit & Hirasing, 2003).

There are multiple dimensions by which aggression and bullying is typically
classified, such as direct, indirect, physical, verbal, relational, reactive and
proactive. Physical aggression refers to any act that violates another’s physical
integrity (Hawker & Boulton, 2000), such as hitting, kicking or biting another person
define verbal aggression as a behaviour that involves the use of words or
vocalisations to hurt another, and relational aggression as behaviours that damage
peer relationships and/or peer acceptance.

Those who bully others can use these forms of aggression directly or
indirectly. Direct actions are behaviours that are overt; physically kicking, hitting or
verbally threatening or insulting another (van der Wal et al., 2003). Indirect
aggression refers to covert methods of attacking another (Vaillancourt et al., 2003),
such as social isolation, exclusion or talking about another behind their back (van der
Wal et al., 2003). Young people who use this method of aggression are more likely
to avoid retaliation (Bjorkqvist, Lagerspetz & Kaukiainen, 1992) and often use third parties to ensure they remain unidentified (Hawker & Boulton, 2000).

Proactive and reactive aggression has also been used to describe bullying behaviours among youth (Camodea & Goosens, 2005). Proactive aggression is typically a non-provoked aggressive act which is aimed at influencing others, is generally more controlled and motivated by the expectation of gaining an external reward (Crick & Dodge, 1996; Poulin & Boivin, 2000). Conversely, reactive aggression is a defensive response to provocation, is impulsive, and typically characterised with feelings of anger (Camodea & Goosens, 2005; Poulin & Boivin, 2000).

A large body of literature has operationalised the above definitions to explore the mental, physical, social and academic impact bullying has on children and adolescents. Correlations have been found between bullying behaviours and depression (Bond, Carlin, Thomas, Rubin & Patton, 2001; Hawker & Boulton, 2000; Kaltiala-Heino, Rimpela, Rantanen & Rimpela, 2000), suicidal ideation (Ivarsson, Broberg, Arvidsson & Gillberg, 2005; Rigby & Slee, 1999), anxiety (Craig, 1998), loneliness, psychosomatic symptoms (Forero, McLellan, Rissel & Bauman, 1999) and conduct disorders (Kumpulainen et al., 1998). Links have also been found between bullying behaviours and poorer health (Williams, Chambers, Logan & Robinson, 1996), unpopularity and interpersonal difficulties (Forero et al., 1999; Kaltiala-Heino et al., 2000; Kumpulainen et al., 1998), as well as a dislike for school (Rigby & Slee, 1999), higher absenteeism and lower academic achievement (Kochenderfer & Ladd, 1996). Evidence also suggests that bullying predicts antisocial and violent behaviour into adulthood and substantial use of government support and health services (Rigby, 2003). Thus, it is important that trends in
bullying behaviours are closely examined to ensure young people, parents, guardians, schools and other significant stakeholders are aware of how best to protect youth from the above mentioned consequences.

Modern information and communication technologies (ICTs; emails, instant online messages, text messages, picture messages, blogs, personal websites, chat rooms, discussion boards and online polling sites; Lodge & Frydenberg, 2007) are cited as being extremely popular amongst youth (Boyd, 2007). A recent Australian study conducted by Fleming, Greentree, Cocotti-Muller, Elias and Morrison (2006) found that 99.6% of students had access to the internet at school, 95.7% of boys and 93.9% of girls had access to the internet at home. Increasingly the bullying literature asserts that this increased availability and reliance on ICTs to communicate (while allowing enhanced connectivity) may provide an outlet for another mode of bullying, namely cyber bullying (Raskauskas & Stoltz, 2007). Cyber bullying is defined as a form of bullying that inflicts harm on others through the use of electronic technologies, such as posting or sending cruel or harmful text or images via email, instant online messages, mobile phones, chat rooms, discussion boards, personal websites or any other ICTs (Agatston, Kowalski & Limber, 2007; Li, 2007; Raskauskas & Stoltz, 2007; Wolak, Mitchell & Finkelhor, 2003). Cyber bullying maintains the definitional elements of bullying, in that the behaviour is a repeated and intentional harm. The only difference between definitions of bullying and cyber bullying is that cyber bullying is inflicted through an electronic medium (Patchin & Hinduja, 2006). For the purposes of this review, bullying behaviours that are not transmitted via an electronic means will be referred to as non-cyber bullying.

This paper provides a review of the research conducted on the nature, prevalence and impact of adolescent non-cyber and cyber bullying behaviours. The
review highlights the similarities and differences with respect to the different modes (cyber versus non-cyber) of bullying behaviours found within the academic literature and concludes with suggestions for future research.

Non-Cyber Bullying Research

An early attempt to provide a prevalence estimate of bullying behaviours in Australian schools was first undertaken by Rigby and Slee (1991) who found that approximately 10% of the 685 students surveyed reported being bullied at school. Forero et al.'s (1999) much larger Australian study of 3918 school aged children and adolescents found 12.7% of the participants reported being bullied, approximately 24 percent reported bullying others and 21.5% reported bullying others and being bullied on one or more occasions in the last term at school. Students who report bullying others and being bullied themselves are commonly referred to as bully/victims. Similar prevalence rates have been noted internationally (Ivarsson et al., 2005; Nansel et al., 2001).

Research conducted by Klomek, Marrocco, Kleinman, Schonfeld and Gould (2007) found that bullying behaviours occurred most commonly at school. Results found 20% of participants were bullied at school, compared with 10.4% bullied outside of school. Similarly, 25% of respondents admitted to bullying others in school, compared with 15% bullying others outside of school. It was also reported that boys were significantly more likely to bully others and to be bullied in school, and significantly more likely to bully others outside of school in comparison with girls, consistent with others’ findings (Forero et al., 1999; Kumpulainen et al., 1998; Nansel et al., 2001). Moreover, Kumpulainen et al. (2001) reported that boys were more likely to be bully/victims (25.1%) when compared with girls (9.2%).
Gender differences have also been noted in the ways adolescents use aggression to bully others. Bjorkqvist et al.’s (1992) longitudinal Finnish study measured aggressive behaviour at three time points, when participants were aged 8, 11 and 15 years. The authors found that in the older group’s boys tended to use direct forms of aggression, whereas girls favoured more indirect forms of aggression. Bjorkqvist and colleagues noted that at age 8 there were no significant differences between boys and girls in their use of aggression, however indirect aggressive strategies increased and became a prominent difference between the genders by age 11. It was concluded that as the girls matured, they placed more emphasis on forming tighter friendships, and learned that manipulation of these friendships was an effective aggressive strategy (Bjorkqvist et al., 1992). The authors also believed that girls’ faster maturation of verbal skills compared with boys facilitated the increased use of indirect aggression. Gender differences have also been noted in later research conducted by Smith and Gross (2006) who found that males generally engaged in more overt forms of aggression (fighting) than girls. It was also reported that the older girls were significantly more likely than the boys to exhibit higher levels of relational aggression. Similar results were found by Peets and Kikas (2006) and Craig (1998).

Although the research cited above demonstrates developmental changes in bullying behaviours (particularly among girls), evidence from Vaillancourt et al. (2003) study contradicts these claims. Vaillancourt et al.’s found aggressive behaviours to be stable across age and gender over a four year period. The authors reported physically aggressive 4 to 7 year olds tended to remain physically aggressive 8 to 11 year olds; likewise for indirectly aggressive children. Although no changes in aggressive strategies were found, the age ranges of the children were
limited to 4 to 11 year olds. Vaillancourt et al. acknowledged that indirect aggression represents a more sophisticated form of aggression which may not have been fully developed in the children in the sample. Thus, it could be concluded that aggressive strategies appear to remain stable in childhood, but may be subject to change in adolescence.

A number of personality differences have been noted in the bullying literature. An Australian study conducted by Slee and Rigby (1993) found that bullying others was significantly associated with psychoticism as measured by the Junior Eysenck Questionnaire. Students who bullied others were typically solitary, highly impulsive, hostile, and lacking in cooperation and sensitivity. Those bullied reported significantly higher levels of introversion and lower self-esteem. The hypothesised link between neuroticism and victimisation was not found.

Bollmer, Harris and Milich’s (2006) study of personality factors and bullying behaviours also found elevated but not significant levels of neuroticism for students who had been bullied. The profile of a bullied student was associated with significantly low conscientiousness scores, a profile which makes it difficult for individuals to regulate their behaviour in conflict situations which could potentially exacerbate a bullying incident (Bollmer et al., 2006). Likewise, students who bullied others scored lower on conscientiousness and agreeableness than participants not involved in bullying behaviours. These students were also characterised as being more rebellious, hostile, antisocial, impulsive, self-centred, manipulative, confrontational, whilst lacking in empathy and warmth (Bollmer et al., 2006).

Many studies reviewed here have examined the characteristics of those involved in bullying, however little is known about the social cognitions and emotions that underpin this behaviour (Camodea & Goossens, 2005). Although the
sibling information processing model is one of the most influential theoretical frameworks that explain aggressive behaviour in children and adolescents, few studies within the bullying literature acknowledge the link between the processing and encoding of social stimulus and bullying behaviours (Camodeca, Goossens, Schuengel & Terwogt, 2003). The reformulated social information processing model first proposed by Crick and Dodge (1994) theorised that the development of social behaviour for children is a function of processing six sequential steps; encoding of internal and external cues (Step 1), interpretation of these cues (Step 2), clarification or selection of a goal (Step 3), response generation (Step 4), decision on an appropriate response (Step 5) and behavioural enactment (Step 6; Crick & Dodge, 1994). It has been found that aggressive children encode fewer and less benign cues at Step 1, attribute hostile attributions at Step 2, select goals that damage relationships at Step 3, generate fewer prosocial responses at Step 4, evaluate aggressive responses more favourably at Step 5 which ultimately leads to the enactment of an aggressive behaviour at Step 6 (Camodea & Goossens, 2005; Camodeca et al., 2003; Crick & Dodge, 1996).

The few studies that have applied the social information processing model to bullying behaviours have provided support for the notion that those who bully, those who are bullied and bully/victims show more impairments in the processing of social information according to the framework than those who do not participate in bullying behaviours (Camodea & Goossens, 2005; Camodeca et al., 2003). Bullying others was found to be positively linked with both proactive and reactive aggression, whereas being bullied was only linked with reactive aggression (Camodea & Goossens, 2005). Camodea and Goossens (2005) found that proactive and reactive aggressive children presented with deficits in processing social information at almost
every stage of the theoretical model. Reactive aggressive children were more likely to attribute hostile intent more frequently than non-reactive aggressive children, and proactive aggressive children were more likely to evaluate aggressive acts in more instrumental positive ways than non-proactive aggressive children (Camodea & Goossens, 2005). Although children identified as bully/victims were excluded in Camodea and Goossens’ study, it has been reported elsewhere that bully/victims are more aggressive both reactively and proactively than all other children (Salmivalli & Nieminen, 2002).

The Psychological and Psychosocial Impact of Non-Cyber Bullying

Associations between bullying behaviours and depression, suicidal ideation, loneliness, anxiety and conduct disorders are well documented within the literature (Hawker & Boulton, 2000). This section reviews the literature that discusses the psychological and psychosocial impacts of non-cyber bullying behaviours for adolescents.

Forero et al.’s (1999) cross sectional study involving 3,918 Australian school students in years 6, 8 and 10 examined bullying behaviours and their association with psychological and psychosomatic health. Psychological health was assessed by measuring levels of self-reported happiness, loneliness, confidence, and social contact with others. Psychosomatic symptoms were assessed through the measurement of number of headaches, backaches, stomach aches, low mood, bad tempers, and reported difficulty in sleeping. Results found that bullying behaviours were associated with decreased psychological health and increased psychosomatic symptoms (Forero et al., 1999). Bully/victims reported the greatest number of psychological and psychosomatic symptoms in comparison with those who bully,
those bullied and those who did not participate in bullying behaviours (Forero et al., 1999).

Bully/victims have consistently demonstrated elevated levels of psychological symptoms in comparison with those who bullied others, those bullied by others and those who do not engage in bullying behaviours (Ivarsson et al., 2005; Klomek et al., 2007; Kumpulainen et al., 1998; Kumpulainen et al., 2001). Kumpulainen et al. (1998) noted that bully/victims scored above the clinical cut offs when assessed by the Children’s Depression Inventory (CDI), significantly higher than adolescents who bullied others only, or had only been bullied. Kumpulainen and colleagues (2001) reported that 21.5% of bully/victims presented with a conduct disorder, 17.7% presented with depression and 17.7% presented with Attention Deficit Disorder (ADD). In comparison, 29.2% of bullies presented with ADD, 12.5% with depression and 12.5% with a conduct disorder; and for those bullied, 14.4% presented with ADD, 9.6% with depression and 8.7% with anxiety (Kumpulainen et al., 2001). Bully/victims are also more frequently referred for psychiatric consultation (Kumpulainen et al., 1998; Kumpulainen et al., 2001).

More recently, studies conducted in Ireland and the Netherlands have noted higher rates of self reported depressive symptomology for adolescents who report being bullied than the Kumpulainen et al. (2001) study. Mills et al. (2004) found a depressive disorder as measured by the CDI evident in 29.2% of those surveyed in the bullied population, significantly higher than the 11% presenting with depressive symptomology in the non-bullied group. Van der Wal et al.’s (2003) study from the Netherlands revealed a similar ratio of depressive symptoms for students who had been bullied; 27.7% of boys who were frequently indirectly bullied presented with depressive symptomology compared with 2.1% of their non-bullied counterparts.
Approximately 35 percent of girls who were frequently indirectly bullied reported depressive symptomology, compared with 3.6% of their non-bullied peers (van der Wal et al., 2003).

Gender differences have also been found in regards to the psychological impact of bullying (Ivarsson et al., 2005; Klomek et al., 2007). Bullied girls have been found to report significantly more psychiatric symptoms than boys, especially in regards to depressive and internalising problems, suicide and suicidal ideation (Ivarsson et al., 2005; Klomek et al., 2007). Males who bullied others exhibited elevated levels of depression, suicidal ideation and suicide attempts (Klomek et al., 2007). Rigby and Slee (1999) found that involvement in bullying behaviours at school, as either a bully or a target was significantly related to suicidal ideation, especially for those with little social support.

Although the results presented here support an association between bullying behaviours and maladaptive psychological states, the correlational research designs of these studies cannot reveal trends or changes in behaviour over time, nor can causality be inferred (Klomek et al., 2007; van der Wal et al., 2003). Two longitudinal studies address this issue, although their findings are contradictory. In an eight year follow up study, Sourander, Helstela, Helenius and Piha (2000) examined factors associated with bullying and victimisation at two time points; participants were evaluated at 8 years, and again at 16 years. The authors found that having behavioural and emotional problems at age 8 was associated with both bullying others and being bullied at age 16 (Sourander et al., 2000). The authors hypothesised that the high levels of depressive symptomology at 8 may reflect low self-esteem, immaturity, loneliness and poor problem solving skills that may contribute to the persistence of both bullying and victimisation in adolescence.
In contrast, findings from Bond et al.'s (2001) prospective study challenged Sourander et al.'s (2000) notion that poor emotional health causes victimisation. Students were assessed twice at age 13 and once at age 14 for self-reported symptoms of depression and anxiety. Sixty-three percent of students bullied at the first time point were bullied the following year. Furthermore, a history of depression was the strongest predictor of self-reported depressive and anxious symptoms at follow-up (Bond et al., 2001). Bond et al. reported that 30% of students presenting with symptoms of depression could attribute their depressive symptomology to being bullied, indicating that being bullied played a causal role in the development of depressive symptomology.

Cyber Bullying Research

As previously mentioned, non-cyber bullying behaviours have been researched extensively within the psychological literature. However, with society's increased reliance on and preference to communicate through electronic mediums, researchers have observed that bullying has begun to enter cyber environments (Raskauskas & Stoltz, 2007). This section reviews the body of literature that examines the nature, context and psychological and psychosocial impacts of cyber bullying.

A nationally representative US telephone survey of regular internet users found 15% of youth reported harassing someone on the internet in the past year, while 7% reported being victims of cyber harassment (Ybarra, 2004; Ybarra & Mitchell, 2004c). Fifty-five percent of those victimised over the internet reported multiple incidents of harassment in the previous year (Ybarra, 2004). The authors used the term cyber harassment rather than cyber bullying, because the scales used did not measure the intent of the harasser, or whether a power imbalance was present.
between the perpetrator and target (Wolak, Mitchell & Finkelhor, 2007). A follow-up telephone survey conducted in 2005 found cyber harassment rates had increased; 16% of adolescents reported being cyber harassed at least once in the past year, and 29% identified themselves as cyber harassers (Ybarra, Mitchell, Wolak & Finkelhor, 2006). Six percent of those cyber harassed reported frequent cyber harassment, and six percent reported occasional cyber harassment.

Finn’s (2004) study of university undergraduate students found comparable prevalence rates using a similar definition. Finn’s study used the term online harassment which was defined as repeated messages that insulted or harassed. Results found 10 to 15% of undergraduate students reported online harassment. Finn reported students were most commonly harassed by online instant message (19.3%) and email (13.1%) and that the majority of instances continued after the target requested the behaviour to stop. These results indicate that online harassment (or cyber bullying) is not limited to early adolescence, because these behaviours were found amongst a sample of first year university students.

Beran and Li (2005) also examined the nature and extent of cyber harassment. The authors defined cyber harassment as any harassing behaviour that is directed at a peer using information and communication technologies, noting that the terms cyber bullying and cyber harassment can be and are often used interchangeably. Amongst the sample of 432 Canadian students in years 7 to 9, email and online instant messages were the most reported means to bully others online, consistent with Finn’s (2004) earlier findings. Although the modes were similar, Beran and Li reported cyber bullying behaviours as more prevalent, with 23% being cyber bullied frequently and 35% of students’ reported being cyber bullied once or twice in the last few months. Four percent of the sample reported
that they had cyber bullied others frequently, and 22% reported they had cyber bullied others once or twice in the last few months.

Frequency of cyber bullying behaviours was studied by Li (2006) with a smaller sample of 264 Canadian students in years 7 to 9. Li found that of those cyber bullied, 62% were cyber bullied 2 to 3 times in the last couple of months and 37.8% were cyber bullied more than 3 times in the last couple of months. Of those who cyber bullied others, 55% cyber bullied others 2 to 3 times in the last couple of months and 45% cyber bullied others more than 3 times in the last couple of months.

In regards to what behaviours constitute cyber bullying, an online convenience sample of participants aged under 18 revealed 60% of those cyber bullied were ignored by others online, 50% were disrespected online, 30% were called offensive or rude names online and 21.4% were threatened by others online (Patchin & Hinduja, 2006). The most frequent bullying behaviours reported in Patchin and Hinduja’s study exhibited an indirect and relational mode of aggression, typically characterised by female aggressors (Bjorkqvist et al., 1992). Patchin and Hinduja (2006) reported that the majority of their sample was female because their online questionnaire was affiliated with a website popular with teenage girls. In contrast, results from Ybarra et al.'s (2006) study revealed overt modes of cyber bullying behaviours were just as common. Thirty-five percent of those cyber bullied reported feeling embarrassed or threatened because the information that was posted about them was not sent to them directly, instead being posted or sent onto others in an overt fashion.

As with the non-cyber bullying literature, the role of gender in cyber bullying behaviours has been examined. As cyber bullying behaviours are typically characterised as more relationally aggressive than physically aggressive, it could be
hypothesised that females are more likely to participate in cyber bullying behaviours than males. Little empirical research exists to support this claim. No significant gender differences were found in Beran and Li’s (2005), Finn’s (2004), or Williams and Guerra’s (2007) studies.

When gender differences are noted in the cyber bullying literature, findings are often inconsistent and conflicting. Ybarra and Mitchell (2004b) found that boys were more likely to frequently cyber bully others than girls. Girls however, were more likely to infrequently cyber bully others than boys. In contrast, data from Lodge and Frydenberg’s (2007) Australian study of students aged 11 to 17 (stratified by government and independent school sectors) found cyber bullying behaviours were significantly more likely to occur in independent schools than government schools, and that girls from independent schools were significantly more likely than boys from independent schools, and government school students to cyber bully others. Lodge and Frydenberg attribute the sector differences to independent school students having greater access to technology because they were more likely to come from higher income families, which are able to afford the technology to permit cyber bullying practices to occur.

Agatston et al.’s (2007) focus groups (separated by gender) found that a majority of the female students agreed cyber bullying was a problem in their school; however, boys did not agree. Students reported that the majority of cyber bullying instances occurred outside of school with the exception of mobile phone text message bullying. Similar results were also found by Slonje and Smith (2008). These results are in contrast with what was previously reported in the non-cyber bullying literature, that the majority of bullying occurs at school (Klomek et al., 2007). The difference in the location of non-cyber and cyber bullying behaviours
has important implications, especially in terms of the development of anti-bullying interventions in schools.

Although Agatston et al. (2007) found girls were more likely to report cyber bullying as a problem, Hinduja and Patchin (2007) found 32% of males and 36% of females reported being cyber bullied. It could be possible that males experience similar levels of cyber victimisation to females, but being cyber bullied does not affect males significantly enough for them to report it, or are less willing to admit that this behaviour is a problem. Evidence from the non-cyber bullying literature supports this, with van der Wal et al. (2003) concluding that boys who were bullied indirectly reported less psychological effects in comparison to girls.

Age trends have also been noted within the cyber bullying literature. Slonje and Smith (2008) surveyed Swedish students aged 12 to 20 regarding their cyber and non-cyber bullying behaviours. Both cyber and non-cyber bullying behaviours decreased with age, however the authors attributed the decline in prevalence to non-compulsory schooling for older year levels. A similar project conducted by Williams and Guerra (2007) with American youth found internet bullying and verbal bullying both peaked in the 8th grade. Williams and Guerra also noted that internet bullying shared common causal pathways with all other forms of bullying (such as normative beliefs systems) and stated that the causal pathways to cyber forms of bullying are not unique, and share many similarities with other forms, especially verbal bullying.

