California State University, Monterey Bay

Digital Commons @ CSUMB

2009

Cyber bullying and middle school children

Rosana Rolph
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes

Cyber Bullying

and

Middle School Children

Capstone Project
CSUMB
Fall 2009
Rosana Rolph
Dr. Waltz

Source: Chris Kasurak

Table of Contents

Backstory

Rosana Rolph

LS 400

Backstory

I am a 41 year old mother of two. My son is 16 years old and my daughter is 11 years old. I was raised in Brazil until I was 18 when I came to live in California. I graduated from a private catholic high school in Brazil. Things were much different back than. Computers were not even talked about. My school was very religious and conservative, although I could argue that point by the things I saw happen "behind the curtains". The reason I am bringing this up is to explain why I am so interested in today's technological communication era, especially when it pertains to the safety of my children. As we all know computers are now an integrated part of education even at the elementary level. I will never forget how embarrassed I got when I volunteered at my daughter's second grade class and they sent me to work in the computer lab. When I got there I realized how much more those 8 year olds knew about the computer than I did, especially when it came to typing on the keyboard. I turned the situation into a joke and we all had a good time but it was a defining moment for me. I thought; how can I protect my children if they will always be one step ahead of me in the cyber world? I don't believe that I will ever be able to change that fact. I didn't grow up with these "machines" like they are. All I can do is inform myself as much as I can to at least be aware of what is going on.

One of the areas that I worry very much about is cyber bulling. Children already have enough to deal with in their every day lives and now they need to worry about who is online and how they will affect and dictate their state of mind. Around the same time that I had the experience at my daughter's computer lab, my son was getting very involved with the My Space website and playing online computer games. My husband is a lot savvier with the computer world than I am and made sure to put all the blocks necessary and had his ways of tracking our son's activities. So he thought! One day our son came to his dad and wanted to show him what some people had posted on his site. They were very hurtful things. He was very upset and we took the measures necessary to stop the abuse but we are not so naïve to think that it was the end of it.

Cyber bulling adds a whole new level of worry for parents and educators. I was outraged when I heard about the case of a teenage girl's suicide that was provoked by another teenager's mother who created a website to bully the victim in order to get information for her own daughter. How is this possible? We have adults getting involved in cyber bulling of children? The case that I am referring to is the case of Lori Drew, the Missouri mother accused of using MySpace to bully a 13-year-old neighbor girl who later committed suicide. This incomprehensible event made me want to research deeper into the cyber bulling world.

Nature of the Problem

Rosana Rolph

LS 400

Dr. Waltz

Nature of the Problem

(Literature Review)

Bullying in a school setting is an important social concern. Specifically, its causes and effects have been under investigation by a number of researchers in the social and behavioral sciences. A new kind of bullying, however, has recently arisen and become more common: Techsavvy students are turning to cyberspace to harass their peers. This type of bullying adds a whole new dimension of problems to the long existing problem of bullying in schools. It is done by the use of cell phones trough text messaging and by the use of the Internet via e-mails, chat rooms and websites such as: Facebook, MySpace and Utube (Kowalski & Limber, 2007). This problem is more prevalent in the middle school setting but nonetheless it is present in all levels of the education system. It originated by the easy accessibility young people have to these means of technology. Many times the children know a lot more about computers and cell phones than their parents, therefore, they get away with using these devices freely to bully their peers. Much of this type of bullying happens outside of school and often times it involves victims and offenders who have the same type of relationship in the school setting (Williams & Guerra, 2007). According to Harcey (2007) parents just don't seem to take cyber bullying very seriously.

School administrators express concern for the lack of parental commitment to addressing the problem with their children (Harcey 2007).

As Wolak, Mitchell and Finkelhor noted, cyber bullies are very much like the playground bullies of the past. They take pleasure in inflicting pain and embarrassment to their victims. The only difference is that they do it through computers or cell phones screens. The Internet and cell phones offer ways in which traditional school bullying can be extended to new venues and levels (2007). There is no exact recorded date of when cyber bullying started but it would be accurate to say that it began with the wide use of the technological tool of the Age of Communication.

All persons using technological resources such as cell phones and computers are directly or indirectly affected by this problem. The groups of people that seem to be mostly affected by it are the middle school aged children, usually 11 to 14 year old students. Although this also affects high school children, it does so at a much smaller percentage than the prior group (Williams & Guerra, 2007).

Electronic bullies can almost remain anonymous by temporarily using fake accounts and e-mail addresses facilitating the delivery of the hurtful messages due to the fact that their behavior will not be accounted for. It takes less energy and courage to bully somebody electronically. Nobody can come through the screen and throw a punch so it creates a safety net for the bully (Kowalski & Limber 2007). Chat rooms have very little supervision and personal messages sent through private e-mails or text messages can only be seen by the sender and the viewer, who more often than not, is very embarrassed or afraid to share that information with anybody else. Teenagers usually know a lot more about the technology been used than the parents or guardians do allowing them to use

these devices as they wish (Kowalski & Limber 2007). Today's 11-14 year olds have unprecedented accesses to technology. Parents, guardians and education leaders have the responsibility to acknowledge the fact that this is all new territory. Along with that realization arises the need to become involved and informed about the types of activities children are technologically engaging in (Harcey, 2007).

Cyber bullying has been associated with a risk of psychosocial maladjustment. Most victims showed signs of very low self-esteem and loneliness. The bullies themselves were associated with externalizing behavioral problems derived from internalized aggression. The consequences of this type of bullying encompasses a wide range of psychological, psychosocial and even physical harm problems with extreme cases of victims committing suicide. These tragic effects of cyber bullying clearly demands an in depth, solution based interference to the problem (Hinduja, 2007).

Work Cited

Harcey, T. (2009). A phenomenological study of the nature, prevalence, and perceptions of cyberbullying based on student and administrator responses. Retrieved September 14, 2009, from PsycINFO database.

Hinduja, S., & Patchin, J. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of School Violence*, *6*(3), 89-112. Retrieved September 15, 2009, doi:10.1300/J202v06n03_06

Kowalski, R., & Limber, S. (2007, December). Electronic bullying among middle school students. *Journal of Adolescent Health*, *41*(6), S22-S30. Retrieved September 14, 2009, doi:10.1016/j.jadohealth.2007.08.017

Williams, K., & Guerra, N. (2007, December). Prevalence and predictors of Internet bullying. *Journal of Adolescent Health*, *41*(6), S14-S21. Retrieved September 14, 2009, doi:10.1016/j.jadohealth.2007.08.018

Wolak, J., Mitchell, K., & Finkelhor, D. (2007, December). Does online harassment constitute bullying? An exploration of online harassment by known peers and online-only contacts. *Journal of Adolescent Health*, *41*(6), S51-S58. Retrieved September 14, 2009, doi:10.1016/j.jadohealth.2007.08.019

Rosana Rolph

Dr. Waltz

LS 400

Fall 2009

Significance of the Project

Schools are a place for learning, a place where children should go to and be able to turn of the switch of their everyday lives and focus on their future. This is easier said then done. It is true that many schools, mostly in high socio-economic areas, offer a very strong academic environment and a safe haven at the same time, but that particular scenario is becoming scarcer everyday. A new trend may be forming where the schools that have richer resources are experiencing a higher level of these new phenomena called cyber bullying.

