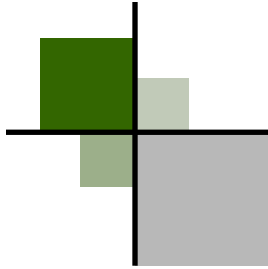


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Bullying Reduces Motivation

Research has demonstrated that bullying interferes with children's success at school. Victims of bullying by their peers have less interest in school. Their performance is negatively affected as well.

Children need the social and emotional resources provided by peers for normal intellectual growth. Victimization reduces their own self-control and self-discipline, too. These abilities are essential to intellectual achievement.

Even students who have good study habits and strong social skills are negatively affected by bullying. The context can diminish even the capabilities of their healthy personalities to cope. The culture of the classroom and the school must support, not prevent learning.



Iyer, R.V. and others. 2010. "Peer Victimization and Effortful Control: Relations to School Engagement and Academic Achievement." *Merrill-Palmer Quarterly* 56(3): 361-187.

Preventing Cyberbullying

Cyberbullying or bullying via communications technologies is more harmful than bullying in school halls, on the playground, or on the street corner. Victims of cyberbullies can be fearful of attending school. It can cause declining grades and suicide.

Unlike lunchroom bullies, bullies who text or post messages online can hide their names and faces. Their attacks may be more

extreme than in-person attacks due to this anonymity. Lack of awareness of the results contributes to more extreme attacks, too.

Victims experience frustration because they don't know the reason for the attacks. Messages on social media have a much wider audience than taunts in the school hallway, too. Victims often think that they are known to people almost everywhere. Due to

the anonymity of the bullies, they often aren't held responsible.

Prevention of cyberbullying requires an understanding of its seriousness. Parents must prevent it by encouraging their children to tell them about cyberbullying. Then, they must act fast to stop it.

Hinduja, Sameer and Justin W. Patchin. 2010. "Cyberbullying: Identification, Prevention, and Response." *Cyberbullying Research Center*.

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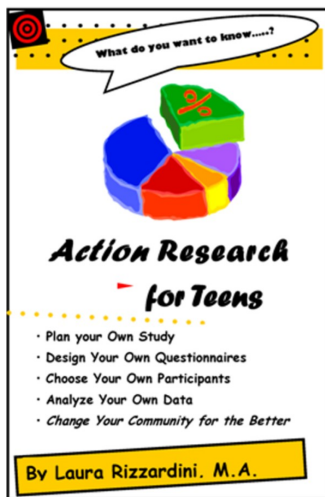
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Cyberbullying: The Teen Response

Teens are renowned for their enthusiastic participation in social networking. In 2009, a majority (82%) of teens ages 14 to 17 networked online.

Public and private interests have focused on MySpace as a facilitator of deviant behavior. Its exploitation by bullies and predators has substantially changed teen usage of the site.

Since 2006, government agencies, nonprofit organizations, schools, and families have actively promoted online caution. They have formally and informally taught youth about the risks and dangers of social media.

Youth have responded by leav-

ing MySpace. In 2009, nearly half (44.1%) of the profiles had been eliminated or were no longer accurate. More than an additional one-half of MySpace profiles were not current.

Youth have also changed their habits on social media. More (85%) permit access only to their friends and acquaintances. As importantly, more have stopped uploading compromising pictures. Teens in revealing clothing, drinking, or smoking are no longer depicted so often. Use of profanity has declined, too.

Better understanding and stronger social norms about



privacy among teenagers work. They may be a better solution to cyberbullying than legal sanctions or restrictive software.

Hinduja, Sameer and Justin W. Patchin. (forthcoming). "Changes in Adolescent Social Networking Behaviors from 2006 to 2009." *Computers and Human Behavior*.