**Cyber Bullying Behaviour - Effects**

A recurring theme evident in the cyber bullying literature is that those who are most frequently cyber bullied are often non-cyber bullied by their peers (Smith et al., 2008). It was also found that those who cyber bully others were more likely to
non-cyber bully. Beran and Li (2005) reported 64% of cyber bullied adolescents were also bullied face to face. Similarly Ybarra (2004) and Ybarra and Mitchell (2004c) found 29% of those who had been cyber bullied had also been bullied offline, and Raskauskas and Stoltz (2007) found that 85% of those cyber bullied reported non-cyber victimisation, and 94% of cyber bullies were considered face-to-face bullies. Raskauskas and Stoltz stated that although the results imply that cyber bullying behaviours occur outside of school, school is where cyber bullies select their targets.

Smith et al. (2008) conducted focus groups with 47 year 7 to 10 English students to explore why adolescents chose to participate in cyber bullying behaviours. The focus groups reported that students believed adolescent’s cyber bullied others because it was fun (similar results were found by Raskauskas & Stoltz, 2007) and because it allowed the bully to feel a greater sense of control over their target. More specifically, students felt they had greater access to their targets, especially via mobile phones as the majority of students owned one at their school. Increased access to ICTs has meant that there is often no escape from the possibility of being cyber bullied (Lodge & Frydenberg, 2007).

Students participating in Smith et al.’s (2008) study believed cyber bullying was also more attractive in comparison with non-cyber modes of bullying because of the level of anonymity that ICTs afford. It is often argued that the internet and other ICTs promote anonymity, deindividualisation (McKenna & Bargh, 2000) and conformity (Cinnirella & Green, 2007), all of which may entice an individual to retaliate (reactive aggression) when they would not normally do so in non-cyber interactions (Raskauskas & Stoltz, 2007; Ybarra & Mitchell, 2004c).
The focus groups also revealed that a lack of authority policing cyber bullying behaviours made this behaviour more appealing (Smith, et al., 2008). For instance, students explained more cyber bullying occurs at home, because at school there are more rules prohibiting the use of mobile phones, and at home, generally no one is watching. Agatston et al. (2007) explains that students are unlikely to report cyber bullying because at school rules are in place that prohibit the use of mobile phones which make it difficult for students to report harassing text messages to their teachers, and at home adolescents are unlikely to report cyber bullying in fear of loosing online privileges. Thus, the lack of an authority monitoring cyber communications can have a two-fold effect: it makes it easier for adolescents to cyber bully others (Smith, et al., 2008), and it makes it more difficult for an adolescent to report the bullying behaviours to an adult (Agatston et al., 2007; Li, 2006; Li, 2007; Slonje & Smith, 2008).

Slonje and Smith’s (2008) study supports this claim, with the authors reporting that students felt it was difficult to get help when they were cyber bullied because it is not as overt as other forms of bullying. Students believed that adults were less aware of cyber bullying in comparison with non-cyber bullying behaviours. The authors also reported that students felt cyber bullying could be more harmful in comparison to non-cyber bullying because of the potentially large audience size viewing the embarrassing material. Increasing access to ICTs at school and in public libraries has also significantly increased the size of the potential viewing audience (Berson, Berson & Ferron, 2002).

Psychological and Psychosocial Harms of Cyber Bullying

A number of differences between cyber bullying and non-cyber bullying behaviours have been identified in the literature. It is proposed that freely available
and unrestricted access to ICTs, a lack of understanding and authority in the cyber world, increased audience sizes and enhanced anonymity, could potentially make it easier to cyber bully others, and/or have a greater harmful impact for those participating in cyber bullying behaviours. Although much is known about the psychological and psychosocial consequences for those who bully, those bullied and bully/victims in the non-cyber bullying literature, little is known about the impact of cyber bullying. This next section reviews the limited research that addresses the impact cyber bullying behaviours have on adolescents.

Beran and Li’s (2005) study reported that 57% of those cyber bullied felt angry, and 36% felt sad and hurt. Similar findings were obtained in Patchin and Hinduja’s (2006) study; 43.5% of those cyber bullied reported feeling frustrated, 40% felt angry, 27% felt sad, 31.9% reported it affected them at school and 26.5% reported it affected them at home. Participants in this study reported being targeted by cyber bullies influenced their internet behaviour; 32% removed themselves from the online environment where they were being bullied and 20% reported they were forced offline altogether.

To date only one study, conducted by Ybarra (2004), has investigated the link between depression and cyber bullying behaviours. Ybarra found that 13.4% of those who reported being cyber harassed presented with depressive symptomology, significantly greater than their non harassed peers (4.6%). Despite this association between victimisation and depressive symptomology, in comparison with non-cyber studies, the link with depression was not as strong. Mills et al. (2004) reported 29.2% of non-cyber bullied youth showed symptoms of depression, compared with only 13.4% in the Ybarra study. This could indicate that cyber bullying may not be
as influential in the development of depressive symptomology as previously theorised.

Ybarra and Mitchell’s (2004a) study examined individuals who were both internet aggressors and targets of online harassment, often referred to in the non-cyber bullying literature as bully/victims. Results indicated that youth involved in one or more problem behaviour (underage drinking, smoking, theft, property damage) were four times more likely to report being aggressor/targets than those who were classified as targets only. Ybarra and Mitchell noted aggressor/targets were six times more likely to report increased emotional distress because of internet harassment compared with those who were targets only. These results are consistent with what has been found in the non-cyber bully/victim literature, in that bully/victims are affected by the behaviour to a greater extent than those who are either bullied, or bully others. This study also identified a potential sub group of at risk adolescents; a large majority of aggressor/targets also appeared to be bullied by non-cyber means, potentially increasing the risk of psychological and psychosocial impact. These results provide further evidence to support the hypothesis that those who are bullied in non-cyber environments are going online and bullying others (Ybarra, 2004).

There is also evidence to suggest that online behaviours, such as increased time spent on the internet and forming close online relationships are related to cyber bullying behaviours and negative psychological impact (Donchi & Moore 2004; Kraut et al., 1998; Wolak et al., 2003). Wolak et al. (2003) found that youth who were highly troubled (a composite variable of depression and peer victimisation) were more likely to form close online relationships. Analyses revealed that these adolescents were more likely to have troubled relationships with parents and high
levels of delinquency. Kraut et al.'s (1998) examination of the causal relationship between internet use and psychological consequences found that greater internet use was significantly related to increases in loneliness and depression, as well as decreases in social involvement. However, as this study was conducted in the late 1990s, a possible limitation is that since this time there have been substantial advancements in social networking sites popular with youth (such as MySpace, Facebook, Bebo) that provide interactive communication features (Boyd, 2007) which were not available at the time this paper was published.

Implications of Review Findings

The bullying literature has consistently highlighted the negative consequences bullying behaviours can have for adolescents. These impacts and consequences have been demonstrated regardless of the means and mode of the bullying behaviour (physical, verbal, relational, direct, indirect, cyber) and regardless of what role the individual partakes in the bullying behaviour (bully, victim, bully/victim). With advancements in communication technologies, researchers in recent times have recognised the need to further understand whether these newer and developing technologies facilitate harassing behaviour, such as bullying.

Much of the research published on cyber bullying is relatively formative in comparison with the non-cyber bullying body of work, and there are a number of limitations and gaps. A potential limitation of the cyber bullying literature is the lack of consensus on how to define the phenomenon. In much of the early work conducted by Ybarra and colleagues (Ybarra, 2004; Ybarra & Mitchell, 2004c), the term cyber harassment was preferred to describe bullying-like behaviours online. Although Ybarra drew the distinctions between bullying and harassment, authors elsewhere have tended to use these terms interchangeably (Beran & Li, 2005).
Similarly, many of the inconsistencies in regards to the prevalence of cyber bullying behaviours may be accounted for by inconsistencies in how different researchers define and quantify bullying behaviours. For instance, prevalence rates for cyber bullying victimisation vary from 10% in some studies to close to 50% in others. Studies that report prevalence rates of 10% or less tend to quantify cyber victimisation as being bullied at least 3 or more times in the last couple of months (Slonje & Smith, 2008; Smith et al., 2008; Williams & Guerra, 2007). In comparison, Raskauskas and Stoltz (2007) quantified being cyber bullied as one or more instances of cyber victimisation ever, and consequently reported much higher prevalence rates.

**Directions for Future Research**

Because the majority of the cyber bullying research is cross-sectional and has focused on examining the nature and prevalence of cyber bullying behaviours, very little is known in regards to the potential psychosocial and psychological impacts for those cyber bullied, those cyber bullying and cyber bully/victims. To date, only one study has examined the link between depressive symptomology and cyber bullying behaviours (Ybarra, 2004).

This literature review has highlighted a number of factors that researchers propose may influence the prevalence and impact of cyber bullying. Freely available and unrestricted access to ICTs, a lack of authority in the cyber world, potentially increased audience sizes and greater anonymity have all been cited as potential factors which may foster cyber bullying behaviours and amplify the effects. Evidence that suggests it is easier to retaliate via an electronic means (reactive aggression) has important implications for bully/victims. As it has been demonstrated in the non-cyber bullying research, bully/victims are at the greatest risk
for a number of psychological and psychosocial impacts. If emerging evidence from the cyber bullying literature suggests it is easier to retaliate online and become reactively aggressive, this could potentially increase the negative consequences for cyber bullying behaviours. In particular, strong relationships have been found with depression and bullying, so it would be important to examine whether this relationship is found in regards to cyber bullying behaviours.

Therefore, it is proposed that future research should compare the psychological impact between cyber and non-cyber bullying behaviours. In light of the largely atheoretical nature of the cyber bullying literature, and that factors which promote cyber bullying behaviour (increased access, decreased authority, increased audience size and increased anonymity) contribute to those who cyber bully maintaining greater power and control over their targets, it seems justifiable that the psychological learned helplessness theoretical framework could be applicable to explain maladaptive psychological states. The learned helplessness theory of depression refers to the notion that people can become depressed when they believe they have little control over the events or stressors in their lives (Abramson, Seligman & Teasdale, 1978).

Future research should also examine whether the social information processing theoretical model is applicable to bullying behaviours in the cyber environment, as it has been demonstrated to explain non-cyber bullying behaviours. In particular, the role of the cyber bully/victim is particularly important as this group is hypothesised to engage in both proactive and reactive aggressive strategies and at the highest risk of psychological impact.
Conclusions

This review has examined the research conducted to investigate the nature, prevalence and impact cyber bullying behaviours have on adolescents. This review acknowledges the extensive research that has been conducted in the non-cyber bullying body of literature in regards to the impact these behaviours have on individuals. It has highlighted the importance of future research in the cyber bullying field, as currently very little is known in regards to the psychological impact and consequences of this behaviour.
References


*Personality and Individual Differences, 14*, 371-373.


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The Relationships between Cyber and Non-Cyber Bullying and Depressive Symptoms among Adolescents in Western Australia

Mitch J. Read
The Relationships between Cyber and Non-Cyber Bullying and Depressive Symptoms among Adolescents in Western Australia

Abstract

With the rapid increase in the availability and use of information and communication technologies, young people are now able to bully others in a relatively anonymous, removed fashion, often referred to as cyber bullying. Much research has explored the nature, prevalence and impact that bullying behaviours have on children and adolescents with strong positive correlations often found between bullying behaviours and depression, however little empirical evidence exists to suggest whether the impacts are the same for those who are cyber bullied. This study investigated the relationships between cyber and non-cyber bullying and depressive symptoms among a sample of 1933 Western Australian adolescents. Consistent with the hypotheses and previous research findings, students who were both cyber and non-cyber bullied reported significantly higher levels of depressive symptoms than those non-cyber bullied only, those cyber bullied only and those not bullied at all. The research highlights the negative psychological effect (as measured by depression) of being both cyber and non-cyber bullied. The findings validate the need to include a cyber bullying element to existing or newly developed interventions which aim to reduce bullying behaviours among school aged students.

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The Relationships between Cyber and Non-Cyber Bullying and Depressive Symptoms among Adolescents in Western Australia

Bullying behaviours among school aged children and adolescents have been highly researched over the last 30 years. Within this literature, bullying is commonly defined as a specific form of aggression (physical or psychological) that is intentional, committed repeatedly by a group or individual against a target who is perceived as less powerful and not easily able to defend themselves (Craig, 1998; Olweus, 1993; van der Wal, de Wit & Hirasing, 2003). Bullying has been associated with a number of negative psychological outcomes, with positive correlations found between bullying behaviours and suicidal ideation (Ivarsson, Broberg, Arvidsson & Gillberg, 2005; Rigby & Slee, 1999), anxiety (Craig, 1998), loneliness, psychosomatic symptoms (Forero, McLellan, Rissel & Bauman, 1999) and conduct disorders (Kumpulainen et al., 1998). In particular, consistently strong positive correlations have been found between being bullied and increased levels of depression (Bond, Carlin, Thomas, Rubin & Patton, 2001; Hawker & Boulton, 2000; Kaltiala-Heino, Rimpela, Rantanen & Rimpela, 2000; Klomek, Marrocco, Kleinman, Schonfeld & Gould, 2007; Mills, Guerin, Lynch, Daly & Fitzpatrick, 2004; Sourander, Helstela, Helenius & Piha, 2000). For example, Hawker and Boulton’s (2000) meta-analytic review found that peer victimisation was most strongly related to depression when comparisons with loneliness, generalised and social anxiety, and global and social self worth were examined.

Recently, researchers within the bullying field have recognised that an increased availability and reliance on information and communication technologies (ICTs) may be providing an additional outlet for bullying behaviours, often referred to as cyber bullying (Raskauskas & Stoltz, 2007). Cyber bullying is defined as a
form of bullying which inflicts harm on others through the use of technology, such as posting or sending cruel or nasty text or images via email, instant online messages, mobile phones, chat rooms, discussion boards, personal websites or any other ICTs (Agatston, Kowalski & Limber, 2007; Li, 2007; Raskauskas & Stoltz, 2007; Wolak, Mitchell & Finkelhor, 2003). For the purposes of this study, bullying behaviour that is not transmitted via an electronic means will be referred to as non-cyber bullying. Although a large body of research has explored the nature, prevalence and psychological impact that non-cyber bullying behaviours have on youth, comparatively very little is known about the prevalence, nature and impact of cyber bullying for adolescents.

The seminal work by Ybarra and colleges provided the first prevalence estimates of cyber bullying-like behaviour among American youth (Ybarra, 2004; Ybarra & Mitchell, 2004b; Ybarra & Mitchell, 2004c). The authors used the term cyber harassment rather than cyber bullying, because the scales used did not measure intent, or whether a power imbalance was present between the perpetrator and target (Wolak, Mitchell & Finkelhor, 2007). The nationally representative telephone survey of regular internet users found approximately 15% of youth reported harassing someone on the internet in the past year, while 7% reported being harassed by others (Ybarra, 2004; Ybarra & Mitchell, 2004c). Fifty-five percent of those harassed over the internet reported multiple incidents of harassment in the previous year (Ybarra, 2004). A follow-up telephone survey conducted in 2005 found that cyber harassment rates had increased; 16% of adolescents reported being cyber harassed at least once in the past year, and 29% identified themselves as cyber harassers (Ybarra, Mitchell, Wolak & Finkelhor, 2006).
Higher prevalence rates of cyber bullying behaviours have been found more recently in Canada, with reports suggesting between 35 and 62 percent of Year 7 to 9 students had been cyber bullied, whilst as many as 55% of students surveyed admitted to cyber bullying others two or three times in the last few months (Beran & Li, 2005; Li, 2006). Interestingly, one of the few studies published in Australia found a much lower prevalence rate of cyber bullying behaviour; 21% of students surveyed, aged between 11 and 17 years, reported being cyber bullied at least once in the last year, with the most common form of cyber bullying reported to be nasty text messages received via email or mobile phone several times a term or more. It is important to note however, that prevalence rates reported in the Canadian and Australian studies were obtained from convenience samples and therefore may not be truly representative of cyber bullying behaviours.

Along with prevalence, a number of studies have also investigated why students cyber bully others. Smith et al. (2008) for example conducted focus groups with 47 year 7 to 10 British students to explore why adolescents chose to engage in cyber bullying rather than non-cyber bullying behaviours. Students believed youth cyber bully others because it is fun and because it allowed the bully to feel a greater sense of control over their target. Similar results were also found in Raskauskas and Stoltz’s (2007) study. More specifically, students felt they had greater access to their targets, especially via mobile phones because the majority of students at their school owned one. Increased access to ICTs has meant that there is often no escape from the possibility of being cyber bullied (Lodge & Frydenberg, 2007).

The focus groups in the Smith et al. (2008) study also revealed that a lack of authority policing cyber bullying made this behaviour more appealing. For instance, students explained that more cyber bullying occurred at home, because at school
there are rules prohibiting the use of mobile phones, whilst at home, generally no one is watching. Agatston et al. (2007) suggests that it is these rules at school which make it difficult for students to report harassing messages to teachers because in order to do so they must also admit to using their phone at school. Adolescents are also unlikely to report being cyber bullied to their parents at home due to a fear of losing online privileges (Agatston et al., 2007). Thus, the lack of an authority monitoring cyber communications can have a two-fold effect: it makes it easier for adolescents to cyber bully others, but also more difficult to report the behaviour to an adult (Agatston et al., 2007; Li, 2006; Li, 2007; Slonje & Smith, 2008).

Slonje and Smith's (2008) Swedish study supports this claim; the authors reported that students felt it was difficult to get help when they were cyber bullied because it is not as overt as other forms of bullying. Students believed that adults were less aware of cyber bullying in comparison with non-cyber bullying behaviours. The authors also reported that students felt cyber bullying could be more harmful in comparison to non-cyber bullying due to the potential of a large audience viewing the embarrassing material. Increased access and availability of ICTs in schools and in public libraries has significantly increased the size of the potential viewing audience (Berson, Berson & Ferron, 2002).

The increased likelihood of anonymity also appears to entice students to cyber bully others. The internet, mobile phones and other ICTs promote anonymity, deindividualisation (McKenna & Bargh, 2000) and conformity (Cinnirella & Green, 2007), factors that potentially make it easier for a individual to bully others. Some authors have also suggested that these elements may also make it easier for an individual to retaliate (reactive aggression) using technology, often when they would
not normally do so in non-cyber interactions (Raskauskas & Stoltz, 2007; Ybarra & Mitchell, 2004c).

Although positive correlations have been found between bullying behaviours and psychological maladjustment (in particular depression; Hawker & Boulton, 2000), to date, only one study has investigated whether being cyber bullied has a similar effect. Ybarra (2004) found that 13.4% of those who reported being cyber harassed presented with significantly higher levels of depressive symptoms in comparison with their non harassed peers (4.6%). Associations have also been made between being cyber bullied and significantly higher levels of anger, frustration, sadness and hurt in comparison with those not cyber bullied (Beran & Li, 2005; Patchin & Hinduja, 2006). These students often report that being cyber bullied affects them at home (Beran & Li, 2005), and in some instances forced them offline altogether (Patchin & Hinduja, 2006). It could be suggested that the factors previously discussed as unique to cyber bullying (increased anonymity, increased audience size, increased access to technology and decreased authority presence) may increase the risk of negative outcomes that are often associated with non-cyber bullying behaviour (Hawker & Boulton, 2000). These unique factors may contribute to greater feelings of uncontrollability and helplessness for those being targeted. This prediction can be justified with reference to the psychological learned helplessness theoretical framework.

The learned helplessness theory of depression refers to the notion that people can become depressed when they believe they have little control over the events or stressors in their lives (Abramson, Seligman & Teasdale, 1978). Studies of young children have demonstrated that helpless attributional styles (feelings of uncontrollability) are often correlated with early onset depression (Cole et al., 2007).
Research suggests that as children get older, negative cognitive styles (such as learned helplessness) predict depression in older children and adolescents (Nolen-Hoeksema, Girgus & Seligman, 1992).

In summary, much of the research in the cyber bullying field is relatively formative and largely focuses on the prevalence of these behaviours in North American and European contexts. Currently very little is known in regards to the prevalence and nature of these behaviours in an Australian context. Furthermore, research has neglected to investigate the potential psychological impacts for those who are cyber bullied. Although there is evidence to suggest a strong link between non-cyber bullying behaviours in adolescents and depression, it is unknown whether a similar association exists between cyber bullying and depression.

Consequently, the first aim of the present study was to examine the prevalence and nature of cyber bullying behaviours in a sample of Western Australian adolescents. This study specifically focused on those who reported being cyber bullied. Demographic variables such as age and gender were investigated, along with student attitudes towards using technology to bully others. Because cyber bullying behaviours are typically characterised as more relationally aggressive than physically aggressive (Bjorkqvist, Lagerspetz & Kaukiainen, 1992; Craig, 1998; Peets & Kikas, 2006; Smith & Gross, 2006), it could be expected that females will be cyber bullied more than males. However, little empirical research exists to support this claim (Beran & Li, 2005; Finn, 2004; Williams & Guerra, 2007), and when gender differences are noted in the cyber bullying literature, findings are often inconsistent and conflicting (Agatston et al., 2007; Lodge & Frydenberg, 2007; Ybarra & Mitchell, 2004b).
The second aim of this study was to examine whether cyber bullying has similar or worse psychological outcomes (as measured by depressive symptoms) for those who are cyber bullied compared with those who are non-cyber bullied. To address this issue, four potential bullying categories will be prepared to which adolescents could belong; students who are not bullied at all, those who are cyber bullied only, those who are non-cyber bullied only, and those who are both cyber and non-cyber bullied. It is unknown whether a group of students will exist who are cyber bullied only, as previous research suggests those who are cyber bullied are also more likely to be non-cyber bullied (Beran & Li, 2005; Raskauskas & Stoltz, 2007; Ybarra, 2004; Ybarra & Mitchell, 2004a; Ybarra & Mitchell, 2004c).

Based on previous research and the learned helplessness theory of depression, it was hypothesised that those who are bullied (cyber and/or non-cyber) will present with increased levels of depressive symptoms in comparison with those who are not bullied. Due to the exploratory nature of this study, no predictions were tested with respect to whether adolescents who are cyber bullied only will experience greater self-report levels of depressive symptoms than those who are non-cyber bullied only, and those who are both cyber and non-cyber bullied. However, it was expected that students who are both cyber and non-cyber bullied would report higher levels of depressive symptoms than all other groups of students due to a possible cumulative effect of multiple bullying behaviours.