Cyber bullying is a serious problem and it needs to be addressed. One does not need to go further than the internet to read about multiple suicide cases involving middle school age children that have taken their lives after spending time in front of the computer screen reading very hurtful words that bullies have posted about them. These bullies are cowardly posting the abuse anonymously and will most likely get away with it due to parent's lack of technological knowledge, or the cites faulty filtering systems, or the children's amazing ability to use the technology available to them. The problem almost seems impossible to be solved. The web world has reached dimensions that may not even be able to be controlled by the most ingenious of minds. That is why the only way to address cyber bullying is through "Awareness". Educators, parents and children need to know every little detail of how to detect, avoid and prevent the bullying. The

victims need a confidential place that they can go to ask for help. Parents need to be aware of when this is happening and have the resources and tools readily available to them to protect their children.

A "Cyber Bullying Awareness Fair Day" is a beginning step to expose the problem. The fair would have many stations set up with the intention of educating every person that could make a difference. Knowledge is power. Booths would be assigned for different purposes such as: a "Facebook" user guide for parents, where an expert would be available to walk them through step by step, a crafts booth to engage children in a fun way to express their emotions, a game booth with strategies to give a first hand experience of some of the feelings involved around cyber bullying, this would have the counselor present to clear up any emotions or actions resulted from the game. These are just a few of the stations to give an idea of how the project would work. It has to be a group effort. The school administration, the PTA, the counselor, the librarian, the teachers, the local law enforcement and the students need to be an active part of it.

The fair day is a unique project because it will allow for <u>hands on experiences</u>. When all we do is talk about something it disappears with the wind. Sure schools have a few strategies that they already use to combat bullying such as the Olweus Bullying Prevention Program, the "Authority and Responsibility of School Officials in Responding to Cyber Bullying Act" and the "Student Needs Assessment Survey", but this program would add a much more personal touch to it. It could grow into the formation of clubs or after school programs. Children want direction, they like to feel valuable, they appreciate being able to have a voice and this program could do just that. It would also create a certain intimidation factor for the bullies. Knowing the details of the consequences of

their actions, specially being told by an officer, would hopefully make them think before they act.

As I had mentioned earlier, knowledge is power, that is an old saying but it has proved to be true for me in my academic journey. The courses that I have taken in the Liberal Studies Program have opened my eyes and mind to a whole new world, a world of possibilities and self confidence. I would not believe the partnership that I have just created with the Los Arboles School would have been possible if I did not have my education behind me. I feel that I am a better writer; I have a broader understanding of the cultural diversity present in every aspect of our lives; I have learned to love multicultural literature which is an immense source of everyday life knowledge, and I truly believe that I have what it takes to apply what I have learned to make a real difference in the local community.

Other Interventions

Rosana Rolph

LS 400

Dr. Waltz

Fall 2009

<div align="center">Other Interventions</div>

Bullying is a problem spread throughout our school system all over the country. It is a behavioral problem carried on through anti social acts of verbal harassment and sometimes physical violence used in victims which almost all the time are more fragile and perceived as more vulnerable and weaker. This unacceptable type of behavior has taken a new form with the explosion of technological devices available to children in today's society. This type of abuse is referred to as cyber bullying and this type of bullying although concentrated mainly outside of the classrooms and school playgrounds does trickle into the school setting. It has affected student's academic performances and social abilities within the educational setting. This problem has become of such magnitude that schools are being forced to address the situation by training personnel and adopting programs designed to help the victims and to prevent the abuse from happening (Mason, 2008).

The Olweus Bullying Prevention Program is a program that has been adopted by 12 countries around the world including the United States. It is designed to help schools cope with the different types of bullying and its effect on students. It does so by helping schools form a Bullying Prevention Coordinating Committee, it uses an anonymous

student questionnaire, offers training for staff and members of the prevention committee, develops a system of supervision, writes a set of rules to be adopted by the entire school, implements consequences for bullying behaviors focusing on the positive and negative, holds discussion groups for staff members and last but not least, it summons parents involvement into the program (Olweus Bullying Prevention Program, 2003).

The "Authority and Responsibility of School Officials in Responding to Cyber bullying" is not quite a program but mainly pertains to legal aspects of what a school can do to stop bullying from happening. Willard notes: "Authority refers to the legally justified right to impose formal discipline. The question of legal authority involves addressing the balance between student free speech rights and student security. Responsibility refers to the legal obligation to protect students (2007)". In other words, it is the schools responsibility to apply all filters necessary to online accesses by students and train the staff to observe and address inappropriate usage of the technological tools being used in school (Willard, 2007).

School psychologists are also a very important tool in the fight against cyber bullying. Their contributions are done by promoting awareness of cyber bullying, by assessing the prevalence of cyber bullying, by helping schools draw an efficient prevention plan and intervention plan and by using their expertise to create a school survey such as, The Student Needs Assessment Survey, already being used by some schools. These types of survey help the school determine the frequency of which cyber bullying may be occurring and the severity of its effects on the students (Diamandurus, Down & Jenkins, 2007).

Considering the effectiveness and ineffectiveness of these prevention programs, they all present some clear advantages and disadvantages. The Olweus Bullying Prevention Program from Norway has produced some of the most significant results in comparison to the Authority and Responsibility of School Officials in Responding to Cyber bullying approach, and to the role of school psychologists against cyber bullying. A big part of that distinguished successes is the fact that the Olweus program relies heavily on "intervention" strategies which goes hand in hand with the contributions made by the expertise of school psychologists in detecting the problematic social behaviors of the offenders and the victim's emotional and psychosocial behaviors (Evers, Van Marter, Johnson, & Prochaska, 2007).

Although the Olweus program mostly pertains to the traditional forms of bullying rather than the cyber bullying exclusively, its implementation has considerably changed the dynamics of student's relationships in the school setting which is mostly where the effects of cyber bullying become visible in the "real world". Here is where school psychologists, members of a prevention committee or trained staff in the Olweus strategies are able to work together and create substantial results for the safety of the students (Diamandurus, Down & Jenkins, 2007). Reports from a study done involving 12 middle schools in Philadelphia concluded that the implementation of the Olweus program significantly lowered reports of self-bullying and victimization and a significant decrease of bullying behaviors were observed by adults in the cafeteria or playground settings (Black, 2003).

There are many gray areas to be considered when looking into the legal aspect of the schools "Authorithy and Responsibility" obligations in addressing cyber bullying.