Method

Research Design

The study utilised a cross-sectional survey design. Instances of bullying behaviours were measured amongst a sample of Western Australian adolescents in Years 8 to 10 attending government and non-government metropolitan and rural
secondary schools. Comparisons were made across groups of students (students not bullied, students cyber bullied only, students non-cyber bullied only, and students both cyber and non-cyber bullied) to ascertain which groups experienced the highest level of depressive symptoms.

The study was conducted in conjunction with the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University. Data used in this study were collected as part of the CHPRC *Cyber Friendly Schools Project* for which the author is the project coordinator. A subset of these data have been collected and analysed by the author for the present study.

**Participants**

A formal application to conduct research in schools was completed for the Department of Education and Training (DET), Australian Independent Schools Association of Western Australia (AISWA) and the Catholic Education Office (CEO). An initial invitation and information letter (see Appendix A) with follow-up phone call was made to all schools identified in the stratified sample selection. Once consent to participate in the *Cyber Friendly Schools Project* was given by the school principal, all Year 8, 9 and 10 students at the recruited school were invited to participate in the study. Parents of students in Years 8 to 10 were posted an information package which outlined the aims of the study (see Appendix B). The information package included an information letter, consent form and reply paid envelope to return the consent letter directly to the CHPRC offices. Two rounds of active parental and student consent were required for Government schools whilst one round of active, followed by one round of passive parental consent was required for non-Government schools. Active consent requires parents to return a consent form indicating student consent. Passive consent requires the parent to only return the
consent form if they do not wish for their child to participate, otherwise, consent is assumed.

In total, 21 randomly selected Western Australian secondary Government and non-Government metropolitan and rural schools were approached to participate in the *Cyber Friendly Schools Project*, from which 17 schools agreed to participate. Five schools did not return completed questionnaires in time to be included in the analyses reported here. Twelve schools remained, with a 57% school response rate. The final sample consisted of 1933 participants aged between 11 and 16, with a mean age of 13.7 years (*SD* = .95). Six-hundred and five participants were male, 1283 participants were female and 45 participants did not specify their gender. Roughly equal numbers participated across each year level (Year 8 *n* = 656; Year 9 *n* = 662; Year 10 *n* = 602). In total, 6925 consent forms were sent out to participating secondary schools with an overall student consent rate of 40%. Consent rates were markedly lower in schools where active consent was required. A consent rate of 15% was obtained in schools where active consent was compulsory and a consent rate of 94% in schools where active/passive consent was sufficient.

**Materials**

The student self-report questionnaire was developed specifically for the *Cyber Friendly Schools Project* (see Appendix C). Questionnaire items were selected from a pool of previously validated and reliable items and scales used by the CHPRC and the CORE-Net bullying prevention research group. Student reports of how often they were bullied and/or bullied others were measured using items adapted from the Olweus Bully/Victim Questionnaire (Olweus, 1996), the Rigby and Slee Peer Relations Questionnaire (Rigby, 1998b) and a questionnaire designed by Smith (2006). These adapted items were pilot tested
for reliability in one, non-government K-12 metropolitan school in Term 2, 2008 (n = 95) and were found to have moderate levels of test-retest reliability (being bullied $\kappa_w = .51$ and bullying others $\kappa_w = .43$).

After reading a pictorial representation of different types of bullying (physical, relational, and cyber; previously developed by the CHPRC team). Fifteen of the 26 items assessed non-cyber bullying behaviours, ten described examples of cyber bullying behaviours and one item allowed the student to nominate a response not already listed: For example, Q12a asked students how often they were ‘deliberately ignored or left out of a group to hurt me’ this term. Question 12m asked students how often they were ‘sent nasty or threatening emails’ this term. Students were asked ‘this term, how often did these things happen to you’ on a 5 point Likert response scale, ranging from ‘this did not happen to me this term’ to ‘most days this term’. Students who reported experiencing one or more of these behaviours ‘every few weeks or more this term’ were classified into one of the three bullying categories: cyber bullied only, non-cyber bullied only, or both cyber and non-cyber bullied depending on the content of the question.

Self-reported depressive symptoms were assessed using the depression measures in the Depression Anxiety and Stress Scale (DASS). The subscale consists of 14 items which assess dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest/involvement, anhedonia and inertia (Lovibond & Lovibond, 1995). The DASS has been found to be a reliable and valid measure of depression, anxiety and stress in clinical and non-clinical samples (Antony, Bieling, Cox, Enns & Swinson, 1998; Crawford & Henry, 2003; Lovibond & Lovibond, 1995). Students were presented with a variety of statements, for example Q27a stated, ‘I couldn’t experience any positive feelings at all’ with students required to
indicate how often they felt this way over the last week. Participants were asked to respond on a four-point Likert scale ranging from 'does not apply to me' (0) to 'most of the time' (3). A total score was computed for each participant by summing their responses (possible range = 0 to 42), with higher scores indicating a more depressed emotional state. The depression subscale has demonstrated high levels of internal reliability; previous studies have reported Cronbach α’s ranging from .83 to .96 across a range of different racial groups and in both clinical and non-clinical samples (Brown, Chorpita, Korotitsch & Barlow, 1997; Crawford & Henry, 2003; Norton, 2008).

In addition to these scales, participants were asked for demographic information such as age, gender, and access to ICTs, as well as a series of questions which assessed student attitudes towards cyber bullying. For example, Q22a asked students whether 'it is easier to bully others over the internet or mobile phone than in person'.

**Procedure**

Schools participating in the project were posted all of the materials required to administer the questionnaires in class by classroom teachers. School materials included a Coordinators Guide (modified according to consent type; see Appendix D), standardised teacher protocols (modified according to consent type; see Appendix E), student questionnaires, student incentives (CHPRC branded rulers), and a postage paid box to return the completed surveys to the CHPRC offices. The questionnaires took approximately 20 minutes to complete.

The standardised protocol instructed teachers to only distribute the questionnaires to students who had consented to participate. To maintain confidentiality, students were instructed to seal their completed questionnaires in
envelopes provided by the CHPRC to assure student responses were not seen by school staff. The school’s counsellors, psychologist and allied health team (where available) were informed of the questionnaire administration date in the event that completion of the questionnaire raised sensitive issues for participating students. Students were also provided with the contact details for the Kids Help Line service (a 24-hour confidential and anonymous telephone and online counselling service for young people) in case they felt they could not speak with an available adult at school or home.

Results

Data Cleaning, Screening and Preliminary Scale Analysis

Prior to analysis, SPSS was used to examine key variables for accuracy of data entry, missing values and fit between their distributions and the assumptions of parametric tests. Frequencies were conducted on all variables to check for responses or anomalies outside the defined range of options. No anomalies were found.

Eleven questionnaires flagged at data entry as being incorrectly completed were deleted from the data set. In the majority of these questionnaires, students circled responses in a pattern like manner.

Two cases were deleted because more than 70% of the questionnaire was not completed. Cases with more than 5% of the scale items missing on the bullying variables were deleted from the data set. Cases with more than 5% of the items missing from the DASS depression scale were also deleted from the data set. In total, 123 cases (5.98%) were deleted because questions regarding these two key variables were not answered. Expectation maximisation algorithms (EM algorithms) were used to replace the remaining missing values in the depression subscale before the final depression score was summed. Analyses were repeated before and after the
imputed EM values were calculated and the EM procedure was found not to have affected the overall results.

Consistent with previous findings, the DASS depression subscale demonstrated high levels of internal reliability (Brown, et al., 1997; Crawford & Henry, 2003; Norton, 2008), Cronbach’s α = .954. However, as expected in a non-clinical sample, depression scores were non-normally distributed (Crawford & Henry, 2003). Inspection of the histogram revealed that DASS scores were highly positively skewed, with the Kolmogorov-Smirnov statistic indicating the depression scores were significantly non-normal, $D(1933) = 0.26, p < .001$. Levene’s test of homogeneity revealed heterogeneous variances between bullying behaviour and depression scores, $F(3, 1929) = 139.47, p < .01$. Therefore, the depression scores violated the assumptions of normality and homogeneity.

Internet, Mobile Phone Use and Bullying Behaviours

In relation to use of technology, 97.2% of students surveyed reported having access to the internet at home and 91.7% reported having their own mobile phone. Of these students, 42% reported their household had rules regarding when and for how long they could use the internet at home; 52% reported that there were no rules in regards to their internet use. When students were asked about their attitudes and opinions in regards to bullying others through the use of technology, 50% of students reported it was easier to bully others over the internet or mobile phone than it was in person. Twelve percent disagreed and believed it was easier to bully others in person, and 37% did not know. Thirty-three percent of students thought bullying others through the use of technology hurt more than bullying others in person, 24% disagreed, and 41.5% did not know. Twenty-six percent reported that students
should be able to say whatever they want about other students on their personal web pages, and 22% agreed that websites that make fun of other students are funny.

To classify students as those who were bullied and those who were not bullied, a binary yes/no variable was created. Students who responded to one or more of the 25 bullying items 'every few weeks this term' or more, were classified as being bullied. All other students were classified as not being bullied. Approximately 70% (n = 1370) of students were classified into the not bullied category. A second variable was then created to determine whether students who had been bullied were cyber bullied only, non-cyber bullied only or both cyber and non-cyber bullied. Students who responded to one or more of the 10 cyber bullying items or one or more of the 15 non-cyber bullying items were classified as being either cyber bullied only or non-cyber bullied only. Approximately 2% (n = 45) of students were classified as being cyber bullied only and 18% (n = 334) of students were classified as being non-cyber bullied only. Students who responded to one or more of the 10 cyber bullying items and one or more of the 15 non-cyber bullying items were classified as being both cyber and non-cyber bullied. Approximately 9% (n = 174) of students were classified as being both cyber and non-cyber bullied in the last school term.

A large percentage of students who indicated being non-cyber bullied reported being ‘teased in nasty ways by others’ (46%) and having ‘had lies told about me behind my back’ (43%). Students who indicated being cyber bullied most commonly reported having ‘nasty messages sent on the internet’ through programs like MSN (38%), and having ‘nasty text messages sent via mobile phone’ (36%). See Table 1.
Table 1 represents the most frequently reported bullying behaviours.

<table>
<thead>
<tr>
<th>Non-Cyber Bullying(^a)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teased</td>
<td>240</td>
<td>46.33</td>
</tr>
<tr>
<td>Lies told</td>
<td>222</td>
<td>42.86</td>
</tr>
<tr>
<td>Rumours spread</td>
<td>174</td>
<td>33.59</td>
</tr>
<tr>
<td>Ignored by others</td>
<td>156</td>
<td>30.12</td>
</tr>
<tr>
<td>Objects thrown</td>
<td>125</td>
<td>24.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cyber Bullying(^b)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasty instant messages</td>
<td>83</td>
<td>37.90</td>
</tr>
<tr>
<td>Prank calls</td>
<td>81</td>
<td>36.97</td>
</tr>
<tr>
<td>Nasty mobile phone messages</td>
<td>79</td>
<td>36.07</td>
</tr>
<tr>
<td>Nasty emails</td>
<td>47</td>
<td>21.46</td>
</tr>
<tr>
<td>Nasty comments on websites</td>
<td>47</td>
<td>21.46</td>
</tr>
</tbody>
</table>

Note. \(^a\)n = 518 and \(^b\)n = 219. Participants were instructed to circle as many as apply, therefore percentages do not equal 100%.

Approximately 74% of students who reported being bullied over the internet or mobile phone reported getting angry and 48.2% of students reported they got upset, felt sad or cried because they were being bullied over the internet or mobile phone. The majority of these students reported they did not ask anyone for assistance the last time they were bullied over the internet or mobile phone.

**Gender, Age, Depression and Type of Bullying**

Gender and age were examined in regards to differences in depression levels and type of bullying. An independent \(t\)-test with a random sample of equal numbers of males and females \((n = 605)\) was conducted to examine whether gender
influenced depression scores\textsuperscript{2}. No significant differences were found between male 
\((M = 5.73, SD = 8.68)\) and female participants' depression scores \((M = 4.89, SD = 7.61)\), \(t(1208) = .1.831, p > .06\). Similarly, Chi-square analysis found no significant 
differences between gender and type of bullying, \(\chi^2(3, N = 1888) = 2.60, p > .45\).

School year level was used as the proxy for age. Chi-square analyses found 
no significant differences between school year levels and type of bullying, \(\chi^2(6, N = 1921) = 3.66, p > .72\). A one-way ANOVA found significant differences between 
year level and depression scores, \(F(2, 1803) = 4.14, p < .05\). Post hoc tests revealed 
Year 8 students reported significantly less depressive symptoms \((M = 4.58, SD = 7.73)\) than Year 9 \((M = 5.95, SD = 9.44)\) and 10 students \((M = 5.29, SD = 8.28)\).

\textit{Comparisons between Bullying Type and Depression Scores}

Because the depression data violated the parametric assumptions of 
normality, homogeneity, and the cell sizes were unequal (largest cell \(n = 1370\) and 
smallest cell \(n = 45\)), a Kruskal-Wallis non-parametric test was used to examine 
whether differences existed between the four bullying types and depressive 
symptoms\textsuperscript{3}. The median depression scores in relation to the bullying types are 
presented in Table 2.

\textbf{Table 2}

\begin{tabular}{|l|c|c|c|}
\hline
\textbf{Bullying Types} & \textbf{\(n\)} & \textbf{Mean Rank} & \textbf{\(Mdh\)} \\
\hline
Not bullied & 1370 & 855.46 & 1 \\
Cyber only & 45 & 1003.18 & 2 \\
Non-cyber only & 344 & 1208.81 & 5 \\
Both cyber and non-cyber & 174 & 1357.76 & 8 \\
\hline
\end{tabular}
Depression scores were significantly affected by type of bullying, \( H(3) = 214.74, p < .05 \). Depression scores were the highest for those who were both cyber and non-cyber bullied (\( Mdn = 8.00 \)), followed by those who were non-cyber bullied only (\( Mdn = 5.00 \)), then by those who were cyber bullied only (\( Mdn = 2.00 \)) with those who were not bullied at all experiencing the lowest levels of depression of all groups (\( Mdn = 1.00 \)).

Mann-Whitney tests were used to follow up this finding. A Bonferroni correction was applied such that all effects are reported at a .0125 level of significance (number of tests = 4). Depression scores were not significantly different when students were cyber bullied only (\( U = 25921.00, r = -.05 \)) in comparison with those who were not bullied at all. However, depression scores for those who were non-cyber bullied only (\( U = 148917.50, r = -.26 \)) and those who were both cyber and non-cyber bullied (\( U = 58013.00, r = -.29 \)) were significantly greater in comparison with those not bullied at all. Students who were both cyber and non-cyber bullied were significantly more likely to have higher depression scores than those non-cyber bullied only (\( U = 24659.50, r = -.26 \)).

Although previous analyses revealed Year 8 students reported significantly lower depression scores than Year 9 and 10 students, follow-up Kruskal-Wallis and Mann-Whitney tests revealed Year 8 students who were both cyber and non-cyber bullied reported significantly higher levels of depressive symptoms than those not bullied at all (\( U = 5307.00, r = -.31 \)), consistent with results found when all students were compared.

Discussion

The present study aimed to explore the prevalence, nature and attitudes towards cyber bullying behaviours in a Western Australian context, and to examine
whether those who are cyber bullied experience greater levels of depression in comparison to those who are non-cyber bullied and those not bullied at all. The majority of this sample (approximately 70%) reported not being bullied in the last school term. This prevalence rate is consistent with previous bullying studies conducted in Australia (Forero et al., 1999; Rigby, 1998a; Rigby & Slee, 1991). Approximately 2% of students in this sample were considered to be cyber bullied only, 18% non-cyber bullied only and 9% both cyber and non-cyber bullied.

Consistent with results reported elsewhere (Beran & Li, 2005; Raskauskas & Stoltz, 2007; Ybarra, 2004; Ybarra & Mitchell, 2004a; Ybarra & Mitchell, 2004c), the majority of those who reported being cyber bullied were also non-cyber bullied (79%). Students who reported being non-cyber bullied only and both cyber and non-cyber bullied reported significantly higher levels of depressive symptoms than those who were not bullied at all and cyber bullied only.

It was hypothesised that those bullied (cyber and/or non-cyber) would present with increased levels of depressive symptoms in comparison with those who are not bullied at all. Theoretically it seemed justifiable that as the factors unique to cyber bullying (anonymity, access, audience, authority) potentially contribute to feelings of uncontrollability and helplessness, that the learned helplessness theory of depression would provide an appropriate foundation to base this hypothesis. The results of the present study support the hypothesis in that those who were cyber bullied were found to report higher levels of depressive symptoms in comparison with students not bullied at all. This hypothesis was based on findings from the non-cyber bullying literature which has consistently revealed strong, positive correlations between being bullied and increased levels of self-reported depressive symptoms (Hawker & Boulton, 2000).
Consequently, the results of the present study support previous research findings regarding the negative consequences of bullying, whilst adding valuable knowledge to the relatively unexplored area of cyber bullying research. Furthermore, the results support those of Ybarra (2004) who found greater levels of depressive symptoms amongst those who had been cyber harassed in comparison to those who were not cyber harassed.

Results also revealed that students who reported being both cyber and non-cyber bullied reported significantly greater levels of depressive symptoms than those who were non-cyber bullied only. However, students who were cyber bullied only were not found to have higher levels of depression when compared to those who were non-cyber bullied only. This finding indicates that it may not be the cyber element which influences the increased levels of depression. If it was the unique cyber factors which exclusively lead to the increased levels of depression then one would expect to see similar levels of depression among the cyber bullied only students and those who were both cyber and non-cyber bullied, however this was not the case. Instead, the results indicate an additive effect, in which those students who are both cyber and non-cyber bullied experience the greatest level of depression. The theory of learned helplessness of depression may explain these results, in that feelings of uncontrollability and helplessness are likely to be greater amongst those who are both cyber and non-cyber bullied in comparison to those who may only experience one form of bullying – where there is a perceived escape/relief from the bullying in at least one aspect of their life.

In relation to prevalence, approximately 11% of the sample reported being cyber bullied at least three or more times in the last term of school. Nasty instant messages online, using programs such as MSN, were reported as the most common
method by which students were cyber bullied (38%), followed by nasty messages via mobile phone text message (36%), nasty emails (21%) and nasty information posted on personal websites such as Myspace and Facebook (21%).

Interestingly, no gender or age differences were found in this sample in regards to who was more likely to cyber bully. It was hypothesised that as cyber bullying is typically more indirect and relationally aggressive, girls were more at risk of being cyber bullied than boys (Bjorkqvist et al., 1992; Craig, 1998; Peets & Kikas, 2006; Smith & Gross, 2006). The findings here suggest otherwise, indicating that males and females are equally as likely to be cyber bullied. As no gender differences were found, it could be that the unique nature of the online cyber environment is equally appealing to males and females, regardless of what has been previously found in the aggression and bullying literature. However, this study only examined those students who were the target of cyber bullying; gender differences may exist in terms of the gender of those perpetrating the cyber bullying acts.

Similarly, no significant age differences (year level by proxy) were found in relation to being cyber bullied. There was little variance in student age across this sample (Year 8 to 10 students) which may explain why no gender differences were found. Future research examining age differences in relation to cyber bullying behaviours would benefit by including students from a wider range of year levels. Comparisons between primary, middle school and senior school age youth may yield significant differences regarding their bullying behaviour (e.g., cyber and non-cyber).

A limitation of this study is that it is unclear whether increased levels of self-reported symptoms of depression were due to the increased frequency of bullying incidents, regardless of the mode (cyber versus non-cyber), or whether it is the
combination and cumulative effect of being both cyber and non-cyber bullied.

Future research needs to examine whether the four unique cyber factors (anonymity, access, audience, authority) in combination with non-cyber bullying explain the increased levels of depression, or whether it is the increased frequency of being bullied regardless of mode which accounts for these higher levels of depression. Results from this study did find that a large majority of the sample had unrestricted access to the internet and mobile phones without any parental restriction. A large proportion of students who reported being cyber bullied also indicated they did not report the behaviour to an adult. These two factors (increased unrestricted access to technology and lack of authority figure) are often cited as reasons for why cyber bullying is more harmful for youth (Agatston et al., 2007; Berson et al., 2002; Slonje & Smith, 2008). It is suggested that these factors are examined in future research to determine the impact they have for cyber bullied students.

Likewise, the results indicate that the majority of students in the sample reported it was easier to bully others online than in person, and a quarter believed it is appropriate to say whatever they like about another student online. Similarly, approximately 24% of the students surveyed agreed websites that made fun of other students are funny. These results provide further justification to investigate the motivations for why students partake in these harmful online behaviours. Although most students are aware that bullying behaviours online are more harmful than bullying behaviours in person, a considerable number of students condone making fun of others online.

An additional limitation to the present study is the representativeness of the sample. Although the schools recruited to participate in the current study were randomly selected and stratified per region and school sector, Department of
Education and Training school policies regarding student participation resulted in consent rates of approximately 15%. It is possible that the prevalence estimates in the current sample are conservative and may not accurately reflect the bullying behaviours of all adolescent youth in Years 8 to 10 in Western Australia.

Future research should examine students in primary, middle and secondary school year levels to determine when students first report being cyber bullied and when these behaviours peak. Information on cyber bullying behaviour and trends across a wider range of ages would allow interventions and preventative measures to support students who are experiencing cyber bullying as well as prevent and educate those who are cyber bullying others.

This project has focused its attention on those who are bullied only, however preliminary research in the cyber bullying field suggests that it may be easier to retaliate online, creating yet another sub-sample of cyber bullied students – cyber bully/victims who may be adversely psychologically affected (Ybarra & Mitchell, 2004a). Consequently, it is also recommended that future research should examine students who cyber bully others.

Although there remains much to be done in regards to future research, the current study supports previous research which suggests those who are cyber bullied report significantly higher levels of depression when compared to those who are not cyber bullied (Ybarra, 2004). The present study extends beyond this however, and has demonstrated that those who are both cyber and non-cyber bullied report significantly higher levels of depressive symptoms than those who are non-cyber bullied and cyber bullied only. This has important practical implications for the development of interventions and programs which aim to reduce all forms of bullying and the associated psychological impacts for adolescents. These findings
validate the need to include a cyber bullying element to existing or newly developed interventions which aim to reduce bullying behaviours among school aged students.
Footnotes

1 Although Ybarra and colleagues made the distinction between cyber harassment and cyber bullying, researchers elsewhere have noted that these terms can be and are often used interchangeably (Beran & Li, 2005).