The law leaves many gaps tying the hands of school administrators. These gaps may be essential to the negative or inefficient results of this approach. Although the law gives school the right to enforce its safety policies for the use of technology by the students, many times students are able to bypass filters or other procedures and use computers to harass their peers. According to Willard, some cyber bullying is happening in schools by the use of computers and cell phones but the most damaging type of cyber bullying takes place at home and even though schools have no right to interfere there, Willard claims that these interactions directly involves schools because it is in schools that the students will physically meet. A clear advantage of the "Authorithy and Responsibility" approach is that a few schools have been able to convince legislators to work with them in preventing cyber bullying. As an example, the "Arkansas House Bill 1072 introduced in 2007 gives schools the ability to enforce its rules in order to maintain a safe environment for its students whether the harassment originated at school or at home as long as it involves the school pupils. Considering the results presented by the Olweus Bullying Prevention Program and the participation of school psychologists, the "Authorithy and Responsibility" approach may be the most successful in the regards that it brings State levels of awareness and it presents a much bigger threat to the offenders by taking away their main safety net which is the privacy of their own homes or cell phones (Diamandurus, Down & Jenkins, 2007).

In closing it is important to understand that cyber bullying is a rapidly growing phenomenon with devastating consequences to children all over the world, especially those of middle school ages. Local schools and communities are increasingly taking steps to prevent the spread of this problem. Clearly all programs currently being used by the

schools have their advantages and disadvantages but the real importance is that parents,

guardians and school officials continue to research a better solution to such a devastating

problem.

Work Cited

Bauer, N., Lozano, P., & Rivara, F. (2007, March). The Effectiveness of the Olweus Bullying Prevention Program in Public Middle Schools: A Controlled Trial. *Journal of Adolescent Health*, *40*(3), 266-274. Retrieved September 15, 2009, doi:10.1016/j.jadohealth.2006.10.005

Black, S. (2003). An ongoing evaluation of the bullying prevention program in Philadelphia schools: Student survey and student observation data. *Centers for Disease Control's Safety in Numbers Conference*, Retrieved September 17, 2009

Diamanduros, T., Downs, E., & Jenkins, S. (2008, September). The role of school psychologists in the assessment, prevention, and intervention of cyberbullying. *Psychology in the Schools*, *45*(8), 693-704. Retrieved September 15, 2009, doi:10.1002/pits.20335

Evers, K., Prochaska, J., Van Marter, D., Johnson, J., & Prochaska, J. (2007, December). Transtheoretical-based bullying prevention effectiveness trials in middle schools and high schools. *Educational Research*, *49*(4), 397-414. Retrieved September 15, 2009, doi:10.1080/00131880701717271

Swearer, S., Espelage, D., & Napolitano, S. (2009). *Bullying prevention & intervention: Realistic strategies for schools*. New York, NY US: Guilford Press. Retrieved September 15, 2009, from PsycINFO database.

Willard, N. (2007, December). The authority and responsibility of school officials in responding to cyberbullying. *Journal of Adolescent Health*, *41*(6), S64-S65. Retrieved September 15, 2009, doi:10.1016/j.jadohealth.2007.08.013

Rosana Rolph

LS 400- Fall 2009

Dr. Waltz

Community Partner Description

Los Arboles Middle School in Marina will be the focus of my project. I have built a partnership with the principle Mr. Xavier Rodriguez and with the counselor Mrs. Kate Berzendine. At this point the school is already overwhelmed by the everyday obligations of keeping the kids up to par with California State's academic demands and the lack of resources due to budget cuts that they do not have any programs in place to help prevent or fix the problem of cyber bullying.

During my interview with Mr. Rodriguez I found out that Los Arboles middle school does have a computer lab but it does not have a computer lab supervisor or coordinator. When the kids need to go there, the teacher for that period will be the lab supervisor. I saw that as a potential problem. First of all, the teachers are already so over stretched with their own curriculum and obligations that they will not want to take on any more responsibilities outside of their own, such as checking computers for safety or proper blocks. Secondly, without somebody constantly updating programs, the kids find ways around previous blocks and computer programs that may be in place. New sites are being created on a daily basis that may go right through the existing computer filters. Thirdly, a lot of teachers are not as computer savvy as their students, therefore, the kids may be using the computers inappropriately and the teachers will not know about it.

Mr. Rodriguez told me that they are experiencing problems with students starting web pages at their home computers that are creating problems in school. He shared that their only strategy at this point is to involve the school counselor and have a one-on-one with the students involved. These one-on-ones are just an attempt to get the student that is being victimized to simply ignore the site and what is being said to them or about them. Although I realize that Mr. Rodriguez and Mrs. Kate have very good intentions and are working with what is available to them, which is not very much, I also know that simply asking the kids to ignore the bullying will not be very productive. Cyber bullying is a serious issue that can cause permanent damage to a child. We agreed that more needed to be done and a few ideas are being worked on.

Mr. Rodriguez has agreed to select a group of kids, after parental permission, to participate in an after school program where the counselor and I will be present and have group discussions with the kids about the issue of cyber bullying. I will put together a questionnaire with the counselor that will hopefully provoke honest answers and will give the kids the ability to open up in a safe and anonymous setting. The goal from these meetings is to understand from the sources exactly what goes on in order to design a program that will be efficient.

The main idea for my project at this point is revolving around awareness. I plan to put together an extremely detailed kit (details will come later) that any school can use to effortlessly put together a "Cyber Awareness Fair Day". This kit will have everything a school needs to set up many booths and fun activities for the kids, educators and parents, and at the same time give them the knowledge and tools that they will need to prevent cyber bullying from happening and to cope with existing problems. Both Mr.

Rodriguez and Mrs. Kate were very welcoming and are eager to work in partnership with me. This partnership will be extremely beneficial to the school, the children and to me for knowing that I will be making a difference in children's lives.

Cyber bullying is a problem of such high magnitude and almost impossible to completely be stopped, but it has no place in our world. Sadly many of the abusers get away with it simply due to the fact that nobody is paying attention to what is happening. My goal in this partnership is to open the eyes of the Marina community and hopefully many more communities to come.

Rosana Rolph

Dr. Waltz

LS 400

Fall 2009

Assessment

The "Awareness Fair Day Kit" that I will be putting together will be a kit consisting of many parts with detailed information about how to set up the fair, all of the materials needed and all of the relevant information that will be necessary to put it into practice and make it successful. This will be a long term project that will hopefully be adopted by many local schools. After a lot of thought and research I realized that the best way to assess the efficiency of the program would be to set up a system of communication with the school's principal and counselor. They are the ones in direct contact with the children and are the most qualified in the school setting to pick up certain patterns of behavior from their students. For that reason and the fact that the type of assessment that will be used is derived directly from what the children are saying about the problem this is the most efficient way of assessing if the program is meeting its goals.

This communication would include a questionnaire set up for the school's counselor to give to the subjects who participate in the project after a substantial period of time due to the fact that cyber bullying is a problem that cannot be easily or quickly solved. The counselor will periodically pass out the questionnaire during group sessions and will analyze the answers. The questions will be designed to assess how the children's feelings were before the program started and after it has been implemented for a while.

The children's answers will decide whether the program is efficient or if it needs improvement or changes.

The assessment will also be done by a check list that will be provided in the kit designated for the principle. This check list will be more about statistics and numbers. For example: How many complaints about any type of cyber bulling were recorded at the start of the program and how many were recorded two months into the program?

A questionnaire will also be created in English and Spanish to be sent home to the parents. The questions here will be geared towards the children's behaviors and moods while at home and in relation to the times they spend using the computer.

Finally, a brief and to the point survey will be given to all of the people involved in the execution of the program in order to get feedback about how well the program helped them prepare the "Fair Day". This will include questions such as: what aspect of the project was more beneficial to you? Or what would you change to facilitate the use of the kit?

The combination of these four forms of assessment and a professional analysis of the answers and their patterns should be a very efficient tool in determining the successes of the program.

All four of the questionnaires will be created in partnership with the school counselor who has the education and expertise to formulate questions that will produce non-inhibited, honest answers. This is a lengthy project and will require many meetings between myself, the counselor and the principle. The final product for the assessment will be included in the latter part of the Project Notebook.

Assessment

        Due to the extensive preparation and even financial requirements necessary to make the Cyber Bullying Awareness Fair Day happen and the very small time frame during the semester, the School counselor and the PTA committed to executing the fair at a later date. The entire kit is finished and I worked closely with the counselor on analyzing its contents for effectiveness. For that reason, I do not have numbers to describe in the assessment because this is the type of project that is ongoing. I have the school's commitment into putting the fair into practice and continuing checking for results by working with the kids throughout the year. Cyber bullying is the type of issue that requires time and commitment from those involved in the solution process. I was able to assess the effectiveness of the "kit" that was put together.

After working with the counselor and going over each point of the kit the feedback I was given was as follows:

Positive:

- The kit is an excellent tool and a very efficient way to save time for those involved in making the fair happen
- Brochures were simple but to the point which meet the goal of actually reaching the parents rather than confusing them with fancy technological information
- A great way to involve students by offering them community work hours credit by participating in the fair. This will give them a sense of responsibility and it will give them a reason to get involved without embarrassment or fear of being labeled buy their peers
- It provides parents with the opportunity to personally meet the individuals in charge of working with the community, first hand on the issue
- It will undoubtedly shine a bright light on the dangers of cyber bullying

Negative:

- The fair is a very time consuming event. Not many schools have the budget or the time to put into such an event. The kit is a great tool given that the school will be able to find a person to take charge of all of the details of the fair, such as, calling a local police department and booking an officer to be present and prepared, creating a schedule and explaining responsibilities to all of the volunteers, etc.
- It cannot be a one time event only. Kids forget easily so an ongoing program would have to be implemented and it may be very difficult to find people to volunteer long term.

Nonetheless the "kit" was very well accepted by the school counselor and PTA. Our children are worth the effort and sacrifice that may be required to keep them safe online! I am also committed to work with the school long term to make sure that the fair happens and to help analyze the results on an ongoing basis.

Discussion of learning:

        Looking back at anything that I do is always very fascinating to me. My first reaction is usually anxiety and fear of not being able to deliver a good product. When I first contacted the school that I wanted to work with I felt very insecure and almost afraid that they would consider me a nuisance. Why would they want to take time out of their busy, underpaid work day to meet with me? Why should they care about my

school project? I was afraid that they would assume that my only goal was to pass my class, and that possibility made me feel embarrassed.

The reality is that I have always felt passionate about the issue of bullying and Capstone gave me the push that I needed to actually do something about it. If I could use only one word to describe how I feel after finishing the project, that word would be PROUD! I am very proud to have been able to show my community partners that I was genuine, that my issue was worth addressing and that it would not be impossible for them to fit it into their crazy busy schedule. I feel proud to get the message across that our children are worth the effort even if there is nothing in it for us.

Working with Dr. Kate reinstated my faith in some areas of the school system. I have been exposed to some very "burned out" school administrators and staff members. The partnership that I created at Los Arboles was strong and they made me feel very welcome. It was very refreshing and it gave me the desire to work harder. Many times during my break at work I would discuss with my coworkers the project's progress and gather ideas to implement into the kit and to share with Dr. Kate. I was always surprised to see how people engaged in the conversation; it helped me believe in my cause even more.

I have grown a lot during the semester, partly from the execution of the project because it helped me face some of my fears. It allowed me to get some experience approaching people of authority and polishing myself on how to interact with them. It gave me a good idea of what their expectations are of somebody hoping to become a teacher and above all it showed me how to trust myself. The most enjoyable part of the project for me was the realization that I CAN make a difference, that I really was destined to work with kids and show them that they matter! I will be telling my grandkids many stories about my education process but one of the main points will be that knowledge REALLY is power and that if they trust themselves that power will be unstoppable!

Rosana Rolph

Dr. Waltz

Fall 2009

LS 400

Deliverables and Progress Timeline

Introduction:

Cyber bullying is a new kind of bullying that has recently grown and is creating a very complex problem for school administrators and parents. Tec savvy students are turning to cyberspace to harass their peers. This type of bullying adds a whole new dimension of problems to the long existing problem of bullying in schools. It is done by the use of cell phones through text messaging and by the use of the Internet via e-mails, chat rooms and websites such as: Facebook, MySpace and You Tube (Kowalski & Limber, 2007). This problem is more prevalent in the middle school setting but nonetheless it is present in all levels of the education system. Many schools have adopted prevention programs that mainly focus on training personnel to solve conflicts resulted from cyber bullying or by the use of surveys (Mason, 2008). While these approaches are addressing the issue it is doing so after the fact.

The name of my project is "A Guide to Cyber Bullying Awareness Kit". The project will be a complete kit with all of the tools needed by the schools, parents and students to implement a "Cyber Bullying Awareness Fair Day". The fair will take place during a regular curriculum day and each teacher will be assigned a time period to take

their classroom to the fair. The location will be decided by the school principle according to their facility's availability and space. Many different booths will be set up and each station will have written brochures, videos, games, crafts, etc. Each station will have a well qualified adult to answer any questions and guide the students and parents through the process.

Motivation:

Cyber bullying has been associated with a risk of psychosocial maladjustment. Most victims showed signs of very low self-esteem and loneliness. The bullies themselves were associated with externalizing behavioral problems derived from internalized aggression (Hinduja, 2007). This is a no win situation for all parties involved. The victim's lives are immensely affected by the abuse, so much so that the number of suicides related to this type of bullying is on the rise. The bullies themselves end up in harm's way or in a jail. This is a progressive behavior and without intervention they have a very dark future. As a parent and a future educator it is my mission to ensure that our youth (at least the few that I may have the honor to reach) has enough fair opportunities to maximize their potential and have a rich, meaningful, happy life.

Expected Results:

The goal of the fair is to engage the participants in the process of not becoming a victim. The project is geared towards creating widespread awareness between educators, parents and students in order to prevent the problem from taking place. The ultimate goal is to spread enough information to help parents and kids feel empowered and to know that although it may be almost impossible to stop cyber bullying from happening, there are many ways to NOT become a victim of it. An underlined goal of the project is to also

raise the level of self-esteem in middle school children. This is a very vulnerable age. It is an age that is ruled by what their peer's perceptions of each other are. The awareness fair and meetings that will take place with students in the after school program will address issues of self esteem and will offer tools to help the children believe in themselves and develop a strong sense of self worth.