2 A random selection of 605 females from the total 1283 sample was selected to ensure gender groups were of equal sizes (Howell, 2002).

3 Although many parametric tests rely on assumptions of normality and homogeneity of variance, it has been found that the analysis of variance (ANOVA) is relatively robust when these assumptions are violated (Field, 2006; Howell, 2002). To supplement the non-parametric analyses, a one-way ANOVA was conducted to examine whether there were differences between depression scores and the type of bullying with a random sample of 45 participants from each bullied category. The results of this AVOVA was consistent with the non-parametric tests, $F(3,176) = 6.27, p < .05$, such that pairwise comparisons revealed those non-cyber bullied only and those both cyber and non-cyber scored significantly higher levels of depressive symptoms than those not bullied at all.
References


Dear «Principal_First_Name»

The Child Health Promotion Research Centre at Edith Cowan University recently received funding from the Public Education Endowment Trust (PEET) to conduct research into cyber bullying in Western Australian schools.

The Cyber Friendly Schools Project aims to extend Western Australia’s position at the forefront of research, policy and practice by addressing a new area of high concern for schools – student cyber bullying/safety. This project also aims to actively engage schools, students and parents and the wider community to develop evidence-based policy, practice and strategies that are cost effective, feasible and effective to reduce this increasing problem. A total of 44 primary and secondary Western Australian metro and rural schools will be involved in this project. We invite your school to participate in the Cyber Friendly Schools Project.

The following letter provides further information about this project. If you wish to participate in this study, please register your interest as soon as possible. Upon receipt of this form the CHPRC will provide detailed information regarding your school’s participation and confirm all the details of the data collection process. We will also call you at your school in the next week to answer questions you may have about participation in this research. Should you have any questions prior to our call, please do not hesitate to contact the project coordinator, Mitch Read on (08) 9273 8579 or via email at m.read@ecu.edu.au.

Best wishes,

Melanie Epstein
Project Director, Cyber Friendly Schools Project
Child Health Promotion Research Centre
Edith Cowan University
Dear «Principal_First_Name»

RE: Invitation to participate in Public Education Endowment Trust (PEET) funded “Cyber Friendly Schools Project”

The Child Health Promotion Research Centre at Edith Cowan University recently received funding from the Public Education Endowment Trust (PEET) to conduct research into cyber bullying in Western Australian schools. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University.

Bullying behaviour between students occurs to some extent and in varying types in all schools. These behaviours are not accidental; they are intentional, unjustified, and repeated actions towards someone who cannot effectively stop these from happening. While direct bullying such as hitting, punching, kicking, hurtful name calling and teasing are relatively easy for schools to observe and address, the more indirect or covert forms of bullying are far more difficult to detect and therefore understand. Generally indirect or covert bullying is thought to involve the use of third parties; spreading gossip; hurtful stories or rumours; deliberately excluding or enforcing social isolation; mean looks; and may even involve the use of communicative technology such as malicious SMS messages, or hurtful messages via the internet (e.g. email, webpage or website, chat room, instant messages, game room or other game site or message board).

This project aims to extend Western Australia’s position at the forefront of research, policy and practice by addressing a new area of high concern for schools – student cyber bullying/safety. This project also aims to actively engage schools, students and parents and the wider community to develop evidence-based policy, practice and strategies that are cost effective, feasible and effective to reduce this increasing problem.

We would like to invite your school to participate in the Cyber Friendly Schools Project in 2008 and 2009. Your school is one of 44 randomly selected government and non-government primary and secondary schools in the metropolitan and regional areas of Western Australia invited to assess student use of electronic technology and associated behaviours such as social networking, to maintain an understanding of patterns of use as these evolve (eg: age groups using the technology, gender differences, changes in online behaviour, effects on schooling) and use of electronic technology and potential harms as they appear over time. Participation in this research project is voluntary.

What does my school’s participation involve?
All students in Year 8-10 with active/passive parental permission will be asked to complete two 30 minute anonymous surveys: one at the end of Term 2, 2008 and one at the end of Term 2, 2009 during class time. The classroom teacher will be asked to administer these surveys to the class.

Your school will receive a summary report of the project findings in 2008 and 2009. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.

What will the anonymous student survey ask?
The anonymous student survey assesses students’ understanding of bullying behaviour; involvement in bullying; the types of cyber and other bullying experienced; the reporting of being bullied and if they have observed bullying as a bystander. The survey will assess perception of safety at school, loneliness, conduct problems, hyperactivity, pro-social behaviour, and feelings associated with depression.

The name of your school will be confidential and will not be included in any publications produced as a result of this research.

About the Child Health Promotion Research Centre
The Child Health Promotion Research Centre at Edith Cowan University has been investigating bullying and its relationship to health and academic outcomes in Western Australian schools for the past eight years including the Friendly Schools and Families bullying prevention project. Staff at the CHPRC have been major contributors to research
and practice in school health promotion since the early 1990s. More information about our research centre can be found at http://chprc.ecu.edu.au/.

The Commitment for Your School

• Provide assistance in identifying a person to coordinate the data collection at your school in 2008 and 2009;
• Mail home in Term 2, 2008 an information letter and consent form to the parents of the Year 8-10 students. A second 'reminder' letter will also be sent to parents to encourage them to return their consent forms. Your school will receive stamped, pre-packaged envelopes (containing an information letter, consent form and reply paid envelope) for your school administrators to attach address labels and mail from your school. In 2009, we will send consent letters to Year 8 students who had not previously had the opportunity to provide consent to participate in this project;
• Provide approximately 40 minutes of class time for data collection for Year 8-10 students at the end of Term 2, 2008 and Term 2, 2009;
• Distribute the anonymous surveys to students in Year 8-10 at the end of Term 2 in 2008 and 2009;
• Collect completed student surveys; and
• Post completed surveys to the CHPRC via reply-paid post envelope before the end of Term 2, 2008 and 2009.

If you wish to participate in this project, please complete the attached fax back form to register your interest. Upon receipt of this form the CHPRC will provide detailed information regarding your school's participation and seek final confirmation. You or your school may withdraw permission to participate in this research project at any time without prejudice. If you choose to withdraw your consent to participate, we will destroy the information you have provided upon request. We will also call your school in the next week to answer any questions you may have regarding participation in the research project. Should you have any questions prior to our call, please do not hesitate to contact the project director, Melanie Epstein on 9273 8496.

Thank you for your attention to this matter and we look forward to talking with you soon.

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Please Note:
This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact:
Research Ethics Officer, Edith Cowan University
100 Joondalup Drive,
Joondalup WA 6027
Phone:
SCHOOL PARTICIPATION

- I understand the purpose and procedures of the Cyber Friendly Schools Project.
- I have received a letter providing information about the Cyber Friendly Schools Project.
- I understand that involvement in this project is voluntary and I can withdraw consent at any time without a problem.
- I understand that no personal identifying information of students or the school will be used and that all information will be stored securely for 7 years before being destroyed.
- I have been given the opportunity to ask questions.

☑ YES, ________________(School name) would like to participate in the 'Cyber Friendly Schools Project' in 2008 and 2009.

Principal Name: ____________________________
Principal Signature: ____________________________
Nominated Cyber Friendly Schools Project School Coordinator: ____________________________
Cyber Friendly Schools Coordinator email address: ____________________________
Cyber Friendly Schools Coordinator phone number: ____________________________
Average number of students in each Year level: Year 8 _______ Year 9 _______ Year 10 _______

OR

☐ NO, ________________(School name) would NOT like to participate in the 'Cyber Friendly Schools Project' in 2008 and 2009.

Please fax this form to _________________. Thank you.
Dear Principal Name, Principal Surname

The Child Health Promotion Research Centre at Edith Cowan University recently received funding from the Public Education Endowment Trust (PEET) to conduct research into cyber bullying in Western Australian schools.

The Cyber Friendly Schools Project aims to extend Western Australia’s position at the forefront of research, policy and practice by addressing a new area of high concern for schools – student cyber bullying/safety. This project also aims to actively engage schools, students and parents and the wider community to develop evidence-based policy, practice and strategies that are cost effective, feasible and effective to reduce this increasing problem. A total of 44 primary and secondary Western Australian metro and rural schools will be involved in this project. We invite your school to participate in the Cyber Friendly Schools Project.

The following letter provides further information about this project. If you wish to participate in this study, please register your interest as soon as possible. Upon receipt of this form the CHPRC will provide detailed information regarding your school’s participation and confirm all the details of the data collection process. We will also call you at your school in the next week to answer questions you may have about participation in this research. Should you have any questions prior to our call, please do not hesitate to contact the project coordinator, Mitch Read on [phone number] or via email at [email address].

Best wishes,

Melanie Epstein
Project Director, Cyber Friendly Schools Project
Child Health Promotion Research Centre
Edith Cowan University
Ph: [phone number]
Fax: [fax number]
Dear Principal

RE: Invitation to participate in Public Education Endowment Trust (PEET) funded “Cyber Friendly Schools Project”

The Child Health Promotion Research Centre at Edith Cowan University recently received funding from the Public Education Endowment Trust (PEET) to conduct research into cyber bullying in Western Australian schools. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University and is supported by the Western Australian Department of Education and Training.

Bullying behaviour between students occurs to some extent and in varying types in all schools. These behaviours are not accidental; they are intentional, unjustified, and repeated actions towards someone who cannot effectively stop these from happening. While direct bullying such as hitting, punching, kicking, hurtful name calling and teasing are relatively easy for schools to observe and address, the more indirect or covert forms of bullying are far more difficult to detect and therefore understand. Generally indirect or covert bullying is thought to involve the use of third parties; spreading gossip; hurtful stories or rumours; deliberately excluding or enforcing social isolation; mean looks; and may even involve the use of communicative technology such as malicious SMS messages, or hurtful messages via the internet (e.g. email, webpage or website, chat room, instant messages, game room or other game site or message board).

This project aims to extend Western Australia’s position at the forefront of research, policy and practice by addressing a new area of high concern for schools - student cyber bullying/safety. This project also aims to actively engage schools, students and parents and the wider community to develop evidence-based policy, practice and strategies that are cost effective, feasible and effective to reduce this increasing problem.

We would like to invite your school to participate in the Cyber Friendly Schools Project in 2008 and 2009. Your school is one of 44 randomly selected government and non-government primary and secondary schools in the metropolitan and regional areas of Western Australia invited to assess student use of electronic technology and associated behaviours such as social networking, to maintain an understanding of patterns of use as these evolve (eg: age groups using the technology, gender differences, changes in online behaviour, effects on schooling) and use of electronic technology and potential harms as they appear over time. Participation in this research project is voluntary.

What does my school’s participation involve?
All students in Year 8-10 with active parental permission will be asked to complete two 30 minute confidential surveys: one at the end of Term 2, 2008 and one at the end of Term 2, 2009 during class time. The classroom teacher will be asked to administer these surveys to the class. Students in your school may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on 9273 8496 or my email: m.epstein@ecu.edu.au.

Your school will receive a summary report of the project findings in 2008 and 2009. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.

What will the confidential student survey ask?
The confidential student survey assesses students’ understanding of bullying behaviour; involvement in bullying; the types of cyber and other bullying experienced; the reporting of being bullied and if they have observed bullying as a bystander. The survey will assess perception of safety at school, loneliness, conduct problems, hyperactivity, pro-social behaviour, and feelings associated with depression.

The identity of participants and the school will not be disclosed at any time, expect in circumstances that require reporting under the Department of Education and Training Child Protect Policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

The name of your school will be confidential and will not be included in any publications produced as a result of this research.

About the Child Health Promotion Research Centre
The Child Health Promotion Research Centre at Edith Cowan University has been investigating bullying and its relationship to health and academic outcomes in Western Australian schools for the past eight years including the Friendly Schools and Families bullying programme.
prevention project. Staff at the CHPRC have been major contributors to research and practice in school health promotion since the early 1990s. More information about our research centre can be found at http://chprc.ecu.edu.au/.

The Commitment for Your School

- Provide assistance in identifying a person to coordinate the data collection at your school in 2008 and 2009;
- Mail home in Term 2, 2008 an information letter and consent form to the parents of the Year 8-10 students. A second ‘reminder’ letter will also be sent to parents to encourage them to return their consent forms. Your school will receive stamped, pre-packaged envelopes (containing an information letter, consent form and reply paid envelope) for your school administrators to attach address labels and mail from your school. In 2009, we will send consent letters to Year 8 students who had not previously had the opportunity to provide consent to participate in this project;
- Provide approximately 40 minutes of class time for data collection for Year 8-10 students at the end of Term 2, 2008 and Term 2, 2008;
- Distribute the confidential surveys to students in Year 8-10 at the end of Term 2 in 2008 and 2009;
- Collect completed student surveys; and
- Post completed surveys to the CHPRC via reply-paid post envelope before the end of Term 2, 2008 and 2009.

If you wish to participate in this project, please complete the attached fax back form to register your interest. Upon receipt of this form the CHPRC will provide detailed information regarding your school's participation and seek final confirmation. You or your school may withdraw permission to participate in this research project at any time without prejudice. If you choose to withdraw your consent to participate, we will destroy the information you have provided upon request. We will also call your school in the next week to answer any questions you may have regarding participation in the research project. Should you have any questions prior to our call, please do not hesitate to contact the project director, Melanie Epstein on 9273 8496.

Thank you for your attention to this matter and we look forward to talking with you soon.

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Please Note:
This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact:
Research Ethics Officer, Edith Cowan University
100 Joondalup Drive,
Joondalup WA 6027
Phone: Email:
**SCHOOL PARTICIPATION**

- I understand the purpose and procedures of the Cyber Friendly Schools Project.
- I have received a letter providing information about the Cyber Friendly Schools Project.
- I understand that involvement in this project is voluntary and I can withdraw consent at any time without a problem.
- I understand that no personal identifying information of students or the school will be used and that all information will be stored securely for 7 years before being destroyed.
- I have been given the opportunity to ask questions.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, (School name) would like to participate in the ‘Cyber Friendly Schools Project’ in 2008 and 2009.</td>
<td>NO, (School name) would NOT like to participate in the ‘Cyber Friendly Schools Project’ in 2008 and 2009.</td>
</tr>
</tbody>
</table>

**Principal Name:**

**Principal Signature:**

**Nominated Cyber Friendly Schools Project School Coordinator:**

**Cyber Friendly Schools Coordinator email address:**

**Cyber Friendly Schools Coordinator phone number:**

**Average number of students in each Year level:**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
</table>

Please fax this form to [ ] . Thank you.
Dear Year 8, 9 or 10 Student Parent/Carer

The Child Health Promotion Research Centre at Edith Cowan University is investigating the prevalence and impact of cyber bullying on Western Australian students so we can best develop an intervention program to reduce cyber bullying and increase cyber safety. Your son or daughter’s school was randomly selected from all schools in WA and has agreed to participate in the Cyber Friendly Schools Project. Ethics approval to conduct research in Western Australian schools has been provided by Edith Cowan University.

We are sending you this letter to tell you about the Cyber Friendly Schools Project and to ask your permission for your Year 8, 9 or 10 son or daughter to participate by completing two anonymous surveys: one at the end of Term 2, 2008, and one at the end of Term 2, 2009. Please read the following information and complete the attached consent form. Please return the consent form to us in the reply paid envelope provided by Friday 30th May.

Why is this research important?

- 25% of WA students report they were cyber bullied at least once last term.
- Most children who are cyber bullied also report being bullied face-to-face.
- Students who are frequently bullied and/or who frequently bully others can be negatively affected academically, mentally, physically and socially, however little is known about the impacts of cyber bullying.
- Strategies developed to reduce cyber bullying will also assist to reduce face-to-face bullying which in turn will improve students’ feelings of connectedness to school and their academic achievement as well as reduce absenteeism.

What is the Cyber Friendly Schools Project?

The Cyber Friendly Schools Project aims to track the use of electronic technology and associated behaviours such as social networking to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to determine what specific skills, training and support are required to assist teachers, parents and students to play a more active role in preventative measures to reduce cyber bullying and increase cyber safety.

What does participation involve?

Your Year 8, 9 or 10 son or daughter will be asked to complete two brief anonymous self-administered surveys during class time: one at the end of Term 2, 2008 and one at the end of Term 2, 2009. The anonymous surveys will take approximately 30 minutes to complete. Your son or daughter’s name will not appear on his/her survey. Importantly, all responses made by your son or daughter will be anonymous. All information collected from your son or daughter’s school will remain strictly confidential. Your school will receive a summary report of the project findings. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.
What does the anonymous student survey ask?
The anonymous survey asks students about their:
• Understanding of bullying behaviour;
• Involvement in bullying;
• Experiences of cyber bullying;
• Observation of bullying as a bystander;
• Assesses perceptions of safety at school, loneliness, conduct problems, hyperactivity and pro-social behaviour and;
• Feelings associated with depression. This is a screening survey only and can not be used for the diagnosis of depression.

No names or addresses of students or schools will be used in the publication of any results of the study. All information will be stored securely (in locked cabinets and electronically in password protected files) for seven years before being destroyed.

Withdrawing Consent
Participation in this study is voluntary. You or your Year 8, 9 or 10 son or daughter may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on 9273 8496 or by email: m.epstein@ecu.edu.au.

Further information
If you would like clarification of further information, please contact the Project Director, Melanie Epstein, on 9273 8496 or email: m.epstein@ecu.edu.au.

Next steps:
1. Please complete the attached parent/carer consent form.
2. Please return the parent/carer consent form in the reply paid envelope enclosed by Friday 30th May.

Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: [number] Email: research.ethics@ecu.edu.au
Cyber Friendly Schools Consent Form

PARENT/CARER

This study has been approved by the Edith Cowan University Human Research Ethics Committee.

- I understand the purpose and procedures of the study.
- I have been provided with the parent information sheet.
- I understand that the procedure itself may not benefit me or my son/daughter.
- I understand that my son/daughter's involvement is voluntary and my son/daughter can withdraw at any time without a problem.
- I understand that no personal identifying information like my son/daughter's name and address will be used and that all information will be securely stored for 7 years before being destroyed.
- I have been given the opportunity to ask questions.
- I have discussed this research with my child, who has agreed to participate.
- I understand that a summary of project findings will be provided to my school.

<table>
<thead>
<tr>
<th>□ I GIVE PERMISSION FOR (your son/daughter's name) to respond to two anonymous surveys for the 'Cyber Friendly Schools Project'. I have discussed this project with my son/daughter, who has also agreed to participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Name: ____________________________</td>
</tr>
<tr>
<td>Parent/Guardian Signature: ________________________ Date: __________</td>
</tr>
<tr>
<td>Name of your son or daughter's school: ______________</td>
</tr>
<tr>
<td>What year level is your son or daughter currently in? (Please tick one box)</td>
</tr>
<tr>
<td>□ Year 8</td>
</tr>
<tr>
<td>□ Year 9</td>
</tr>
<tr>
<td>□ Year 10</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>□ I DO NOT GIVE PERMISSION FOR (your son/daughter's name) to respond to two anonymous surveys for the 'Cyber Friendly Schools Project'. I have discussed this project with my son/daughter, who has also declined to participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Name: ____________________________</td>
</tr>
<tr>
<td>Parent/Guardian Signature: ________________________ Date: __________</td>
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<tr>
<td>Name of your son or daughter's school: ______________</td>
</tr>
<tr>
<td>What year level is your son or daughter currently in? (Please tick one)</td>
</tr>
<tr>
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</tr>
<tr>
<td>□ Year 9</td>
</tr>
<tr>
<td>□ Year 10</td>
</tr>
</tbody>
</table>

Please return this form in the reply paid envelope provided by Friday 30th May. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: [redacted] Email: research.ethics@ecu.edu.au
As you may be aware, the Child Health Promotion Research Centre at Edith Cowan University is investigating the prevalence and impact of cyberbullying on Western Australian students so we can best develop an intervention program to reduce cyber bullying and increase cyber safety. Your son or daughter's school was randomly selected from all schools in WA and has agreed to participate in the Cyber Friendly Schools Project. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University.

We have enclosed with this letter an ALTERNATIVE CONSENT FORM for your Year 8, 9 or 10 son or daughter to participate in this project. This consent form seeks your permission for your Year 8, 9 or 10 son or daughter to participate in the Cyber Friendly Schools Project by completing two anonymous surveys: one at the end of Term 2, 2008, and one at the end of Term 2, 2009. We are sending you this letter as we would like to give you another opportunity for your son or daughter to participate in this project. If you believe you have responded previously, please contact the Project Director at the Child Health Promotion Research Centre, Melanie Epstein on (08) 9273 8496 or by email m.epstein@ecu.edu.au.

Why is this research important?

- 25% of WA students report they were cyber bullied at least once last term.
- Most children who are cyber bullied also report being bullied face-to-face.
- Students who are frequently bullied and/or who frequently bully others can be negatively affected academically, mentally, physically and socially, however little is known about the impacts of cyber bullying.
- Strategies developed to reduce cyber bullying will also assist to reduce face-to-face bullying which in turn will improve students’ feelings of connectedness to school and their academic achievement as well as reduce absenteeism.

What is the Cyber Friendly Schools Project?

The Cyber Friendly Schools Project aims to track the use of electronic technology and associated behaviours such as social networking to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to determine what specific skills, training and support are required to assist teachers, parents and students to play a more active role in preventative measures to reduce cyber bullying and increase cyber safety.

What does participation involve?

Your Year 8, 9 or 10 son or daughter will be asked to complete two brief anonymous self-administered surveys during class time: one at the end of Term 2, 2008 and one at the end of Term 2, 2009. The anonymous survey will take approximately 30 minutes to complete. Your son or daughter’s name will not appear on his/her survey. Importantly, all responses made by your son or daughter will be anonymous. All information collected from your son or daughter’s school will remain strictly confidential. Your school will receive a summary report of the project findings. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.
What does the anonymous student survey ask?

The anonymous survey asks students about their:

- Understanding of bullying behaviour;
- Involvement in bullying;
- Experiences of cyber bullying;
- Observation of bullying as a bystander;
- Assesses perceptions of safety at school, loneliness, conduct problems, hyperactivity and pro-social behaviour and;
- Feelings associated with depression. This is a screening survey only and can not be used for the diagnosis of depression.