Challenges:

The number one challenge of this project is time and volunteer work. Our public school's staff are so over worked and under funded that the mere idea of taking kids out of classroom to focus on anything other than the requirements for STAR testing is a very difficult task to complete. The second challenge may be recruiting parental involvement. According to Harcey (2007) parents just don't seem to take cyber bullying very seriously and school administrators express concern for the lack of parental commitment to addressing the problem with their children. In part this may be a result of intimidation felt by the parents. They may not speak English very well or in some cases don't even know how to use a computer. A third challenge is that most of cyber bullying takes place outside of schools and it is done anonymously making it very difficult for school officials to find the perpetrator directly (Willard, 2007).

These challenges cannot be avoided, that is why the project is focused on awareness. It is kind of like letting the cat out of the bag. Once the word is out and people are educated about warning signs and patterns of bully behaviors it will make the bully's job a lot more difficult to be executed.

- The complete kit

- A laminated step by step instructional manual for parents about how to use the cites My Space, Facebook and You Tube

- A laminated reference page with all of the urls and phone numbers needed to report inappropriate internet or cell phone usage

- A detailed guide of how to physically set up the fair such as: tents, computers, chairs, games, craft materials and so on.

- A detailed guide of the responsibilities of each booth coordinator

- All of the assessment materials

- A parental consent form to be sent home authorizing students to participate in the fair's activities

- An invitation for parents to visit the fair

- Brochures for parents and students to take home with all the relevant information and important data about local and online communities willing to help with the prevention of cyber bullying.

- Any final extra add-ons that may come up during the partnership with counselor and principle while creating the project

October 18-24

- Journal of Significance degree experiences

- Meeting with Los Arboles School counselor to discuss project

October 25-31

- Draft Retrospective Paper

- Write brochures, parental consent forms, fair invitations, questionnaires and websites instructions

- Have lunch with selected students to pass out questionnaires and get their views on the issue

November 1-7

- Submit Retrospective paper

- Meet with team

- Meet with school counselor- work on assessment

- Write detailed list of materials for the fair

- Write an organizational chart with the entire fair's layout

November 8-14

- Continue to work on details of project

November 15-21

- Attend team check-in meeting

- Work on assessment summary and deliverables

- Meet with school counselor-Finalize details

November 22-28

- Begin creating online voice-over presentation

- Work on poster

November 29-December 5

- Write analysis of assessment

- Submit finished Project Notebook

December 6-12

- Finish slide show

- Archive Capstone Project and slide show

- Finish Poster

December 13-19

- Capstone Presentation

<div align="center">**References**</div>

Harcey, T. (2009). A phenomenological study of the nature, prevalence, and perceptions

of cyber bullying based on student and administrator responses. Retrieved

September 14, 2009, from PsycINFO database.

Hinduja, S., & Patchin, J. (2007). Offline consequences of online victimization: School

violence and delinquency. *Journal of School Violence*, *6*(3), 89-112. Retrieved

September 15, 2009, doi:10.1300/J202v06n03_06

Kowalski, R., & Limber, S. (2007, December). Electronic bullying among middle school students. *Journal of Adolescent Health*, *41*(6), S22-S30. Retrieved September 14, 2009, doi:10.1016/j.jadohealth.2007.08.017

Willard, N. (2007, December). The authority and responsibility of school officials in responding to cyber bullying. *Journal of Adolescent Health*, *41*(6), S64-S65. Retrieved September 15, 2009, doi:10.1016/j.jadohealth.2007.08.013

What is Cyber Bullying?

Cyber bullying is any harassment that occurs via the Internet. Vicious forum posts, name calling in chat rooms, posting fake profiles on web sites, and mean or cruel email messages are all ways of cyber bullying.

Examples:

A student is bombarded by anonymous threatening and taunting emails at home, even though there is no direct harassment at school. The victim has no idea who is sending the messages and starts to feel like everybody is against them. That student is being cyber bullied.

A school bulletin board is spammed with name-calling posts that spread vicious rumors about a specific student. The rumors aren't true but kids at school see the posts and believe them. The student is then ostracized by peers. This student is the victim of cyber bullying.

A nasty fake profile is posted at a social networking site using a student's real name, photo, and contact information. That student starts getting weird email messages from strangers who think the profile is real. Some of the messages are crude. Some of the messages are mean. This is another example of cyber bullying.

Attention!

These are just a few examples of cyber bullying. If you are taking part in things like this it is not harmless fun. You are being a cyber bully. If you are the victim of this type of treatment you are being cyber bullied and there are things you can do to stop the harassment.

Come learn what they are at our Cyber Bullying Awareness Fair!

Parents!!!!

Would you let your kids pass out keys to your home to strangers?

As implausible as this may sound, it possibly could happen through their membership in some social website.

Spreading like a wildfire social networks such as MySpace.com, Facebook.com and You Tube.com are currently used by over 80 million members, growing steadily, and with copycat sites popping up as well. You need to know everything about it - **what to do about it** – and **right now!**

Starting off as a social meeting place for young adults these websites have mushroomed into an irresistible, free membership place where kids can easily meet new people, chat with friends, exchange gossip, pictures and more, in their personal blog (online journal).
Since it's totally a young folks "hang out", many feel okay about not letting their parents know anything about it.

Perfect for Predators

Social websites are a perfect tool for sexual predators and pedophiles to browse and locate their next target.

Not only do they usually get zip code and school info, but in most cases they get a photo of the member! As if that isn't scary enough, they also get in many cases a detailed profile of your child's tastes, likes, dislikes, hopes, dreams, fantasies and fears.

Most of these websites use a lengthy questionnaire to create a very detailed profile, with enough questions to reveal volumes of personal tastes and preferences of anyone.

In addition to sexual predators children using these websites may become victims of **cyber bullying!**

Cyber bullying is a new form of harassment where people can post hurtful messages,

pictures and threats over the internet. That is right, right into your home!!!! The scariest part is that this may go on for a very long time and you may be oblivious to it.

The Internet Game

Let's face it; if you are like most parents, you are WAY out gunned in this technology and Internet game. Young adults LIVE online. They can create dozens of email addresses and create multiple identities online. If they can't access the social networks from their home - they have lots of friends who will gladly loan them their computer. These websites profiles are very personal; it may be the last thing they want their parents to see.

So I know what you may be thinking…

Why don't I just block access to social networks from our computers? That will solve the problem – right?

In a word – No! To be able to block these networks from all your computers is possible, but there are several backdoors that kids know about and use regularly to get around the blocks. They know how to get to these sites without even typing the name MySpace, for example, into a browser. There are ways to do this, and kids show each other the tricks of the trade.

You may be feeling stuck by now…

Don't!

The solution to this problem is not easy but the most effective way to keep your kids safe on line is to TALK, TALK, AND TALK to them. Educate yourself on how to use these sites.

The kids may be able to run loops around you but just to know that you are involved may make your child resist some inappropriate online activities, or it will encourage them to talk to you about any abuse they may be experiencing on line.

Remember, something as simple as communication can save a child's life! Most suicides of cyber bullied victims could have been avoided if they had a support system.