No names or addresses of students or schools will be used in the publication of any results of the study. All information will be stored securely (in locked cabinets and electronically in password protected files) for seven years before being destroyed.

Withdrawing Consent

Participation in this study is voluntary. You or your Year 8, 9 or 10 son or daughter may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on [redacted] or by email: [redacted]

Further information

If you would like clarification of further information, please contact the Project Director, Melanie Epstein, on [redacted] or email: [redacted]

Next steps:

3. If you WILL ALLOW your Year 8, 9 or 10 son or daughter to respond to the anonymous surveys in Term 2 in 2008 and 2009, YOU DO NOT NEED TO TAKE ANY ACTION. Your son or daughter will be asked for his/her consent to participate in class.

4. If you DO NOT WANT your Year 8, 9 or 10 son or daughter to respond to the anonymous surveys in Term 2 in 2008 and 2009, please COMPLETE THE CONSENT FORM and return it in the reply paid envelope enclosed by Friday 13th June. Your son or daughter will be provided with an alternative activity to complete while the surveys are being administered to other students in the class.

Yours sincerely

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) 6304 2170, Email: research.ethics@ecu.edu.au
Dear Parent/Carer

Note: Only complete if you DO NOT want your son or daughter in Year 8, 9 or 10 to respond to two anonymous surveys: one at the end of Term 2, 2008, and another at the end of Term 2, 2009, for the ‘Cyber Friendly Schools Project’.

If you DO NOT GIVE PERMISSION for your son or daughter in Year 8, 9 or 10 to respond to two anonymous surveys: one at the end of Term 2, 2008, and another at the end of Term 2, 2009, for the ‘Cyber Friendly Schools Project’, please tick the box below, complete the other details and return the consent form in the reply paid envelope provided before Friday 13th June.

☐ I DO NOT GIVE PERMISSION FOR _________________________________ (your son or daughter’s name) to participate in the Cyber Friendly Schools Project anonymous surveys at the end of Term 2, 2008 and Term 2, 2009.

I have discussed this project with my son/daughter, who has also declined to participate.

Parent/Guardian Signature: __________________________ Date: ______________

Parent/Guardian Name: ____________________________________________________

Name of your son or daughter’s school: _____________________________________________

What year level is your son or daughter currently in? (Please tick one)

☐ Year 8 ☐ Year 9 ☐ Year 10

Please return this form in the reply paid envelope provided by Friday 13th June. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: __________ Email: research.ethics@ecu.edu.au
May 2008

Dear Year 8, 9 or 10 Student Parent/Carer

The Child Health Promotion Research Centre at Edith Cowan University is investigating the prevalence and impact of cyberbullying on Western Australian students so we can best develop an intervention program to reduce cyber bullying and increase cyber safety. Your son or daughter's school was randomly selected from all schools in WA and has agreed to participate in the Cyber Friendly Schools Project. Ethics approval to conduct research in Western Australian schools has been provided by Edith Cowan University and the Catholic Education Office.

We are sending you this letter to tell you about the Cyber Friendly Schools Project and to ask your permission for your Year 8, 9 or 10 son or daughter to participate by completing two anonymous surveys: one at the end of Term 2, 2008, and one at the end of Term 2, 2009. Please read the following information and complete the attached consent form. Please return the consent form to us in the reply paid envelope provided by Friday 30th May.

Why is this research important?

• 25% of WA students report they were cyber bullied at least once last term.
• Most children who are cyber bullied also report being bullied face-to-face.
• Students who are frequently bullied and/or who frequently bully others can be negatively affected academically, mentally, physically and socially, however little is known about the impacts of cyber bullying.
• Strategies developed to reduce cyber bullying will also assist to reduce face-to-face bullying which in turn will improve students' feelings of connectedness to school and their academic achievement as well as reduce absenteeism.

What is the Cyber Friendly Schools Project?

The Cyber Friendly Schools Project aims to track the use of electronic technology and associated behaviours such as social networking to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to determine what specific skills, training and support are required to assist teachers, parents and students to play a more active roll in preventative measures to reduce cyber bullying and increase cyber safety.

What does participation involve?

Your Year 8, 9 or 10 son or daughter will be asked to complete two brief anonymous self administered surveys during class time: one at the end of Term 2, 2008 and one at the end of Term 2, 2009. The anonymous surveys will take approximately 30 minutes to complete. Your son or daughter's name will not appear on his/her survey. Importantly, all responses made by your son or daughter will be anonymous. All information collected from your son or daughter's school will remain strictly confidential. Your school will receive a summary report of the project findings. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.
What does the anonymous student survey ask?
The anonymous survey asks students about their:

- Understanding of bullying behaviour;
- Involvement in bullying;
- Experiences of cyber bullying;
- Observation of bullying as a bystander;
- Assesses perceptions of safety at school, loneliness, conduct problems, hyperactivity and pro-social behaviour and;
- Feelings associated with depression. This is a screening survey only and can not be used for the diagnosis of depression.

No names or addresses of students or schools will be used in the publication of any results of the study. All information will be stored securely (in locked cabinets and electronically in password protected files) for seven years before being destroyed.

Withdrawing Consent
Participation in this study is voluntary. You or your Year 8, 9 or 10 son or daughter may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on 9273 8496 or by email: m.epstein@ecu.edu.au.

Further information
If you would like clarification of further information, please contact the Project Director, Melanie Epstein, on 9273 8496 or email: m.epstein@ecu.edu.au.

Next steps:
5. Please complete the attached parent/carer consent form.
6. Please return the parent/carer consent form in the reply paid envelope enclosed by Friday 30th May.

Yours sincerely

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: Email: research.ethics@ecu.edu.au

This study has been approved by the Edith Cowan University Human Research Ethics Committee and the Catholic Education Office.
I understand the purpose and procedures of the study.
I have been provided with the parent information sheet.
I understand that the procedure itself may not benefit me or my son/daughter.
I understand that my son/daughter’s involvement is voluntary and my son/daughter can withdraw at any time without a problem.
I understand that no personal identifying information like my son/daughter’s name and address will be used and that all information will be securely stored for 7 years before being destroyed.
I have been given the opportunity to ask questions.
I have discussed this research with my child, who has agreed to participate.
I understand that a summary of project findings will be provided to my school.

☐ I GIVE PERMISSION FOR ______________________ (your son/daughter’s name) to respond to two anonymous surveys for the 'Cyber Friendly Schools Project'. I have discussed this project with my son/daughter, who has also agreed to participate.

Parent/Guardian Name: ____________________________________________
Parent/Guardian Signature: __________________________ Date: ____________
Name of your son or daughter’s school:

What year level is your son or daughter currently in? (Please tick one box)
☐ Year 8  ☐ Year 9  ☐ Year 10

OR

☐ I DO NOT GIVE PERMISSION FOR ______________________ (your son/daughter’s name) to respond to two anonymous surveys for the 'Cyber Friendly Schools Project'. I have discussed this project with my son/daughter, who has also declined to participate.

Parent/Guardian Name: ____________________________________________
Parent/Guardian Signature: __________________________ Date: ____________
Name of your son or daughter’s school:

What year level is your son or daughter currently in? (Please tick one)
☐ Year 8  ☐ Year 9  ☐ Year 10

Please return this form in the reply paid envelope provided by Friday 30th May. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: [redacted], Email: research.ethics@ecu.edu.au
Dear Year 8, 9 or 10 Student Parent/Carer

As you may be aware, the Child Health Promotion Research Centre at Edith Cowan University is investigating the prevalence and impact of cyberbullying on Western Australian students so we can best develop an intervention program to reduce cyber bullying and increase cyber safety. Your son or daughter's school was randomly selected from all schools in WA and has agreed to participate in the Cyber Friendly Schools Project. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University and the Catholic Education Office.

We have enclosed with this letter an ALTERNATIVE CONSENT FORM for your Year 8, 9 or 10 son or daughter to participate in this project. This consent form seeks your permission for your Year 8, 9 or 10 son or daughter to participate in the Cyber Friendly Schools Project by completing two anonymous surveys: one at the end of Term 2, 2008, and one at the end of Term 2, 2009. We are sending you this letter as we would like to give you another opportunity for your son or daughter to participate in this project. If you believe you have responded previously, please contact the Project Director at the Child Health Promotion Research Centre, Melanie Epstein on (08) 9273 8496 or by email m.epstein@ecu.edu.au.

Why is this research important?

• 25% of WA students report they were cyber bullied at least once last term.
• Most children who are cyber bullied also report being bullied face-to-face.
• Students who are frequently bullied and/or who frequently bully others can be negatively affected academically, mentally, physically and socially, however little is known about the impacts of cyber bullying.
• Strategies developed to reduce cyber bullying will also assist to reduce face-to-face bullying which in turn will improve students' feelings of connectedness to school and their academic achievement as well as reduce absenteeism.

What is the Cyber Friendly Schools Project?

The Cyber Friendly Schools Project aims to track the use of electronic technology and associated behaviours such as social networking to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to determine what specific skills, training and support are required to assist teachers, parents and students to play a more active role in preventative measures to reduce cyber bullying and increase cyber safety.

What does participation involve?

Your Year 8, 9 or 10 son or daughter will be asked to complete two brief anonymous self administered surveys during class time: one at the end of Term 2, 2008 and one at the end of Term 2, 2009. The anonymous survey will take approximately 30 minutes to complete. Your son or daughter's name will not appear on his/her survey. Importantly, all
responses made by your son or daughter will be anonymous. All information collected from your son or daughter’s school will remain strictly confidential. Your school will receive a summary report of the project findings. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.

What does the anonymous student survey ask?
The anonymous survey asks students about their:
- Understanding of bullying behaviour;
- Involvement in bullying;
- Experiences of cyber bullying;
- Observation of bullying as a bystander;
- Assesses perceptions of safety at school, loneliness, conduct problems, hyperactivity and pro-social behaviour and;
- Feelings associated with depression. This is a screening survey only and can not be used for the diagnosis of depression.

No names or addresses of students or schools will be used in the publication of any results of the study. All information will be stored securely (in locked cabinets and electronically in password protected files) for seven years before being destroyed.

Withdrawing Consent
Participation in this study is voluntary. You or your Year 8, 9 or 10 son or daughter may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on or by email: 

Further information
If you would like clarification of further information, please contact the Project Director, Melanie Epstein, on or email: 

Next steps:

7. If you WILL ALLOW your Year 8, 9 or 10 son or daughter to respond to the anonymous surveys in Term 2 in 2008 and 2009, YOU DO NOT NEED TO TAKE ANY ACTION. Your son or daughter will be asked for his/her consent to participate in class.

8. If you DO NOT WANT your Year 8, 9 or 10 son or daughter to respond to the anonymous surveys in Term 2 in 2008 and 2009, please COMPLETE THE CONSENT FORM and return it in the reply paid envelope enclosed by Friday 13th June. Your son or daughter will be provided with an alternative activity to complete while the surveys are being administered to other students in the class.

Yours sincerely

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia
Dear Parent/Carer

Note: Only complete if you **DO NOT** want your son or daughter in Year 8, 9 or 10 to respond to two anonymous surveys: one at the end of Term 2, 2008, and another at the end of Term 2, 2009, for the 'Cyber Friendly Schools Project'.

If you **DO NOT GIVE PERMISSION** for your son or daughter in Year 8, 9 or 10 to respond to two anonymous surveys: one at the end of Term 2, 2008, and another at the end of Term 2, 2009, for the 'Cyber Friendly Schools Project', please tick the box below, complete the other details and return the consent form in the reply paid envelope provided before Friday 13th June.

☐ I **DO NOT GIVE PERMISSION FOR** ________________________________ (your son or daughter's name)
   to participate in the Cyber Friendly Schools Project anonymous surveys at the end of Term 2, 2008 and Term 2, 2009.
   I have discussed this project with my son/daughter, who has also declined to participate.

Parent/Guardian Signature: ________________________________ Date: ________________
Parent/Guardian Name: ___________________________________________
Name of your son or daughter's school: ________________________________
What year level is your son or daughter currently in? (Please tick one)

☐ Year 8  ☐ Year 9  ☐ Year 10

Please return this form in the reply paid envelope provided by Friday 13th June. Thank you.
May 2008

Dear Year 8, 9 or 10 Student Parent/Carer

The Child Health Promotion Research Centre at Edith Cowan University is investigating the prevalence and impact of cyberbullying on Western Australian students so we can best develop an intervention program to reduce cyber bullying and increase cyber safety. Your son or daughter’s school was randomly selected from all schools in WA and has agreed to participate in the Cyber Friendly Schools Project. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University and is supported by the Western Australian Department of Education and Training.

We are sending you this letter to tell you about the Cyber Friendly Schools Project and to ask your permission for your Year 8, 9 or 10 son or daughter to participate by completing two confidential surveys: one at the end of Term 2, 2008, and one at the end of Term 2, 2009. Please read the following information and complete the attached consent form. Please return the consent form to us in the reply paid envelope provided by Thursday 12th June.

Why is this research important?
- 25% of WA students report they were cyber bullied at least once last term.
- Most children who are cyber bullied also report being bullied face-to-face.
- Students who are frequently bullied and/or who frequently bully others can be negatively affected academically, mentally, physically and socially, however little is known about the impacts of cyber bullying.
- Strategies developed to reduce cyber bullying will also assist to reduce face-to-face bullying which in turn will improve students’ feelings of connectedness to school and their academic achievement as well as reduce absenteeism.

What is the Cyber Friendly Schools Project?
The Cyber Friendly Schools Project aims to track the use of electronic technology and associated behaviours such as social networking to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to determine what specific skills, training and support are required to assist teachers, parents and students to play a more active role in preventative measures to reduce cyber bullying and increase cyber safety.

What does participation involve?
Your Year 8, 9 or 10 son or daughter will be asked to complete two brief confidential self administered surveys during class time: one at the end of Term 2, 2008 and one at the end of Term 2, 2009. The confidential surveys will take approximately 30 minutes to complete. Your son or daughter’s name will not appear on his/her survey. Importantly, all responses made by your son or daughter will be confidential. Your school will receive a summary report of the project findings. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.

What does the confidential student survey ask?
The confidential survey asks students about their:
- Understanding of bullying behaviour;
- Involvement in bullying;
- Experiences of cyber bullying;
- Observation of bullying as a bystander;
- Assesses perceptions of safety at school, loneliness, conduct problems, hyperactivity and pro-social behaviour; and
- Feelings associated with depression. This is a screening survey only and can not be used for the diagnosis of depression.

Should any students become distressed, or feel the need to disclose specific information as a result of completing the questionnaire, students will be given information and the contact details for the Kids Help Line and encouraged to talk to an adult they trust eg. Parent, caregiver, or adult at school they trust. If it becomes apparent that any child is experiencing distress, the teachers administering the survey will be told...
to inform senior staff members and routine school procedures for notifying parents and providing students with appropriate support will be followed.

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education and Training Child Protect Policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

No names or addresses of students or schools will be used in the publication of any results of the study. All information will be stored securely (in locked cabinets and electronically in password protected files) for seven years before being destroyed.

Withdrawing Consent
Participation in this study is voluntary. You or your Year 8, 9 or 10 son or daughter may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on 9273 8496 or by email: m.epstein@ecu.edu.au. All data collected from your son or daughter will be destroyed, unless otherwise agreed.

Further information
If you would like clarification of further information, please contact the Project Director, Melanie Epstein, on 9273 8496 or email: m.epstein@ecu.edu.au.

Next steps:

9. Please give your Year 8, 9 or 10 son or daughter the enclosed “Student Information Sheet” to read or read it out to him/her if more appropriate. Please discuss this project with your Year 8, 9 or 10 son/daughter and ask them to complete the student consent form on the reverse side of your consent form.

10. Please complete the attached parent/carer consent form if you DO or DO NOT want your Year 8, 9 or 10 son or daughter to participate in the Cyber Friendly Schools Project.

11. Please return the completed student and parent/carer consent form in the reply paid envelope enclosed by Thursday 12th June.

Yours sincerely

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) Email: researchethics@ecu.edu.au
Dear Year 8, 9 or 10 Student

My name is Donna Cross and I am from the Child Health Promotion Research Centre at Edith Cowan University. I would like to invite you to take part in a research project that I am doing. It is about cyber bullying in schools. I am asking for your help in this project because I would like to know how to prevent cyber bullying. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University and is supported by the Western Australian Department of Education and Training.

What is the Cyber Friendly Schools Project?
The Cyber Friendly Schools Project aims to look at the use of electronic technology by students to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to work out what specific skills, training and support are required to assist teachers, parents and students to reduce cyber bullying and increase cyber safety.

Why is this research exciting?
We are talking to Year 5-10 students from across WA. Your school is one of 44 schools chosen at random out of all Western Australian primary and secondary schools to participate in this research.

Why is this research important?
25% of students report they were cyber bullied. Little is known about how cyber bullying affects students at school, mentally, physically and socially.

What would I be asked to do?
You will be asked to complete two confidential surveys: one during class time at the end of Term 2, 2008 and one at the end of Term 2, 2009. The surveys will take approximately 30 minutes to complete. Your name will not appear on your survey. You are completely free to say yes or no. You either volunteer or you don’t volunteer. Simply write your name on the student consent form found on the back of your parent’s consent form to let me know what you decide, it is that easy.

What if I want to change my mind?
If you say no, but then change your mind and want to take part, you will need to do this by Thursday 12th June for you to be a part of this project. If you say yes, but then change your mind, you are free to stop participating in the project and withdraw. When you withdraw, what you have given to the project will be destroyed, unless you and your parents agree that I can use it. The period in which you can withdraw is anytime within 7 years the project takes place. If the project has already been published at the time you decide you want to withdraw, your contribution that was used in the publication can not be removed from the publication.

What will happen to the information I give – is it private and confidential?
Information that identifies anyone will be removed from the data collected. The data is then stored securely in locked cabinets and in password protected files assessable by only research team members before being shredded after 7 years.

All information you provide is stored in a way that enables us to re-identify what you contributed to the project and destroy it if you withdraw your participation. This is done by using the ID codes known only by the research team, which is used to link each individuals consent form to all data that relate to each individual.

After I have collected what each students has given to the project and analysed all of it I intend to write about what I found and publish it in a journal, which is like a magazine, so that people can write about it. But when I do this I won’t write or tell anyone your name, or the names of any other students or your school. A summary of the survey results from your school will be made available to you in a newsletter item which will be included in your school’s newsletter. What you provide for this project will be used only for this project, and will not be used in any extended or future research without first obtaining an agreement from you and your parents/carers.

Will you tell anyone what I say while I am contributing to the project?
In almost all cases no. If you tell me something that later I need to tell someone else because the law requires me to do so, then I will have to. I may also have to reveal something you say to me if I think that you might be being severely mistreated by someone. If this happens I will make sure that someone who can discuss this with you
further will come to talk with you. In all other situations, I will treat what you tell me as being private and confidential (I won’t tell anyone unless you agree that I should). On the day you do the surveys you will be given information about the Kids Helpline, they provide free, confidential, anonymous, 24-hour telephone and online counselling service for young people aged between 5 and 18 years. If you become upset when you are doing the survey, your teacher can arrange for you to speak with someone at school and let your parents know you were upset.

Who do I contact if I wish to talk about the project further?
Please talk about the project with your parents first. Then, if you would like to talk to someone working on the project, please contact Melanie Epstein on 9273 8496 or by email: m.epstein@ecu.edu.au. If, at any time, you wish to speak with a person who is not involved in the project about how something was handled, please contact the Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) 6304 2170, Email: research.ethics@ecu.edu.au.

How do I get involved?
You have already discussed the project and what it means to take part with at least one of your parents, and now you get to say yourself. If you DO or DO NOT want to be a part of the project, then please fill out the student consent form found on the back of your parent’s consent form.

Please complete the attached form and return in the reply paid envelope enclosed no later than Thursday 12th June.

Yours sincerely,

Anna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) , Email: research.ethics@ecu.edu.au.
This study has been approved by the Edith Cowan University Human Research Ethics Committee and is supported by the Western Australian Department of Education and Training.

I understand the purpose and procedures of the study.
I have been provided with the parent information sheet.
I understand that the procedure itself may not benefit me or my son/daughter.
I understand that my son/daughter's involvement is voluntary and my son/daughter can withdraw at any time without a problem.
I understand that no personal identifying information like my son/daughter's name and address will be used and that all information will be securely stored for 7 years before being destroyed.
I have been given the opportunity to ask questions.
I have discussed this research with my child, who has read the student information sheet and indicated his or her consent to participate by signing or printing his/her name on the student consent form on the back of this consent form.
I understand that a summary of project findings will be provided to my school.

I GIVE PERMISSION FOR ________________________ to respond to two confidential surveys for the Cyber Friendly Schools Project. I have discussed this project with my son/daughter, who has also agreed to participate.

Parent/Guardian Name: ____________________________
Parent/Guardian Signature: ____________________ Date: ____________

What year level is your son or daughter currently in? (Please tick one)

☐ Year 8  ☐ Year 9  ☐ Year 10

OR

I DO NOT GIVE PERMISSION FOR ________________________ to respond to two confidential surveys for the Cyber Friendly Schools Project. I have discussed this project with my son/daughter, who has also declined to participate.

Parent/Guardian Name: ____________________________
Parent/Guardian Signature: ____________________ Date: ____________

What year level is your son or daughter currently in? (Please tick one)

☐ Year 8  ☐ Year 9  ☐ Year 10

Please return this form in the reply paid envelope provided by Thursday 12th June. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) __________ Email: research.ethics@ecu.edu.au
This study has been approved by the Edith Cowan University Human Research Ethics Committee and is supported by the Western Australian Department of Education and Training.

- I understand the purpose and procedures of the study.
- I have been provided with the student information sheet.
- I understand that the procedure itself may not benefit me.
- I understand that my involvement is voluntary and I can withdraw at any time without a problem.
- I understand that no personal identifying information like my name and address will be used and that all information will be securely stored for 7 years before being destroyed.
- I have been given the opportunity to ask questions.

☐ I ____________________ (your name) agree to give permission to two confidential surveys for the 'Cyber Friendly Schools Project'.

Student Name: 

Student Signature: ___________________________ Date: __________________________

School Name: 

What year level are you currently in? (Please tick one box)

☐ Year 8  ☐ Year 9  ☐ Year 10

OR

☐ I ____________________ (your name) do not give permission to respond to two confidential surveys for the 'Cyber Friendly Schools Project'.

Student Name: 

Student Signature: ___________________________ Date: __________________________

School Name: 

What year level are you currently in? (Please tick one)

☐ Year 8  ☐ Year 9  ☐ Year 10

Please return this form in the reply paid envelope provided by Thursday 12th June. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) Email: research.ethics@ecu.edu.au.
Dear Year 8, 9 or 10 Student Parent/Carer

As you may be aware the Child Health Promotion Research Centre at Edith Cowan University is investigating the prevalence and impact of cyberbullying on Western Australian students so we can best develop an intervention program to reduce cyber bullying and increase cyber safety. Your son or daughter's school was randomly selected from all schools in WA and has agreed to participate in the Cyber Friendly Schools Project. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University and is supported by the Western Australian Department of Education and Training.

We have enclosed with this letter another CONSENT LETTER for your Year 8, 9 or 10 son or daughter to participate in this project. This consent form seeks your permission for your Year 8, 9 or 10 son or daughter to participate in the Cyber Friendly School Project by completing two confidential surveys: one at the end of Term 2, 2008, and one at the end of Term 2, 2009. We are sending you this letter as we would like to give you another opportunity for your son or daughter to participate in this project. If you believe you have responded previously, please contact the Project Director at the Child Health Promotion Research Centre, Melanie Epstein on (08) 9273 8496 or by email m.epstein@ecu.edu.au.

Why is this research important?
- 25% of WA students report they were cyber bullied at least once last term.
- Most children who are cyber bullied also report being bullied face-to-face.
- Students who are frequently bullied and/or who frequently bully others can be negatively affected academically, mentally, physically and socially, however little is known about the impacts of cyber bullying.
- Strategies developed to reduce cyber bullying will also assist to reduce face-to-face bullying which in turn will improve students' feelings of connectedness to school and their academic achievement as well as reduce absenteeism.

What is the Cyber Friendly Schools Project?
The Cyber Friendly Schools Project aims to track the use of electronic technology and associated behaviours such as social networking to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to determine what specific skills, training and support are required to assist teachers, parents and students to play a more active roll in preventative measures to reduce cyber bullying and increase cyber safety.

What does participation involve?
Your Year 8, 9 or 10 son or daughter will be asked to complete two brief confidential self administered surveys during class time: one at the end of Term 2, 2008 and one at the end of Term 2, 2009. The confidential surveys will take approximately 30 minutes to complete. Your son or daughter's name will not appear on his/her survey. Importantly, all responses made by your son or daughter will be confidential. Your school will receive a summary report of the project findings. A newsletter item will also be provided to include in your school newsletter to inform your school community about the findings from this project.

What does the confidential student survey ask?
The confidential survey asks students about their:
- Understanding of bullying behaviour;
- Involvement in bullying;
- Experiences of cyber bullying;
- Observation of bullying as a bystander;
- Assesses perceptions of safety at school, loneliness, conduct problems, hyperactivity and pro-social behaviour; and
- Feelings associated with depression. This is a screening survey only and can not be used for the diagnosis of depression.

Should any students become distressed, or feel the need to disclose specific information as a result of completing the questionnaire, students will be given information and the contact details for the Kids Help Line and encouraged to talk to an adult they trust eg. Parent, caregiver, or adult at school they trust. If it becomes apparent that any child is
experiencing distress, the teachers administrating the survey will be told to inform senior staff members and routine school procedures for notifying parents and providing students with appropriate support will be followed.

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education and Training Child Protect Policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

No names or addresses of students or schools will be used in the publication of any results of the study. All information will be stored securely (in locked cabinets and electronically in password protected files) for seven years before being destroyed.

Withdrawing Consent
Participation in this study is voluntary. You or your Year 8, 9 or 10 son or daughter may withdraw consent to participate in the Cyber Friendly Schools Project at any time, without prejudice, by contacting the Project Director, Melanie Epstein on 9273 8496 or by email: m.epstein@ecu.edu.au. All data collected from your son or daughter will be destroyed, unless otherwise agreed.

Further information
If you would like clarification of further information, please contact the Project Director, Melanie Epstein, on 9273 8496 or email: m.epstein@ecu.edu.au.

Next steps:
12. Please give your Year 8, 9 or 10 son or daughter the enclosed “Student Information Sheet” to read or read it out to him/her if more appropriate. Please discuss this project with your Year 8, 9 or 10 son/daughter and ask them to complete the student consent form on the reverse side of your consent form.
13. Please complete the attached parent/carer consent form if you DO or DO NOT want your Year 8, 9 or 10 son or daughter to participate in the Cyber Friendly Schools Project.
14. Please return the student and parent/carer consent form in the reply paid envelope enclosed by Thursday 12th June.

Yours sincerely

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

Melanie Epstein
Project Director
Child Health Promotion Research Centre
Edith Cowan University
Western Australia

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone:  Email: research.ethics@ecu.edu.au
Dear Year 8, 9 or 10 Student

My name is Donna Cross and I am from the Child Health Promotion Research Centre at Edith Cowan University. I would like to invite you to take part in a research project that I am doing. It is about cyber bullying in schools. I am asking for your help in this project because I would like to know how to prevent cyber bullying. Ethics approval to conduct this research in Western Australian schools has been provided by Edith Cowan University and is supported by the Western Australian Department of Education and Training.

What is the Cyber Friendly Schools Project?
The Cyber Friendly Schools Project aims to look at the use of electronic technology by students to gain an understanding of patterns of use and potential harms that may appear over time. The Cyber Friendly Schools Project also aims to work out what specific skills, training and support are required to assist teachers, parents and students to reduce cyber bullying and increase cyber safety.

Why is this research exciting?
We are talking to Year 5-10 students from across WA. We want information from you about your experiences using the internet and mobile phones with your friends and peers.

25% of students report they were cyber bullied.
Most children who are cyber bullied also report being bullied face-to-face.

Why is this research important?
- Your school is one of 44 schools chosen at random out of all Western Australian primary and secondary schools to participate in this research.
- Little is known about how cyber bullying affects students at school, mentally, physically and socially.

What would I be asked to do?
You will be asked to complete two confidential surveys: one during class time at the end of Term 2, 2008 and one at the end of Term 2, 2009. The surveys will take approximately 30 minutes to complete. Your name will not appear on your survey. You are completely free to say yes or no. You either volunteer or you don’t volunteer. I may write your name on the student consent form found on the back of your parent’s consent form to let me know what you decide, it is that easy.

What if I want to change my mind?
You say no, but then change your mind and want to take part, you will need to do this by Thursday 12th June for you to be a part of this project. If you say yes, but then change your mind, you are free to stop participating in the project and withdraw. When you withdraw, what you have given to the project will be destroyed, unless you and your parents agree that I can use it. The period in which you can withdraw is anytime within 7 years the project takes place. If the project has already been published at the time you decide you want to withdraw, your contribution that was used in the publication can not be removed from the publication.

What will happen to the information I give – is it private and confidential?
Information that identifies anyone will be removed from the data collected. The data is then stored securely in locked cabinets and in password protected files assessable by only research team members before being destroyed after 7 years.

I will provide me with collected what each student has given to the project and analysed all of it I intend to write about what I found and publish it in a journal, which is like a magazine, so that people can write about it. But when I do this I will not write or tell anyone your name, or the names of any other students or your school. A summary of the project will also be made available to you when it is completed. A summary of the survey results from your school will be made available to you in a newsletter item which will be included in your school's newsletter. What you provide for this project will be used only for this project, and will not be used in any extended or future research without first obtaining an agreement from you and your parents/carers.

Will you tell anyone what I say while I am contributing to the project?
I almost all cases no. If you tell me something that later I need to tell someone else because the law requires me to do so, then I will have to. I may also have to reveal something you say to me if I think that you might be being severely mistreated by someone. If this happens I will make sure that someone who can discuss this with you
Further will come to talk with you. In all other situations, I will treat what you tell me as being private and confidential (I won't tell anyone unless you agree that I should). On the day you do the surveys you will be given information about the Kids Helpline, they provide free, confidential, anonymous, 24-hour hour telephone and online counselling service for young people aged between 5 and 18 years. If you become upset when you are doing the survey, your teacher can arrange for you to speak with someone at school and let your parents know you were upset.

How do I contact if I wish to talk about the project further?

Please talk about the project with your parents first. Then, if you would like to talk to someone working on the project, please contact Melanie Epstein on 9273 8496 or by email: m.epstein@ecu.edu.au. If, at any time, you wish to speak with a person who is not involved in the project about how something was handled, please contact the Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: (08) 6304 770, Email: research.ethics@ecu.edu.au.

How do I get involved?

You have already discussed the project and what it means to take part with at least one of your parents, and now you get to say yourself. If you DO or DO NOT want to be a part of the project, then please fill out the student consent form found on the back of your parent's consent form.

Please complete the attached form and return in the reply paid envelope enclosed no later than Thursday 12th June.

Sincerely

[Signature]

[Name]

Professor

Child Health Promotion Research Centre

Edith Cowan University

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: [Redacted] Email: research.ethics@ecu.edu.au.
This study has been approved by the Edith Cowan University Human Research Ethics Committee and is supported by the Western Australian Department of Education and Training.

I understand the purpose and procedures of the study.
I have been provided with the parent information sheet.
I understand that the procedure itself may not benefit me or my son/daughter.
I understand that my son/daughter's involvement is voluntary and my son/daughter can withdraw at any time without a problem.
I understand that no personal identifying information like my son/daughter's name and address will be used and that all information will be securely stored for 7 years before being destroyed.
I have been given the opportunity to ask questions.
I have discussed this research with my child, who has read the student information sheet and indicated his or her consent to participate by signing/printing his/her name on the student consent form on the back of this consent form.
I understand that a summary of project findings will be provided to my school.

I GIVE PERMISSION FOR (your son / daughter's name) to respond to two confidential surveys for the 'Cyber Friendly Schools Project'. I have discussed this project with my son/daughter, who has also agreed to participate.

Parent/Guardian Name: ____________________________
Parent/Guardian Signature: ____________________________ Date: ______________

What year level is your son or daughter currently in? (Please tick one box)

☐ Year 8  ☐ Year 9  ☐ Year 10

OR

I DO NOT GIVE PERMISSION FOR (your son / daughter's name) to respond to two confidential surveys for the 'Cyber Friendly Schools Project'. I have discussed this project with my son/daughter, who has also declined to participate.

Parent/Guardian Name: ____________________________
Parent/Guardian Signature: ____________________________ Date: ______________

What year level is your son or daughter currently in? (Please tick one)

☐ Year 8  ☐ Year 9  ☐ Year 10

PLEASE TURN OVER THIS PAGE FOR THE STUDENT CONSENT FORM

Please return this form in the reply paid envelope provided by Thursday 12th June. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 10 Joondalup Drive, Joondalup WA 6027, Phone: (08) 1234567, Email: research.ethics@ecu.edu.au
This study has been approved by the Edith Cowan University Human Research Ethics Committee and is supported by the Western Australian Department of Education and Training.

- I understand the purpose and procedures of the study.
- I have been provided with the student information sheet.
- I understand that the procedure itself may not benefit me.
- I understand that my involvement is voluntary and I can withdraw at any time without a problem.
- I understand that no personal identifying information like my name and address will be used and that all information will be securely stored for 7 years before being destroyed.
- I have been given the opportunity to ask questions.

☐ I ____________________________ (your name) agree to give permission to two confidential surveys for the 'Cyber Friendly Schools Project'.

Student Name: ____________________________________________

Student Signature: __________________________ Date: ____________

School Name: ___________________________________________

What year level are you currently in? (Please tick one box)

☐ Year 8 ☐ Year 9 ☐ Year 10

OR

☐ I ____________________________ (your name) do not give permission to respond to two confidential surveys for the 'Cyber Friendly Schools Project'.

Student Name: ____________________________________________

Student Signature: __________________________ Date: ____________

School Name: ___________________________________________

What year level are you currently in? (Please tick one)

☐ Year 8 ☐ Year 9 ☐ Year 10

Please return this form in the reply paid envelope provided by Thursday 12th June. Thank you.

This project has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact: Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027, Phone: [redacted], Email: research.ethics@ecu.edu.au.
Dear Student

We are using this survey to find out how students treat each other at your school. We will be asking you some questions about bullying and your experiences while using the Internet or a mobile phone.

All the information you provide will remain confidential. No one at your school or your home will see your answers. Your survey will be sealed in an envelope and mailed to University researchers.

Please DO NOT put your name on this survey.

This is not a test and there are no right or wrong answers. Please answer all the questions as honestly as you can. We are very interested in what you have to say and not what others around you think. If you don’t want to answer any questions, you don’t have to.

If you do not want to complete this survey you do not have to.

Thank you for your help.

Donna Cross
Professor
Child Health Promotion Research Centre
Edith Cowan University
Western Australia
1. In your home, do you have? *(please circle ONE NUMBER for each statement)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a A computer with the Internet</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b Your own mobile phone</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

2. How often do you use the following? *(please circle ONE NUMBER for each statement)*

<table>
<thead>
<tr>
<th>Item</th>
<th>I don't use this</th>
<th>Rarely</th>
<th>1-3 times a month</th>
<th>About once a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Mobile phone at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b Mobile phone when not at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c Computer WITH the Internet at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d Computer WITHOUT the Internet at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e Computer WITH the Internet at home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f Computer WITHOUT the Internet at home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g Computer WITH the Internet at a place other than school or home (e.g. library, friend's house)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h Computer WITHOUT the Internet at a place other than school or home (e.g. library, friend's house)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Are there rules about when and for how long you can use the Internet at school? *(please circle ONE NUMBER only)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Yes</td>
<td>1</td>
</tr>
<tr>
<td>b No</td>
<td>2</td>
</tr>
<tr>
<td>c Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Are there rules about when and for how long you can use the Internet at home? *(please circle ONE NUMBER only)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Yes</td>
<td>1</td>
</tr>
<tr>
<td>b No</td>
<td>2</td>
</tr>
<tr>
<td>c I don't have access to the internet at home</td>
<td>3</td>
</tr>
</tbody>
</table>
5. Are there rules about when and for how long you can use a mobile phone at school?  
(please circle **ONE NUMBER** only)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Yes</td>
</tr>
<tr>
<td>b</td>
<td>No</td>
</tr>
<tr>
<td>c</td>
<td>Don’t know</td>
</tr>
</tbody>
</table>

6. Are there rules about when and for how long you can use a mobile phone at home?  
(please circle **ONE NUMBER** only)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Yes</td>
</tr>
<tr>
<td>b</td>
<td>No</td>
</tr>
<tr>
<td>c</td>
<td>I don’t have access to a mobile phone at home</td>
</tr>
</tbody>
</table>

7. In your home, in what location(s) do you use a computer with the Internet?  
(please circle **AS MANY AS APPLY**)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I can access the Internet from any room in my house (wireless Internet)</td>
</tr>
<tr>
<td>b</td>
<td>In my bedroom</td>
</tr>
<tr>
<td>c</td>
<td>In my brother and/or sister’s bedroom</td>
</tr>
<tr>
<td>d</td>
<td>In my parents’ bedroom</td>
</tr>
<tr>
<td>e</td>
<td>In the living room, family room or lounge room</td>
</tr>
<tr>
<td>f</td>
<td>In the kitchen</td>
</tr>
<tr>
<td>g</td>
<td>In the study</td>
</tr>
<tr>
<td>h</td>
<td>In the games room or play room</td>
</tr>
<tr>
<td>i</td>
<td>In the spare room</td>
</tr>
<tr>
<td>j</td>
<td>In the laundry, bathroom or toilet</td>
</tr>
<tr>
<td>k</td>
<td>In the garage, shed or backyard</td>
</tr>
<tr>
<td>l</td>
<td>Other (Please describe)</td>
</tr>
</tbody>
</table>
Please read the following description of bullying:
You may have noticed that students sometimes bully other students.
There are lots of different ways that students can be bullied.

Bullying is when the following things happen AGAIN and AGAIN to someone who finds it hard to stop it from happening.

1. Hit, kicked or pushed around.

2. Made fun of and teased in a mean and hurtful way.

3. Lied or nasty stories told about someone behind their back.

4. Made afraid of.

5. Ignored, excluded, left out on purpose, or not allowed to join in.

6. Mean and nasty pictures or words posted/sent on the Internet or mobile phone.

Teasing done in a friendly and playful way.

Two students who are AS STRONG AS each other getting into a fight.

While fighting is wrong, it is not bullying.

(adapted from Olweus, 1996; Hinduja, Patchin & Burgess Proctor2007)

When you answer the next questions, please think about bullying in these ways.
You can look back at this description to help you remember what we mean by bullying.
8. **THIS TERM** how often did you see a student or students bully others?  
*(please circle **ONE NUMBER** only)*

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I <strong>DID NOT</strong> see others being bullied this term</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>I saw at least one student being bullied <strong>ONCE OR TWICE</strong> this term</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>I saw at least one student being bullied <strong>EVERY FEW WEEKS</strong> this term</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>I saw at least one student being bullied <strong>ABOUT ONCE A WEEK</strong> this term</td>
<td>4</td>
</tr>
<tr>
<td>e</td>
<td>I saw at least one student being bullied <strong>MOST DAYS</strong> this term</td>
<td>5</td>
</tr>
</tbody>
</table>

(adapted from Peer Relations Questionnaire, Rigby & Slee, 1998; Olweus, 1996)

9. **THIS TERM**, how often did you bully another student or group of students?  
*(please circle **ONE NUMBER** only)*

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I <strong>DID NOT</strong> bully other students this term</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>I bullied other students <strong>ONCE OR TWICE</strong> this term</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>I bullied other students <strong>EVERY FEW WEEKS</strong> this term</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>I bullied other students <strong>ABOUT ONCE A WEEK</strong> this term</td>
<td>4</td>
</tr>
<tr>
<td>e</td>
<td>I bullied other students <strong>MOST DAYS</strong> this term</td>
<td>5</td>
</tr>
</tbody>
</table>

(adapted from Peer Relations Questionnaire, Rigby & Slee, 1998; Olweus, 1996)
10. THIS TERM, how often did you on your own or in a group, do these things to another student or students? (please circle **ONE NUMBER** for each statement)

<table>
<thead>
<tr>
<th></th>
<th>I did not do this to others this term</th>
<th>Once or twice this term</th>
<th>Every few weeks this term</th>
<th>About once a week this term</th>
<th>Most days this term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>I ignored another student, didn’t let him/her join in, or left him/her out of a group to hurt him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>I teased another student in nasty ways</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>I told another student I wouldn’t like him/her unless he/she did what I said</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>I told lies about another student behind his/her back, to make other students not like him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>I made another student feel afraid that I would hurt him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>f</strong></td>
<td>I told secrets about another student to others behind his/her back to deliberately hurt him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>g</strong></td>
<td>I spread hurtful rumours about another student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>I tried to hurt a student by not talking to him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>i</strong></td>
<td>I was part of a group who decided to hurt another student by ganging up on him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>j</strong></td>
<td>I tried to hurt another student by trying to break up a friendship he/she had</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>k</strong></td>
<td>I tried to frighten or threaten another student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>l</strong></td>
<td>I physically hurt another student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>m</strong></td>
<td>I sent nasty or threatening emails to another student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>I sent nasty text messages (SMS), or made prank calls to another student’s mobile phone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>o</strong></td>
<td>I sent nasty messages on the Internet, e.g. through MSN to another student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>p</strong></td>
<td>I used one or more people’s screen names or password and pretended to be him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>q</strong></td>
<td>I sent someone else’s private emails, messages, pictures or videos to other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
**Question 10 continued.**

THIS TERM, how often did you on your own or in a group, do these things to another student or students? *(please circle **ONE NUMBER** for each statement)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sent mean or nasty comments or pictures about another student to websites e.g. MySpace; Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not do this to others this term</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Once or twice this term</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every few weeks this term</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About once a week this term</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most days this term</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sent mean or nasty messages or pictures about another student to other students' mobile phones</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I deliberately ignored someone or left another student out of things over the Internet to hurt him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I wrote and circulated nasty notes about a student at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I deliberately tried to get someone into trouble</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I blackmailed another student(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I stole, damaged or destroyed others' property</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I deliberately sent other students computer viruses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(a & e adapted from Peer Relations Questionnaire, Rigby & Slee 1998; Sullivan, Olweus 1996; b & i from Bond 2007, m-v adapted from Smith 2007)

11. THIS TERM, how often were you bullied by another student or group of students? *(please circle **ONE NUMBER** only)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I WAS NOT bullied by other students this term</td>
<td>1</td>
</tr>
<tr>
<td>I was bullied by at least one student <strong>ONCE OR TWICE</strong> this term</td>
<td>2</td>
</tr>
<tr>
<td>I was bullied by at least one student <strong>EVERY FEW WEEKS</strong> this term</td>
<td>3</td>
</tr>
<tr>
<td>I was bullied by at least one student <strong>ABOUT ONCE A WEEK</strong> this term</td>
<td>4</td>
</tr>
<tr>
<td>I was bullied by at least one student <strong>MOST DAYS</strong> this term</td>
<td>5</td>
</tr>
</tbody>
</table>

(adapted from Peer Relations Questionnaire, Rigby & Slee, 1998; Olweus, 1996)
12. THIS TERM how often did these things happen to you?
(please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>Statement</th>
<th>This did not happen to me this term</th>
<th>Once or twice this term</th>
<th>Every few weeks this term</th>
<th>About once a week this term</th>
<th>Most days this term</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I was deliberately ignored or left out of a group to hurt me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b I was teased in nasty ways</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c I had a student tell me he/she wouldn't like me unless I did what he/she said</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d I had a student tell lies about me behind my back, to make other students not like me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e I was made to feel afraid I would get hurt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f I had secrets told about me to others behind my back, to hurt me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g I had hurtful rumours spread about me behind my back</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h I had students deliberately trying to hurt me by not talking to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i I was hurt by a group ganging up on me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j I was deliberately hurt by someone trying to break up a friendship I had</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k I was frightened by what someone said he/she would do to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>l I was hurt physically by another student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>m I was sent nasty or threatening emails</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>n I was sent nasty messages on the Internet, e.g. through MSN</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>o I was sent nasty text messages (SMS), or prank calls to my mobile phone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>p I had my screen name or password used by someone who pretended to be me online to hurt someone else</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>q My private emails, messages, pictures or videos were sent to others by someone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Question 12 continued.
THIS TERM how often did these things happen to you
(please circle \textbf{ONE NUMBER} for each statement)