Most teenagers are intelligent, vibrant people who understand the consequences of their actions. They don't necessarily need to be deprived of participating in social websites but they do need some guidance in how to engage in this social world.
Parents and children need some guidelines to help them understand the good and bad side of social networks and how to navigate them.

Guidelines for Parents

1. Make sure the computer your child is using is in a public place, such as the living room.

2. Don't allow your teenager to password protect their identity on the computer. Parents should have full access to the computer to monitor the child and know exactly what your teen is doing on the computer.

3. Insist that no compromising personal information is added to their profile.

4. If you suspect your teen is doing something inappropriate online, try to find their profile and talk to them about it. If they aren't forthcoming about it, you could install parental filtering software.

5. Ask your teen not to interact with people who are over 18 unless they know them personally.

Parents you're invited!!!

Cyber Bullying Awareness Fair Day!!
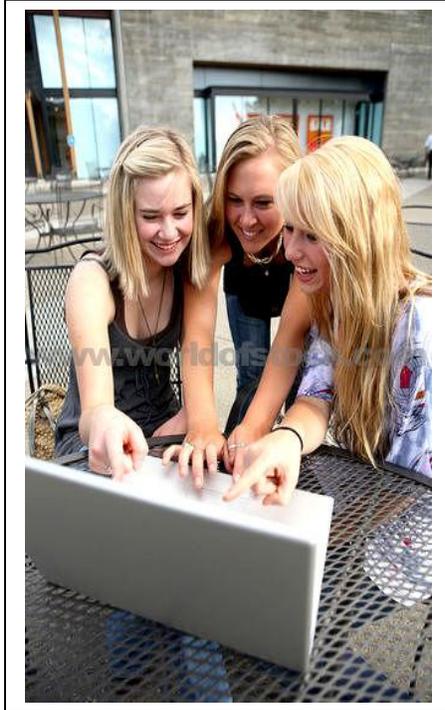
Come join us to learn what our kids are doing on line!

It will be a day full of information, fun, good food and some good old community bonding!

Come help us keep our kids safe!

Location:
Date:
Time:

sws008 www.fotosearch.com

Get Involved! Make a Difference!

Materials Needed

- About 11 long tables
- About 40 chairs
- 2 computers
- 1 TV, 1 DVD player, DVD with real life stories of victims or perpetrators of cyber bullying (included in kit)
- Volunteers
- Local Police Officer
- School Counselor
- Games (samples included in kit)
- Prizes such as: Free movie tickets, gift certificate for local ice cream store, gift certificates to local video stores, etc. (These prizes can be gathered by PTA volunteers contacting local businesses asking for their donations to help the school)
- Craft materials: canvas, paint materials, colorful papers, scissors, glue, magazines to cut out pictures and letters and any other available craft material.
- Flyers explaining what cyber bullying is (sample included in kit)
- Brochures (samples included in kit)
- Flyers with URL's and phone numbers of helpful institutions(samples included in kit)
- Flyers with instructions on how to use MySpace.com, Facebbok.com and YouTube.com
- Parents invitations to the fair (sample included in kit)
- Consent forms for parents (sample included in kit)
- URL page of helpful sites and institutions (included in kit)
- Baked goods, pizza, juices (donated by PTA or local businesses)
- Plates, napkins, cups (donated by PTA or local businesses)
- Exit Questionnaire (included in kit)

Fair Set Up

The fair will consist of 7 stations
Location will be decided by the school according to space availability
Every station will have at least one volunteer to explain how the station works and to aid the students throughout the process

Station #1

"Welcome to the Cyber Bullying Awareness Fair Day"

It will be set up with a beautiful banner made by student volunteers and it will have a long table with a volunteer student or parent sitting behind it to welcome people and pass out brochures and guide them to the next stations.

This station will have introductory materials such as, brochures for parents to take home, list of helpful phone numbers and web sites and a list of detailed instructions for parents on how to use social network websites.

Station #2

Arts and crafts

Two long tables with chairs around them
1 or 2 volunteers
Craft materials

Here the kids will be encouraged to create their own art work to express their feelings towards bullying. They are not required to put their names on their work but can if they want. All of the art created will be later displayed in a large mural in front of the school. This will encourage the children to look at the issue and see what others think about it. The idea here is to let the "monster" out of the closet and help the kids see that they are not alone in their fears and anxieties surrounding the issue of cyber bullying.

This activity creates a surprising response from the kids!

Station #3

"Real Life Stories"

A local police officer will be present at this station to tell kids about the laws around cyber bullying and about things to do to not become a victim and how to report any abuse.

This station will have a TV showing graphic and intense (age appropriate) videos about real life stories of people who have suffered from cyber bullying. Some stories will have a happy ending but some will be tragic. The idea here is the "shock" factor. It will hopefully make the kids think twice before engaging in any type of cyber bullying or it will encourage the victims of it to speak up.

The clips will be about 3 minutes longs and there will be an adult volunteer present to answer any questions or just talk to the kids about what they just saw.

Station #4

"Games"

Two tables with a computer in each set up on the web page assigned to play games against cyber bullying

Students or PTA volunteers will learn the games ahead of time and will explain and monitor the games with the students who chose to participate

To alleviate the "cheesy" aspect of it there will be prizes available for those who participate

Kids will have to complete at least 3 games successfully in order to get a prize

Games and prizes will be decided by the school counselor and principal; some samples will be available in the kit

Station #5

"Hands on Computer"

Computers will be set up with a volunteer that is well trained on how to use them and that has vast knowledge of how to navigate and operate social networking web sites.

The volunteer will work with parents and physically walk them through the process of setting up profiles, looking for your child's profile, setting up blocks on the computer, etc.

"Food Station"

A few tables and chairs will be set up with lots of delicious food but before they part take in the feast they will be required to sign a PLEDGE to answer a few questions.

The school counselor will be prepared with a few questions geared towards gathering information about issues that may be present at their school.

Research has shown that when kids are gathered in a comfortable, familiar setting, such as, sitting down eating with their peers, they are a lot more eager to participate in activities and share information.

This type of setting may even ignite some great discussions and the counselor will right there to play the mediator and guide the children.

Station #7

"Exit Interview"

This station will consist of a table with a box where the kids will drop an anonymous questionnaire.

A volunteer will ask the kids to take 1 minute and answer 5 questions before they leave.

Questions:
How old are you?
Do you have a Facebook or MySpace account?
Have you ever been cyber bullied?
Was the awareness fair fun and helpful?
What would you change or add to a future fair like this one?

Volunteers will give the box to the school counselor who will analyze the answers.
This will be a tool for improving the next event

Joining YouTube

To become a member of YouTube, go to YouTube.com on your browser, go to the "Signup" page, choose a username and password, and enter your information. Then click the "Sign Up" button and you're done.

YouTube does not require a personal profile like Facebook and MySpace. If you are signed up you can access the site in its entirety.

Parents are encouraged to explore some of the videos on YouTube. Most of it is pure fun but every so often a child may be exposed to very inappropriate images. Parents should be aware of that.

- ## **Parents Guide to Facebook**

- **1. If you haven't already, join Facebook.**

  2. Parents must have their child's password on Facebook. Make this part of the deal. These social networks are not private and shouldn't be treated as such.