<table>
<thead>
<tr>
<th>Statement</th>
<th>This did not happen to me this term</th>
<th>Once or twice this term</th>
<th>Every few weeks this term</th>
<th>About once a week this term</th>
<th>Most days this term</th>
</tr>
</thead>
<tbody>
<tr>
<td>r I had mean or nasty comments or pictures sent about me to websites e.g. MySpace; Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>s I had mean or nasty messages or pictures sent about me to other students' mobile phones</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>t I was deliberately ignored or left out of things over the Internet</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>u I had nasty notes written and circulated about me by someone at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>v I had people prank call my home phone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>w I had my property damaged, destroyed or stolen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>x I had objects thrown at me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>y I was deliberately sent a computer virus</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>z Other (please describe)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. THIS TERM, how often were you bullied by another student or group of students by them sending mean or nasty words or pictures over the Internet or mobile phone?
(please circle \textbf{ONE NUMBER} only)

a I WAS NOT bullied this way by other students this term 1

b I was bullied by at least one student this way \textbf{ONCE OR TWICE} this term 2

c I was bullied by at least one student this way \textbf{EVERY FEW WEEKS} this term 3

d I was bullied by at least one student this way \textbf{ABOUT ONCE A WEEK} this term 4

e I was bullied by at least one student this way \textbf{MOST DAYS} this term 5

$\Rightarrow$ Go to question 17

$\Rightarrow$ Go to question 14
14. THIS TERM, if you were bullied by a student or groups of students sending you mean or nasty words or pictures over the Internet or mobile phone, who did it and how often did they do it? (please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>I was not bullied by this person/group</th>
<th>Once or twice this term</th>
<th>Every few weeks this term</th>
<th>About once a week this term</th>
<th>Most days this term</th>
<th>I don't know, it is too hard to tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Mainly one boy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b A group of boys</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c Mainly one girl</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d A group of girls</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e Both boys and girls</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(adapted from Peer Relations Questionnaire, Rigby & Slee, 1998; Olweus, 1996, Smith P)

15. THIS TERM, did you know the student or group of students who bullied you by sending you mean or nasty words or pictures over the Internet or mobile phone? (please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I was bullied in these ways by someone or people I know</td>
<td>1 2</td>
</tr>
<tr>
<td>b I was bullied in these ways by someone or people I don't know</td>
<td>1 2</td>
</tr>
<tr>
<td>c I was bullied in these ways by someone or people from another school</td>
<td>1 2</td>
</tr>
<tr>
<td>d Other (please describe)</td>
<td>1 2</td>
</tr>
</tbody>
</table>

16. THIS TERM, if you were bullied by someone sending you mean or nasty words or pictures over the Internet or mobile phone, how often did these age groups of students bully you? (please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>I was not bullied by this age group</th>
<th>Once or twice this term</th>
<th>Every few weeks this term</th>
<th>About once a week this term</th>
<th>Most days this term</th>
<th>I don't know, it is too hard to tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Someone or a group in a year level below me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b Someone or a group in the same year level as me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c Someone or a group 1 year level above me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d Someone or a group 2-3 or more year levels above me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e I don't know what year level they were in</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
17. **THIS YEAR (2008), what did you do when another student or group of students bullied you by sending you mean or nasty words or pictures over the Internet or mobile phone?**

(please circle **ONE NUMBER** for each statement)

<table>
<thead>
<tr>
<th>I was not bullied these ways this year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I ignored the student or students who bullied me in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b I did nothing about being bullied in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c I stayed away from the web site where it occurred</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d I got angry at the student or students who bullied me in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e I sent nasty words or messages back to the student or students who bullied me in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f I told the student or students to stop bullying me in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g I made a joke of it to the student or students who were bullying me in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h I did not respond to the threatening or nasty emails or other electronic messages</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i I kept or printed a record of the electronic messages or nasty comments</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>j I changed my mobile phone number, or got a silent number, or changed my passwords or username</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>k I turned off my computer or mobile phone, or blocked messages or profiles</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>l I told a teacher or a parent I was being bullied in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>m I got upset, felt sad or cried about being bullied in these ways</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>n Other (please describe)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

(adapted from Sharp, 1996)
18. If you were bullied by a student or group of students sending you mean or nasty words or pictures over the Internet or mobile phone THIS YEAR (2008) did you ask for help?  
(please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I WAS NOT bullied in these ways this year (2008)</td>
<td>1</td>
</tr>
<tr>
<td>b I WAS bullied and did not ask for help</td>
<td>2</td>
</tr>
<tr>
<td>c I WAS bullied and I did ask for help</td>
<td>3</td>
</tr>
</tbody>
</table>

→ Go to question 20

19. If you were bullied by a student or group of students sending you mean or nasty words or pictures over the Internet or mobile phone THIS YEAR (2008) from whom did you ask for help?  
(please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>Option</th>
<th>I asked this person for help</th>
<th>I did not ask this person for help</th>
</tr>
</thead>
<tbody>
<tr>
<td>a A parent/guardian(s)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b Friends from my school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c Friends not from my school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d Teachers / school staff member(s)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e Other family member(s) (grandparents, aunt, uncle, sister or brother etc)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f Kids Help Line</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g A Website (please write name of website)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h Other (who did you ask?)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
20. The LAST TIME this year (2008) a student or a group of students bullied you by sending you mean or nasty words or pictures over the Internet or mobile phone, did things get better after you asked an adult for help? (please circle ONE NUMBER only)

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I WAS NOT bullied in these ways this year (2008)</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>I was bullied but I didn’t ask an adult for help</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>I asked an adult for help – and things <strong>GOT BETTER SOON AFTER</strong></td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>I asked an adult for help – and things <strong>GOT BETTER AFTER A WHILE</strong></td>
<td>4</td>
</tr>
<tr>
<td>e</td>
<td>I asked an adult for help – and things <strong>GOT BETTER to begin with, but then the bullying RETURNED TO THE SAME AS BEFORE</strong></td>
<td>5</td>
</tr>
<tr>
<td>f</td>
<td>I asked an adult for help – and the bullying <strong>CONTINUED</strong></td>
<td>6</td>
</tr>
<tr>
<td>g</td>
<td>I asked an adult for help – and the bullying <strong>GOT WORSE</strong></td>
<td>7</td>
</tr>
</tbody>
</table>

21. Have you stayed away from school THIS YEAR (2008) because another student or group of students bullied you by sending you mean or nasty words or pictures over the Internet or mobile phone? (please circle ONE NUMBER only)

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>No, I WAS NOT bullied in these ways THIS YEAR (2008)</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>No, I did NOT stay away because of these types of bullying</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>No, but I wanted to stay away because of these types of bullying</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>Yes, I stayed away once or twice because of these types of bullying</td>
<td>4</td>
</tr>
<tr>
<td>e</td>
<td>Yes, I stayed away more than twice because of these types of bullying</td>
<td>5</td>
</tr>
</tbody>
</table>
22. Decide how you feel about each statement below. *(please circle ONE NUMBER for each statement)*

<table>
<thead>
<tr>
<th>Do you feel...</th>
<th>Yes, always</th>
<th>Yes, sometimes</th>
<th>No, Never</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It is easier to bully others over the Internet or on a mobile phone than in person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. It hurts more to bully others students on a mobile phone or over the Internet than in person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Websites that make fun of other students are funny</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. If you report bullying over the Internet or on a mobile phone, you will be the next one to be bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Students should be allowed to say whatever they want about other students on their personal web pages (e.g. MySpace, Facebook)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

(Electronic Bullying Survey)

23. Compared to other students in your year group, how well are you doing academically at school THIS YEAR (2008)? *(please circle ONE NUMBER only)*

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Better than most other students in my year level</td>
<td>1</td>
</tr>
<tr>
<td>b. About the same as most other students in my year level</td>
<td>2</td>
</tr>
<tr>
<td>c. Not as good as most other students in my year level</td>
<td>3</td>
</tr>
<tr>
<td>d. I don't know</td>
<td>4</td>
</tr>
</tbody>
</table>

24. For each sentence, circle the number that shows how often you feel this way. *(please circle ONE NUMBER for each statement)*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I feel alone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. I have lots of friends to talk to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. It's hard for me to make friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. I have nobody to talk to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

(adapted from Cassidy & Asher, 1992)
25. How do you feel about your school? (please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I feel close to people at my school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b I feel like I am part of my school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c I am happy to be at my school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d The teachers at my school treat students fairly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e I feel safe in my school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

26. For each of the following statements, decide how much you agree or disagree. (please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>In my school:</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Most staff are friendly to each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>b Most staff are willing to help if someone is bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>c Most students in my year group stick up for someone who is being bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>d Most students in my year group report bullying</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>e Most staff try to stop bullying</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>f Most staff take bullying seriously</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>g Reports of bullying are dealt with immediately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>h Help is provided to students who are bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>i Students who bully others are given help to change their behaviour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>j The way most staff deal with bullying is fair</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
27. Please read each statement and circle the number which indicates how things have been for you OVER THE LAST WEEK.

There are no right or wrong answers. Do not spend too much time on each statement.

(please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>Over the LAST WEEK:</th>
<th>Does not apply to me</th>
<th>Some of the time</th>
<th>A good part of the time</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I couldn't seem to experience any positive feelings at all</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b I just couldn't seem to get going</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c I felt that I had nothing to look forward to</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d I felt sad and depressed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e I felt that I had lost interest in just about everything</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f I felt I wasn't worth much as a person</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g I felt that life wasn't worthwhile</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h I couldn't seem to get any enjoyment out of the things I did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i I felt down-hearted and blue</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j I was unable to become enthusiastic about anything</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k I felt I was pretty worthless</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l I could see nothing in the future to be hopeful about</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m I felt that life was meaningless</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n I found it difficult to work up the initiative to do things</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

(Depression Anxiety Stress Scales, Lovibond & Lovibond 1995)
28. Please read each statement and circle the number which indicates how things have been for you OVER THE LAST MONTH.
There are no right or wrong answers. Do not spend too much time on each statement.
(please circle ONE NUMBER for each statement)

<table>
<thead>
<tr>
<th>Over the LAST MONTH:</th>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I try to be nice to other people. I care about their feelings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b I am restless, I cannot stay still for long</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c I get a lot of headaches, stomach-aches or sickness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d I usually share with others (food, games, pens etc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e I get very angry and often lose my temper</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f I would rather be alone than with people of my age</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g I usually do as I am told</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h I worry a lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i I am helpful if someone is hurt, upset or feeling ill</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j I am constantly fidgeting or squirming</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k I have one good friend or more</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l I fight a lot. I can make other people do what I want</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m I am often unhappy, down-hearted or tearful</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n Other people my age generally like me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>o I am easily distracted, I find it difficult to concentrate</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>p I am nervous in new situations. I easily lose confidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>q I am kind to younger children</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>r I am often accused of lying or cheating</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>s Other children or young people pick on me or bully me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>t I often volunteer to help others (parents, teachers, children)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>u I think before I do things</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>v I take things that are not mine from home, school or elsewhere</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>w I get on better with adults than with people my own age</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>x I have many fears, I am easily scared</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>y I finish the work I'm doing. My attention is good</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

(Strengths & Difficulties Questionnaire, Goodman 2002)
29. How many times in the **PAST MONTH**: *(please circle ONE NUMBER for each statement)*

<table>
<thead>
<tr>
<th>Times in the PAST MONTH:</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>Three times</th>
<th>More than 3 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  Have you stolen something from a shop or person (even if it was only worth a little money)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b  Were you in a physical fight?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c  Were you in an argument with friends?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d  Did you lose your temper or get really angry?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e  Did you get into trouble at home?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f  Did you break something of your own on purpose?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g  Did you damage or destroy things that did not belong to you (e.g. street signs, cars, neighbour’s property)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h  Did you have a disagreement or argument with your parents?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i  Have you not paid for something like sneaking onto a bus or train or into a movie?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j  Did you bring a weapon (e.g. a knife, gun or chemical spray) to school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k  Smoked cigarettes?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>l  Drunk alcohol without your parents knowing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(Adapted from Resnicow, 1996)
30. What is your age in years?  (please write your age in the boxes below)


31. What year level are you in at school?  (please write your year level in the box below)
I am in year  


32. Are you male or female?  (please circle ONE NUMBER only)


33. How many brothers and sisters do you have living at home with you?  
(please write in the boxes below)


Thank you for completing this survey.

If answering questions in this survey raises any issues or feelings that concern you please talk to an adult you trust (e.g. parent, school counsellor, school nurse, or social worker.)

You can also phone the Kids Help Line. They provide free, confidential, anonymous, 24-hour hour telephone and online counselling service for young people aged between 5 and 18 years. Your teacher will hand out a card with further information.
Thank you for taking part in the 'Cyber Friendly Schools Project'. Your school’s participation will assist us to improve the knowledge and understanding of cyber bullying among Western Australian primary school and secondary school students. This new knowledge will also help to determine effective policy and practise to address this problem.

You have received a ‘School Pack’ of materials containing the following:

- Fax back form;
- Year 8 to 10 Classroom Packs; and
- Return post pack.

The information presented in this document outlines the actions you need to take as the Coordinator for the Cyber Friendly Schools Project in your school.

<table>
<thead>
<tr>
<th>Step</th>
<th>Survey Distribution Guidelines</th>
</tr>
</thead>
</table>
| 1    | Please complete the attached ‘fax back form’ indicating:  
• the date(s) the surveys will be administered in your school; and  
• a convenient time for the CHPRC to phone you regarding the survey administration (if required). |
| 2    | Distribute ‘Classroom Packs’ to Year 8 to 10 classroom teachers participating in the project. *Note: the approximate class time to allow for student survey administration is as follows: 40 minutes for students in Year 8 to 10.* |
| 3    | Notify school counsellors and other pastoral care staff of the date the Cyber Friendly Schools Project surveys will be administered in your school. |
| 4    | Notify parents via a newsletter item (if appropriate) of the date the Cyber Friendly Schools Project surveys will be administered in your school. |
| 5    | Collect student surveys when they are completed. Upon collection please ensure that each class teacher has completed the ‘Questionnaire Summary Table’ at the bottom of each Student Consent List outlining: number completed surveys; number of absent students on the day of the survey administration; the number of students who refused to complete a survey; and the number of students unable to complete a survey due to learning/literacy difficulties. |
| 6    | Follow up absent student surveys. |
| 7    | Return student surveys to the CHPRC at Edith Cowan University, using the supplied *reply paid* return post packs. |

The following pages provide more detail about the above steps.
Coordinators Guide for the Cyber Friendly Schools Project:

Complete the attached ‘fax back form’ found at the end of this document, indicating the following:

- The date(s) the surveys will be administered in your school; and
- If you would like to speak to a CHPRC staff member regarding any issues or concerns you may have related to the data collection in your school, please indicate a convenient time and phone number for a CHPRC staff member to contact you.

Upon receipt of this fax, CHPRC staff will send you a fax the day before your nominated survey administration date, with a FINAL list of students who have consent to participate in this project. This will ensure parents have more time to return their consent forms. All other students who do not appear on this list are NOT able to complete the survey.

PLEASE NOTE: A preliminary list of students with consent has been attached to this guide for your information. The FINAL consent list will contain the most current list of students able to participate in this project.

Distribute ‘Classroom Packs’ to the Year 8 to 10 classroom teachers participating in the project. Each Classroom Pack contains the following:

- Teacher’s Guide
- Student Consent List for their year level
- Year 8 to 10 Student surveys (one per student with consent)
- Yellow C4 envelopes (one per student survey)
- 1x large yellow envelope (to collect each year groups’ surveys)
- Kids Help Line information (one per student)
- Ruler (one per student with consent)

Please ensure that each class teacher participating in the project receives their FINAL Student Consent Lists (so they know which students have their parents’ permission to complete a survey) and ‘Classroom Pack’. Please discuss the contents of the ‘Classroom Pack’ with classroom teachers. Classroom teachers are asked to follow their “Teacher’s Guide” when administering the surveys in their classrooms.

Notify school counsellors and other pastoral care staff of the date the Cyber Friendly Schools Project surveys will be administered in your school. The Cyber Friendly Schools Project will ask students about bullying behaviours. When answering these questions, some students may feel the need to discuss certain issues with an adult at the school they can trust.

Each student survey contains the following details: "If answering questions in this survey raises any issues or feelings that concern you please talk to an adult you trust. (e.g. parent, school counsellor, school nurse, or social worker). You can also phone the Kids Help Line. They provide free, confidential, anonymous, 24-hour telephone and online counselling service for young people aged between 5 and 18 years." Classroom teachers will be distributing Kids Help Line contact details, as indicated in the ‘Teacher’s Guide’.

Notify parents via a newsletter item (if appropriate) of the date the Cyber Friendly Schools Project surveys will be administered in your school. Your school may also wish to inform parents of the date the Cyber Friendly Schools surveys will be administered in your school. As mentioned in Step 3 above, there may be students who by answering these questions feel the need to discuss certain issues with an adult, possibly a parent or other family member they can trust.

Collect student surveys when they are completed.

Follow up any absent student surveys. If any students (with parent consent) are absent on the day of the administration please ask them to complete their survey as soon as they return.

Return completed student surveys to the CHPRC at Edith Cowan University, using the supplied reply paid return post packs before the end of the Term 2, 2008.
1. The student will be administered on the following date(s) in our school:

2. Please indicate below if you would like a CHPRC staff member to phone you regarding any issues or concerns you may have related to the data collection in your school. Please indicate a convenient time and phone number for a CHPRC staff member to contact you.

☐ YES, I would like a CHPRC staff member to phone me regarding the data collection in my school. The best time to call me to discuss the data collection in my school is:

   Day: ____________________________   Time: ____________________________

Please fax this form to [Redacted]
Thank you for taking part in the 'Cyber Friendly Schools Project'. Your school’s participation will assist us to improve the knowledge and understanding of cyber bullying among Australian primary school and secondary school students. This new knowledge will also help to determine effective policy and practise to address this problem.

You have received a ‘School Pack’ of materials containing the following:

- Fax back form;
- Year 8 to 10 Classroom Packs; and
- Return post pack.

The information presented in this document outlines the actions you need to take as the Coordinator for the Cyber Friendly Schools Project in your school.

<table>
<thead>
<tr>
<th>Step</th>
<th>Survey Distribution Guidelines</th>
</tr>
</thead>
</table>
| 1    | Please complete the attached ‘fax back form' indicating:  
- the date(s) the surveys will be administered in your school; and  
- a convenient time for the CHPRC to phone you regarding the survey administration (if required). |
| 2    | Distribute ‘Classroom Packs’ to Year 8 to 10 classroom teachers participating in the project. **Note: the class time to allow for student survey administration is as follows: 40 minutes for students in Year 8 to 10.** |
| 3    | Notify school counsellors and other pastoral care staff of the date Cyber Friendly Schools Project surveys will be administered in your school. |
| 4    | Notify parents via a newsletter item (if appropriate) of the date the Cyber Friendly Schools Project surveys will be administered in your school. |
| 5    | Collect student surveys when they are completed. Upon collection please ensure that each class teacher has completed the ‘Questionnaire Summary Table’ at the bottom of each Student Consent List outlining: number completed surveys; number of absent students on the day of the survey administration; the number of students who refused to complete a survey; and the number of students unable to complete a survey due to learning/literacy difficulties. |
| 6    | Follow up absent student surveys. |
| 7    | Collect class lists of students in Years 8 to 10 who completed the survey. Please fax these lists to the CHPRC so we know which students have consent to complete the survey in Term 2, 2009. |
| 8    | Return student surveys to the CHPRC at Edith Cowan University, using the supplied reply paid return post packs. |

The following pages provide more detail about the above steps.
Complete the attached ‘fax back form’ found at the end of this document, indicating the following:

- The date(s) the surveys will be administered in your school; and
- If you would like to speak to a CHPRC staff member regarding any issues or concerns you may have related to the data collection in your school, please indicate a convenient time and phone number for a CHPRC staff member to contact you.

Upon receipt of this fax, CHPRC staff will send you a fax the day before your nominated survey administration date, with a FINAL list of students who DO NOT have consent to participate in this project. This will ensure parents have more time to return their consent forms. All other students who do not appear on this list are able to complete the survey.

PLEASE NOTE: A preliminary list of students who do not have consent has been attached to this guide for your information. The FINAL list will contain the names of students who DO NOT have consent to participate in this project.

**Step 2**

Distribute ‘Classroom Packs’ to the Year 8 to 10 classroom teachers participating in the project. Each Classroom Pack contains the following:

- Teacher’s Guide (survey administration protocol)
- Student No Consent List
- Year 8 to 10 Student surveys (one per student with consent)
- Yellow C4 envelopes (one per student survey)
- 1x large yellow envelope (to collect each year groups’ surveys)
- Kids Help Line information (one per student)
- Ruler (one per student with consent)

Please ensure that each class teacher participating in the project receives their FINAL Student No Consent Lists (so they know which students do not have their parents’ permission to complete a survey) and ‘Classroom Pack’. Please discuss the contents of the ‘Classroom Packs’ with classroom teachers. Classroom teachers are asked to follow their ‘Teacher’s Guide’ when administering the surveys in their classrooms.

**Step 3**

Notify school counsellors and other pastoral care staff of the date the Cyber Friendly Schools Project surveys will be administered in your school. The Cyber Friendly Schools Project will ask students about bullying behaviours. When answering these questions, some students may feel the need to discuss certain issues with an adult at the school they can trust.

Each student survey contains the following details: “If answering questions in this survey raises any issues or feelings that concern you please talk to an adult you trust. (e.g. parent, school counsellor, school nurse, or social worker). You can also phone the Kids Help Line. They provide free, confidential, anonymous, 24-hour telephone and online counselling service for young people aged between 5 and 18 years.” Classroom teachers will be distributing Kids Help Line contact details, as indicated in the ‘Teacher’s Guide’.