  3. Give your child a Code of Conduct.

  4. Do NOT cut off your child's access to the computer. You can't really control their access because it's everywhere. You can shut it off in your home but then they can go to a friend's house. They can get it on somebody else's computer.

  5. Do not allow your child to be online for hours a day.

  6. Educate yourself on the technology. Learn how to use Facebook. Parents who don't understand the technology could be putting their kids in jeopardy. That's what you do when you put a child on the computer and say I don't really get it, I'm not going to worry about it, you figure it out. It's like dropping them off in downtown Atlanta and saying 'See you in 24 hours, hope it works out'."

How to Set Up a Facebook Account
Instructions

1. **Step 1**

   Start at the homepage. When you go to Facebook.com, you see a screen that asks you to login or sign up for a free account. Click on "Sign Up," which takes you to a Web form.

2. **Step 2**

   Fill out the form that asks for your full name, your current status, email address, a password and your birthday. You'll also have to type in a series of letters and numbers for a security check as well as check a box saying that you understand and agree to the terms of use and privacy policy. Click the "Sign up now!" button when you have completed the form.

3. **Step 3**

   Wait for your confirmation email. Facebook sends this email to confirm your registration. When you get the email, click on the link in the email to confirm that you did in fact register for a Facebook account. You will then be logged into Facebook.

4. **Step 4**

   Search for your children, friends and coworkers. When you first set up a Facebook account, you have the opportunity to search your email address book for possible friends, family members and contacts, type in your email address and password to do a search, or try searching by last names. Invite your child to be your "friend" on facebook. If they say no, you know they are doing something that they don't want you to see. They may just argue the need for trust and privacy. This is a good time for a conversation about expectations and rules. Explain to them that if you should trust them than there is no reason to keep facebook private, they will most likely add you as a friend, which will at least limit what they would do on line knowing that you can see it.

Steps to finding your child's profile on MySpace.com

1. Open Internet Explorer and type into the address bar the following URL

http://www.myspace.com
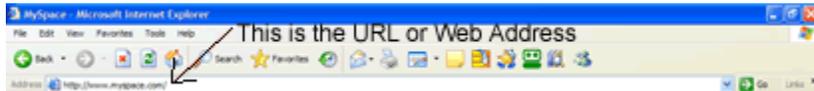
2. Click on the Search option in the top menu

Locate the "Find A Friend

" search box and enter your child's email address or name and click Find. Depending on how private your child's profile is, you may have to browse through your particular zip code instead, and in some cases you may have to join MySpace to search for a particular profile.
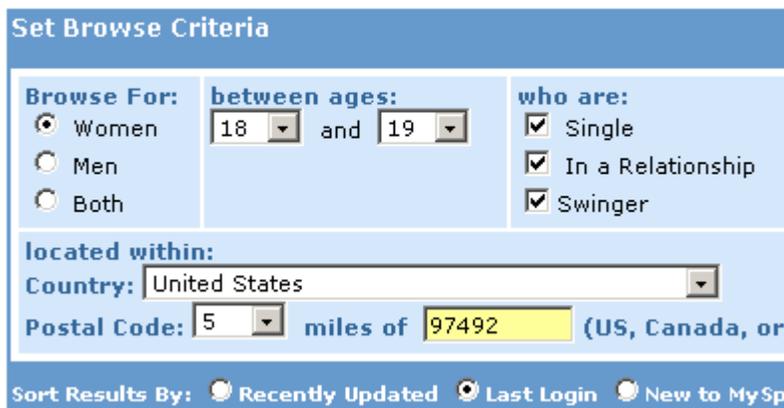
If you don't find your children's profile using this method – go to the advanced methods shown below. Many children use free email addresses you don't know and many also use fake names.

The Search results should have your child's picture (if they posted one online) and some basic information about them.

3. Click on the View Profile link to view your child's website and see what your son or daughter has posted about themselves including what friends they have placed on their accepted list or what comments people have left on their site.

Communicating through Acronyms

This language is made up of various abbreviations and acronyms, all used as shortcuts when talking to someone online.

Unfortunately, some of these acronyms are rather difficult to comprehend. So we have listed the most often used acronyms and abbreviations below:

121: one to one
ADN: any day now
AFAIK: as far as I know
AFK: away from keyboard
A/S/L: age, sex, location
B4: before
B4N: bye for now
BAK: back at the keyboard
BF: boyfriend
BFN: bye for now
BG: big grin
BTA: but then again
BTW: by the way
CID: crying in disgrace
CNP: continued (in my) next post
CP: chat post
CU: see you
CUL: see you later
CYO: see you online
DBAU: doing business as usual
FUD: fear, uncertainty, and doubt
FWIW: for what it's worth
G2G: got to go
G: grin
GA: go ahead
GAL: get a life
GF: girlfriend
GFN: gone for now that
GMBO: giggling my butt off
GMTA: great minds think alike
HAGN: have a good night
HDOP: help delete online predators
HHIS: hanging head in shame
IAC: in any case
IANAL: I am not a lawyer (but)
IC: I see
IDK: I don't know
IMNSHO: in my not so humble opinion
IMO: in my opinion
IOW: in other words
IPN: I'm posting naked
IRL: in real life
L8R: later

LD: later, dude
LDR: long distance relationship
LLTA: lots and lots of thunderous applause
LMIRL: let's meet in real life
LTR: longterm relationship
LULAB: love you like a brother
LULAS: love you like a sister
M/F: male or female
MILF: a mother I would like to f***
OLL: online love
OTOH: on the other hand
PIR: parent in room
RPG: role playing games
SHID: slaps head in disgust
SO: significant other
SOMY: sick of me yet?
SOT: short of time
TTYL: talk to you later
UW: you're welcome
WB: welcome back
WFM: works for me
WIBNI: wouldn't it be nice if
WTGP: want to go private?
WTG: way to go
YM: young man

Filtering Software

Listed below you'll find some good links to review of parental filtering software. However be aware that not all filters are alike. Some filter on domains, similar to host files, while others filter based on keywords, content, or a combination of everything.

Many of the filtering software products I examined did a good job of filtering out domains such as MySpace.com but failed when it came to filtering out proxy requests to MySpace.com from another site.

Let me explain: teens are smart when it comes to circumventing blocking software. There are hundreds of sites called web proxies that allow you to visit other sites anonymously. The address bar will still show the URL of the web proxy so most filtering software will not be able to block the information served up by the proxy software. However, a teenager can type in myspace.com or some other domain and still be able to access the site even though filtering software is in place to block it. In order for you to fully understand this procedure you may want to visit some of the more popular web proxies listed below to see how they work.

http://www.ibypass.org/
http://www.ipzap.com/
https://proxify.com/
http://kproxy.com/index.jsp
http://www.attackcensorship.com/attack-censorship.html
http://mrnewguy.com/
http://www.unblockwebsites.com/
http://spysurfing.com/
https://www.the-cloak.com/anonymous-surfing-home.html
http://www.stupidcensorship.com/
http://www.evilsprouts.co.uk/defilter/
http://www.bypassbrowser.com/
http://www.proxymouse.com/
http://www.fsurf.com/
http://www.browseatwork.com/
http://www.surfonym.com/
http://www.iamnewguy.com/
http://www.ninjaproxy.com/
http://www.myspaceatschool.com/

Sites for web proxies are changed all the time on the web so there will never be a complete list, but visiting google.com and searching for something like

myspace proxy

will bring up good results.