**Step 4**

Notify parents via a newsletter item (if appropriate) of the date the Cyber Friendly Schools Project surveys will be administered in your school. Your school may also wish to inform parents of the date the Cyber Friendly Schools Project surveys will be administered in your school. As mentioned in Step 3 above, there may be students who by answering these questions feel the need to discuss certain issues with an adult, possibly a parent or other family member they can trust.

**Step 5**

Collect student surveys when they are completed.

**Step 6**

Follow up any absent student surveys. If any students (with parent consent) are absent on the day of the administration please ask them to complete their survey as soon as they return.

**Step 7**

Collect class lists of Years 8 to 10 students, and fax to the CHPRC. Students who have given consent in 2008 have also given consent to participate in the Cyber Friendly Schools Project in Term 2, 2009. The CHPRC will use this list to ensure only students who have agreed to participate in the Cyber Friendly Schools Project will receive a questionnaire in 2009.

**Step 8**

Return completed student surveys to the CHPRC at Edith Cowan University, using the supplied reply paid return post packs before the end of Term 2, 2008.
3. The student surveys will be administered on the following date(s) in our school:

4. Please indicate below if you would like a CHPRC staff member to phone you regarding any issues or concerns you may have related to the data collection in your school. Please indicate a convenient time and phone number for a CHPRC staff member to contact you.

☐ YES, I would like a CHPRC staff member to phone me regarding the data collection in my school. The best time to call me to discuss the data collection in my school is:

   Day: ___________________________    Time: ___________________________

Please fax this form to ________________________
Appendix E

Active Teachers Guide

Thank you for taking part in the Cyber Friendly Schools Project. Your school's participation will assist us to improve the knowledge and understanding of cyber bullying among Western Australian primary school and secondary school students. This new knowledge will also help to determine effective policy and practice to address this problem.

You have received a 'Classroom Pack' of materials containing the following:

- Teachers Guide – this document
- Student surveys (one per student with consent)
- Yellow C4 envelopes (one per student survey)
- 1x large yellow envelope (to collect your class' student surveys)
- Kids Help Line information (one per student with consent)
- Student Consent List: list of students who have parent permission to participate in the survey
- CHPRC 'Healthy Kids Rule' ruler (one per student with consent)

Please see your school's Cyber Friendly Schools Project Coordinator if any of these items listed above are not in your 'Classroom Pack'.

The information presented in this document outlines the actions you need to take as a survey administrator for the Cyber Friendly Schools Project in your school.

If you have any questions about the survey process, please contact your schools Cyber Friendly Schools Project Coordinator.

We greatly appreciate your participation in the Cyber Friendly Schools Project.
**Survey Administration Guidelines**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using the <strong>Student Consent List</strong>, identify students who may have difficulty completing the survey and decide whether they will need extra help.</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the activity to the class by reading the second page of the Teacher’s Guide.</td>
</tr>
<tr>
<td>3</td>
<td>Distribute surveys to students who have consent to participate using the Student Consent List.</td>
</tr>
<tr>
<td>4</td>
<td>Distribute alternate school work or activities to students not completing the survey.</td>
</tr>
<tr>
<td>5</td>
<td>Begin the survey. <strong>Note:</strong> the class time to allow for student survey administration is approximately 40 minutes for students in Years 7 to 10.</td>
</tr>
<tr>
<td>6</td>
<td>During the survey: please do not move around the room or look at students’ answers as it may change the way they respond.</td>
</tr>
<tr>
<td>7</td>
<td>Finished: collect completed surveys. Please complete the Questionnaire Summary Table (found at the bottom of the Student Consent List) with students who: completed a survey; refused to participate; were absent; or were unable to complete a survey due to learning/literacy difficulties. Please hand out the Kids Helpline cards and rulers to those students who completed a survey.</td>
</tr>
</tbody>
</table>

The following pages provide more detail about the above steps.

**Note:** Please read out all information to your class, except statements written in Italics.

---

**Step 1**

**Using the Student Consent List, identify students who may have difficulty completing the survey** and decide whether they will need extra help. Please make sure there is someone available to assist these students.

*If you decide that it would be better for them not to participate please place a line through these students’ names on the Student Consent List, and mark with the comment ‘not able to complete’.*

**Step 2**

**Introduce the activity to the class.** Please read the statement below aloud.

I am giving you a survey today to help us all make sure our school continues to be a safe place that promotes learning and healthy relationships.

This is an individual activity and it is important that you work quietly and follow my instructions.

Some students in the class will be doing another activity. If this is you, someone from your home has sent back a consent form indicating that they would not like you to complete a survey. Instead you will complete alternate class work. Please do not talk to the students doing the survey or look at what they are writing.
To start with, I will hand out the surveys. Please listen quietly for your name. As I call your name, please come to me and collect your survey. Once you have received your survey, please place it neatly on your desk and wait quietly until all the surveys have been handed out. Once everyone has a survey, we will all start together, so please sit quietly and get a pen or pencil ready.

Please do not open the survey until I say to do so.

| Step 3 | Distribute surveys one at a time. Call out each student’s name from the class list, and give them the survey that matches the ID code next to their name. It is vital that you check that the ID code on the class list matches the ID code on the survey. If you make a mistake with the distribution, collect the surveys back and start again. If a student has consent to complete a survey, but is absent, please write the student’s name on a survey in PENCIL and ask them to complete the survey when is next suitable. Ask the student to erase their name from the top of the survey before sealing in the yellow envelope.

Please ensure that any students who are not present on the day of the survey administration completes the survey at a later time THIS TERM.

If a student refuses to do the survey, ask them to wait until the class has begun the survey. Encourage, but don’t force them to participate. Remind them that they don’t have to answer any questions they don’t want to. Also emphasize the confidentiality of the surveys.

If a student still refuses, provide them with an alternate activity. Keep your conversation with them quiet to avoid others around them joining in and also refusing to participate. Please record the number of students who refuse to participate on the Student Consent List.

Please make sure that students completing the survey are seated in test conditions.

| Step 4 | Distribute alternate school work or activities to students not completing the survey. Please ensure that students completing the alternate activity are NOT seated next to those completing the survey.

| Step 5 | Begin the survey. Remind students that we are interested in what they have to say and to feel comfortable and confident to answer all questions as honestly as they can. ALL surveys are confidential. Please read the statement below aloud.

To get started I will read aloud the instructions on the cover.

Dear Student

We are using this survey to find out how students treat each other at your school. We will be asking you some questions about bullying and your experiences while using the Internet or a mobile phone. All information you provide will remain confidential. No one at your school or your home will see your answers. Your survey will be sealed in an envelope and mailed to University researchers.

Please DO NOT put your name on this survey.

This is not a test and there are no right or wrong answers. Please answer all the questions as honestly as you can. We are very interested in what you have to say and not what others around you think. If you don’t want to answer any questions, you don’t have to.

If you do not want to complete this survey you do not have to.

Thank you for your help.

Before you turn the page and we start the survey, there are a few things we need to talk about.
Lots of questions in this survey ask you about ‘THIS TERM’. Can everyone please think about THIS TERM when they answer the questions in this survey.

Remember, your answers and the answers of other students are private. So please feel comfortable in answering each question based on what you think, not what you think your friends will write or what you think we want you to say. There are no right or wrong answers and everyone will answer differently.

Remember, no-one at school – not even me, will see your answers. Your parents will not see them either. When you are finished, your surveys will be collected and placed in an envelope, then sent to Edith Cowan University in Western Australia.

Please raise your hand if you have any questions.

Before you begin answering the questions, I would first like to read aloud some examples of different types of bullying.

Please turn to page 4

Let’s look at the following descriptions of bullying. You may have noticed that students sometimes bully other students and there are many ways that students can be bullied. Bullying is when these things happen AGAIN and AGAIN to someone who finds it hard to stop it from happening.

Again and again means that these things keep happening to someone lots of times. Please look at the pictures below (while the students look at these pictures, please read out the descriptions below the illustration box).
Some types of bullying can be physical, like hitting, kicking or pushing someone around, as seen in picture number 1;

Others are done face to face, like making fun of or teasing others in mean or hurtful ways as seen in picture number 2;

Other types of bullying are done in ways that are not easily seen by adults or others.

This type of bullying includes:

Telling lies or nasty stories about someone behind their back, as seen in picture 3;

Making someone feel afraid that they may get hurt, seen in picture 4;

Ignoring, excluding, or leaving someone out on purpose, or not letting someone join in, seen in picture 5; or

Sending or posting mean and nasty pictures or words on the Internet or mobile phone, seen in picture 6.

Does anyone have any questions about these types of bullying?

When you answer the questions about bullying, please think about bullying in these ways. You can look back at the pictures at any time while answering the survey to help you remember what we mean by bullying.
Before we continue, it is important to understand that it is not considered bullying when teasing is done in a friendly and playful way OR when two students who are AS STRONG AS each other get into a fight. Remember, while fighting is wrong, it is not bullying if those involved are as strong as each other.

Now it is time to begin the survey. For each question, you will be asked to pick a response by circling a number.

If you want to change an answer you have circled, put a cross through it and then circle the answer for that question that best describes you.

Does anyone have any questions about how to answer the survey?

Once you have finished they survey, please place and seal it in the envelope provided.

You may now all turn to the first page and begin the survey.

**POSSIBLE STUDENT QUESTIONS AND APPROPRIATE RESPONSES**

**What does this mean?**

If a student does not understand a question, please don’t reword the question or give the answer. It’s best to read the question to the student clearly and tell them to answer as best they can or to leave it blank.

**What do I do with the pictures on Page 4?**

These pictures provide a definition of bullying. When the student is answering the next questions they should think about bullying in this way. They can look back at this definition to remind themselves what bullying is.

**Does it count as bullying if it was your brother or sister?**

If the behaviour is occurring at school the student can include their brother or sister when answering.

**Once the survey is completed:** please ask students to close their surveys and seal it in the yellow envelope provided. Ask a student to collect the surveys in the large student survey collection envelope.

Stop students 2 minutes before the end of class even if not everyone has finished.

Please complete the Questionnaire Summary Table at the bottom of your Student Consent List indicating: number of student surveys completed; number of absent students on the day of the survey administration; the number refused to complete the survey; and the number unable to complete a survey due to learning/literacy difficulties. Please hand out the Kids Helpline cards and rulers to those students who completed a survey. Please read the statement below aloud.
Thank you for completing this survey. If answering questions in this survey raises any issues or feelings that concern you please talk to an adult you trust (e.g. parent, school counsellor, school nurse, or social worker).

You can also phone the Kids Help Line. They provide free, confidential, anonymous, 24-hour telephone and online counselling service for young people aged between 5 and 18 years. I will hand out a card to everyone once all the surveys have been collected.

Please return the large yellow envelope containing all your students’ surveys, to the Cyber Friendly Schools Project Coordinator.
Thank you for taking part in the Cyber Friendly Schools Project. Your school's participation will assist us to improve the knowledge and understanding of cyber bullying among Western Australian primary school and secondary school students. This new knowledge will also help to determine effective policy and practice to address this problem.

You have received a 'Classroom Pack' of materials containing the following:

- Teachers Guide – this document
- Student surveys (one per student with consent)
- Yellow C4 envelopes (one per student survey)
- 1x large yellow envelope (to collect your class’ student surveys)
- Kids Help Line information (one per student with consent)
- Student No Consent List: list of students DO NOT have parent permission to participate in the survey
- CHPRC ‘Healthy Kids Rule’ ruler (one per student with consent)

Please see your school's Cyber Friendly Schools Project Coordinator if any of these items listed above are not in your 'Classroom Pack'.

The information presented in this document outlines the actions you need to take as a survey administrator for the Cyber Friendly Schools Project in your school.

If you have any questions about the survey process, please contact your schools Cyber Friendly Schools Project Coordinator.

We greatly appreciate your participation in the Cyber Friendly Schools Project.
<table>
<thead>
<tr>
<th>Step</th>
<th>Survey Administration Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify students who may have difficulty completing the survey and decide whether they will need extra help.</td>
</tr>
<tr>
<td>2</td>
<td>Introduce the activity to the class by reading the second page of the 'Teachers Guide'.</td>
</tr>
<tr>
<td>3</td>
<td>Distribute surveys to students who have parent consent to participate. Students on the NO CONSENT list do not have consent to participate in the project. These students should not be given a survey to complete.</td>
</tr>
<tr>
<td>4</td>
<td>Distribute alternate school work or activities to students not completing the survey.</td>
</tr>
<tr>
<td>5</td>
<td>Begin the survey. <em>Note: the class time to allow for student survey administration is approximately 40 minutes for students in Years 7 to 10.</em></td>
</tr>
<tr>
<td>6</td>
<td>During the survey: please do not move around the room or look at students’ answers as it may change the way they respond.</td>
</tr>
<tr>
<td>7</td>
<td>Finished: collect completed surveys. Please complete the Questionnaire Summary Table (found at the bottom of the Student Consent List) with students who: completed a survey; refused to participate; were absent; or were unable to complete a survey due to learning/literacy difficulties. Please hand out the Kids Helpline cards and rulers to those students who completed a survey.</td>
</tr>
</tbody>
</table>

The following pages provide more detail about the above steps.
**Teachers guide for the Cyber Friendly Schools Project**

*Note: Please read out all information to your class, except statements written in Italics.*

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Identify students who may have difficulty completing the survey and decide whether they will need extra help. Please make sure there is someone available to assist these students. If you decide that it would be better for them not to participate please give these students an alternate activity to complete.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Introduce the activity to the class. Please read the statement below aloud.</th>
</tr>
</thead>
</table>

I am giving you a survey today to help us all make sure our school continues to be a safe place that promotes learning and healthy relationships.

This is an individual activity and it is important that you work quietly and follow my instructions.

Some students in the class will be doing another activity. If this is you, someone from your home has sent back a consent form indicating that they would not like you to complete a survey. Instead you will complete alternate class work. Please do not talk to the students doing the survey or look at what they are writing.

To start with, I will hand out the surveys. Please listen quietly for your name. As I call your name, please come to me and collect your survey. Once you have received your survey, please place it neatly on your desk and wait quietly until all the surveys have been handed out. Once everyone has a survey, we will all start together, so please sit quietly and get a pen or pencil ready.

Please do not open the survey until I say to do so.

**Distribute surveys** one at a time. Please hand out a survey to each student in your class who has parental consent. The Student No Consent List identifies those students who DO NOT have parental consent. Please ensure that any students who are not present on the day of the survey administration complete the survey at a later time THIS TERM.

**Step 3**

If a student refuses to do the survey, ask them to wait until the class has begun the survey. Encourage, but don’t force them to participate. Remind them that they don’t have to answer any questions they don’t want to. Also emphasize the confidentiality of the surveys.

If a student still refuses, provide them with an alternate activity. Keep your conversation with them quiet to avoid others around them joining in and also refusing to participate.

Please make sure that students completing the survey are seated in test conditions.

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If the behaviour is occurring at school the student can include their brother or sister when answering.

**Step 6** DURING ADMINISTRATION: Please DON’T move around the room and look at what students are writing.

**Step 7**

Once the survey is completed: please ask students to close their surveys and seal it in the yellow envelope provided. Ask a student to collect the surveys in the large student survey collection envelope.

Stop students 2 minutes before the end of class even if not everyone has finished.

Please complete the Questionnaire Summary Table at the bottom of your Student Consent List indicating: number of student surveys completed; number of absent students on the day of the survey administration; the number refused to complete the survey; and the number unable to complete a survey due to learning/literacy difficulties. Please hand out the Kids Helpline cards and rulers to those students who completed a survey. Please read the statement below aloud.

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Please return the large yellow envelope containing all your students’ surveys, to the Cyber Friendly Schools Project Coordinator.
Guidelines for Contributions by Authors

The Journal is an international, broadly based, cross-disciplinary journal that addresses itself to issues of professional and academic importance. The Journal aims to enhance theory, research and clinical practice in adolescent psychology, psychiatry, sociology, social work, education and allied disciplines through the publication of papers concerned with the nature of adolescent development, interventions to promote successful functioning during adolescence, and the management and treatment of disorders occurring during adolescence. Its goal is to provide a forum for all who are concerned with the nature of adolescence, whether they are teaching, carrying out research, providing a service, or offering treatment, guidance or counselling. It is recognized that a variety of professions have an important contribution to make in furthering knowledge of adolescence, and the Editors welcome relevant contributions from all disciplinary areas. For the purposes of the Journal, adolescence is considered to be the developmental period between childhood and the attainment of adult status within a person's community and culture. The Journal publishes articles developed from a broad array of theoretical frameworks and diverse methodologies, including both quantitative and qualitative techniques. While the majority of the articles published in the Journal are reports of empirical research studies, the Journal also publishes reviews of the literature, when such reviews provide the basis for extending knowledge in the field.

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which is then used for reviewing. It is crucial that all graphical elements be uploaded in separate files, so that the PDF is suitable for the reviewing process. All correspondence, including notification of the Editor's decision and requests for revisions, will be by e-mail.

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Please write your text in English (American or British usage is accepted, but not a mixture of these). Articles should not exceed 5000 words in length (excluding tables/references). Italics are not to be used for expressions of Latin origin, for example, in vivo, et al., per se. Use decimal points (not commas); use a space for thousands (10 000 and above).

Manuscripts must be typewritten using double spacing and wide (3 cm) margins. (Avoid full justification, i.e., do not use a constant right-hand margin.) Ensure that each new paragraph is clearly indicated. Present tables and figure legends on separate pages (and separate electronic files) at the end of the manuscript. If possible, consult a recent issue of the journal to become familiar with layout and conventions. Number all pages consecutively.

Provide the following data on the title page (in the order given).

**Title.** Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible.

Please make sure that all author details are included in the Title Page only, which should be uploaded separately, when submitting online.

**Author names and affiliations.** Where the family name may be ambiguous (e.g., a double name), please indicate this clearly. Present the authors' affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lower-case superscript letter immediately after the author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name, and, if available, the e-mail address of each author.

**Corresponding author.** Clearly indicate who is willing to handle correspondence at all stages of refereeing and publication, also post-publication. Ensure that telephone and fax numbers (with country and area code) are provided in addition to the e-mail address and the complete postal address.

**Present/permanent address.** If an author has moved since the work described in the article was done, or was visiting at the time, a
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Abstract. A concise and factual abstract is required (maximum length 150 words). The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separate from the article, so it must be able to stand alone. References should therefore be avoided, but if essential, they must be cited in full, without reference to the reference list.

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Keywords. It is recommended that you provide a list of keywords immediately following the abstract, which will be used for indexing purposes.

N.B. Acknowledgements. Collate acknowledgements in a separate section at the end of the article and do not, therefore, include them on the title page, as a footnote to the title or otherwise.

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The Editors will consider Brief Reports of between 1000 and 1500 words (three to five typewritten pages). This format should be used for reports of findings from the early stages of a program of research, replications (and failures to replicate) previously reported findings, results of studies with sampling or methodological problems that have yielded findings of sufficient interest to warrant publication, results of well designed studies in which important theoretical propositions have not been confirmed, case studies of individual adolescents in treatment, and creative theoretical contributions that have yet to be studied empirically. The title of the Brief Report should start with the words: "Brief Report." A footnote should be included if a full-length report is available upon request from the author(s).

Arrangement of the article

Subdivision of the article. Divide your article into clearly defined sections. Any subsection may be given a brief heading. Each heading should appear on its own separate line.

Appendices. If there is more than one appendix, they should be identified as A, B, etc. Formulae and equations in appendices should be given separate numbering: (Eq. A.1), (Eq. A.2), etc.; in a subsequent appendix, (Eq. B.1) and so forth.

Acknowledgements. Place acknowledgements, including information on grants received, before the references, in a separate section, and not as a footnote on the title page.

Figure legends, tables, figures, schemes. Present these, in this order, at the end of the article. They are described in more detail below. High-resolution graphics files must always be provided separate from the main text file (see Preparation of illustrations).
Specific remarks

Tables. Number tables consecutively in accordance with their appearance in the text. Place footnotes to tables below the table body and indicate them with superscript lowercase letters. Avoid vertical rules. Be sparing in the use of tables and ensure that the data presented in tables do not duplicate results described elsewhere in the article.

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Citing and listing of web references. As a minimum, the full URL should be given. Any further information, if known (author names, dates, reference to a source publication, etc.), should also be given. Web references can be listed separately (e.g., after the reference list) under a different heading if desired, or can be included in the reference list.

Citations should follow the referencing style used by the American Psychological Association. You are referred to the Publication Manual of the American Psychological Association, Fifth Edition, ISBN 1-55798-790-4, copies of which may be ordered from

http://www.apa.org/books/4200061.html or APA Order Dept., P.O.B. 2710, Hyattsville, MD 20784, USA or APA, 3 Henrietta Street, London, WC2E 8LU, UK.

References should be arranged first alphabetically and then further sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letters "a", "b", "c", etc., placed after the year of publication.

Examples:
Preparation of illustrations

General points

• Make sure you use uniform lettering and sizing of your original artwork.
• Save text in illustrations as "graphics" or enclose the font.
• Only use the following fonts in your illustrations: Arial, Courier, Helvetica, Times, Symbol.
• Number the illustrations according to their sequence in the text.
• Use a logical naming convention for your artwork files.
• Provide all illustrations as separate files and as hardcopy printouts on separate sheets.
• Provide captions to illustrations separately.
• Produce images near to the desired size of the printed version.

A detailed guide on electronic artwork is available on our website:
http://www.elsevier.com/artworkinstructions

You are urged to visit this site; some excerpts from the detailed information are given here.

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Regardless of the application used, when your electronic artwork is finalised, please "save as" or convert the images to one of the following formats (Note the resolution requirements for line drawings, halftones, and line/halftone combinations given below.):

EPS: Vector drawings. Embed the font or save the text as "graphics".
TIFF: Colour or greyscale photographs (halftones): always use a minimum of 300 dpi.
TIFF: Bitmapped line drawings: use a minimum of 1000 dpi.
TIFF: Combinations bitmapped line/halftone (colour or greyscale): a minimum of 500 dpi is required.
DOC, XLS or PPT: If your electronic artwork is created in any of these Microsoft Office applications please supply "as is".

Please do not:

• Supply embedded graphics in your wordprocessor (spreadsheet, presentation) document;
• Supply files that are optimised for screen use (like GIF, BMP, PICT, WPG); the resolution is too low;
• Supply files that are too low in resolution;
• Submit graphics that are disproportionately large for the content.

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