So what is the answer? Is there a filtering software that is able to block myspace.com as well as proxy requests for it?

I like a product called Content Watch. In the testing I completed, it was able to block not only domains, IP address and keywords but also proxy requests. You can find out more about Content Watch by visiting the link below.

[Content Watch](#)

For Macintosh Computers

The best filtering software I could find is a product called **Content Barrier**, although I did not personally test it, it appears to work on the same principles that Content Watch uses. You can find out more about Content Barrier by visiting:

[Content Barrier](#)

Here are some good sites for reviews of other parental control and filtering software.

About.com's Review of Filtering Software
http://familyinternet.about.com/cs/productreviews/tp/filteringsoft.htm

ConsumerSearch's Parental Control Software [Consumer Report](#)
http://www.consumersearch.com/www/software/parental-control-software/fullstory.html

Alternatives to MySpace.com

Social networking sites like [MySpace.com](#), [Xanga.com](#), and [Tagworld.com](#) are popular because they allow teens to chat and find other teens who have the same interests. In fact, MySpace.com has become a teen version of Match.com as far as dating is concerned. Since it's completely interactive and teens can customize their own pages and add people to their list, there isn't anything quite like it currently.

Alternatives such as normal [Instant Messaging programs](#)

like ICQ, MSN [Messenger](#), Yahoo Messenger and others provide the chat alternative but not the other interaction.

Because MySpace.com is so popular there are others following the same formula. MSN created their own version at [http://spaces.msn.com](#)

The best alternative is to talk to your teen and monitor what they are posting to the site.
[Communicate](#)

with your teen about what you find acceptable and unacceptable on their profile and work with them to change information that can be harmful.

If talking to your child and monitoring their activities on MySpace is not enough, then you may want to consider restricting access to MySpace. Be warned, however, kids will be kids and many of them will go to a friend or gain access another way if you decide to prevent access to MySpace from your <u>home</u> .
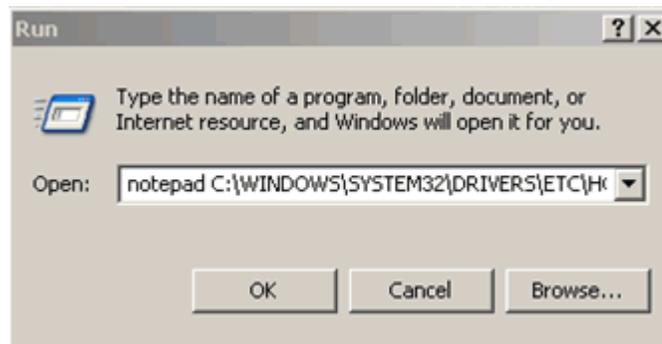
Using a Hosts file

To block MySpace.com follow these steps to add it to the computers hosts file.

1) Click on Start, Run
2) Type in the following command and press Enter

For Windows XP type:
notepad C:\WINDOWS\SYSTEM32\DRIVERS\ETC\HOSTS

For Windows 2000 type:
notepad C:\WINNT\SYSTEM32\DRIVERS\ETC\HOSTS

For Windows 98/ME type:
notepad C:\WINDOWS\HOSTS

For Mac OS 9: look in System Folder:Preferences for the Hosts file and use a text editor to add the additional lines.

For Mac OSX: look for the hosts file in /etc/hosts

3) Notepad should open with a text file that looks something like this:

127.0.0.1 localhost

4) Add the following lines to the hosts file so the host file looks like the following:

127.0.0.1 localhost
127.0.0.1 myspace.com

127.0.0.1 www.myspace.com
127.0.0.1 addressbook.myspace.com
127.0.0.1 blog.myspace.com
127.0.0.1 browseusers.myspace.com
127.0.0.1 bulletin.myspace.com
127.0.0.1 collect.myspace.com
127.0.0.1 events.myspace.com
127.0.0.1 favorites.myspace.com
127.0.0.1 forum.myspace.com
127.0.0.1 groups.myspace.com
127.0.0.1 home.myspace.com
127.0.0.1 invite.myspace.com
127.0.0.1 mail.myspace.com
127.0.0.1 music.myspace.com
127.0.0.1 musicsearch.myspace.com
127.0.0.1 profile.myspace.com
127.0.0.1 profiles.myspace.com
127.0.0.1 search.myspace.com
127.0.0.1 signup.myspace.com
127.0.0.1 topartists.myspace.com
127.0.0.1 vids.myspace.com
127.0.0.1 videos.myspace.com
127.0.0.1 viewmorepics.myspace.com

5) Click on File and Save to save the new hosts file

6) Now try to go to http://www.myspace.com and see what happens

Host files are only one way to try to block access to myspace.com or other objectionable web sites, but are they really the answer?

Because host files can only block sites based on domain names, they don't block access to pure IP addresses. For instance, if you block myspace.com and www.myspace.com in your hosts file your teen could still access it by typing the following into the address bar of the browser:

http://63.208.226.43

Try it and you'll see it goes directly to MySpace.com. All domain names resolve to an IP address located on a server where the particular domain is hosted. So typing in the IP address of the site is the same as typing in the domain name.

This brings us to the next way to prevent access to MySpace.com or other sites: parental filtering software.

Reference list for helpful sites and organizations:

http://www.parentsguidetomyspace.com/report/findingyourchildsprofile.shtml
http://www.11alive.com/news/local/story.aspx?storyid=135268&catid=40
http://www.ehow.com/how_2081063_set-up-facebook-account.html
http://www.wiredkids.org/ktt_universal/games/javascript/cyberbullying_quiz_1/index.html
http://www.mcgruff.org/Advice/cyberbullies.php
http://www.isafe.org/
http://www.ncvc.org/tvp/AGP.Net/Components/DocumentViewer/Download.aspxnz?DocumentID=45311&gclid=CNSI4dvBuJ4CFSWjagodZQ8elA
http://www.stopcyberbullying.org/?gclid=CMGGyPLBuJ4CFR4UagodxGdRmg
http://www.teachtoday.eu/en/Student-advice/Cyberbullying/How-should-I-respond.aspx
http://www.foxnews.com/story/0,2933,435981,00.html
http://www.partnershipwithchildrennyc.org/?gclid=CPKp3qXCuJ4CFShGagodAgtOmg
http://www.internetdefamationlawblog.com/
http://www.kidpower.org/?gclid=CJ21ibnCuJ4CFSReagod9mcUmQ
http://docjt.jus.state.ky.us/Magazines/Issue%2028/Cyber%20Crime_KLE%20Winter08.pdf
http://www.infoline.org/InformationLibrary/Documents/Bullying%20lb.asp
http://www.netfamilynews.org/2008_04_20_archive.html