

Student Needs Assessment Survey

The following survey is seeking information from students about cyberbullying and cyberthreats. The results of this survey will help your school respond to these concerns. Your responses to this survey are confidential. You may also choose not to complete this survey. (The term *parent* means anyone serving in a parenting role.)

Survey Questions

1. What grade are you in? ____
2. What is your gender? ___ M ___ F
3. Do you use the Internet at home? ___ Yes ___ No
4. Approximately how many hours are you online on a typical day during the week? ____
5. What are your favorite online activities? (Please check all that apply.)
 - ___ Communicating with school friends.
 - ___ Meeting new people in online social communities.
 - ___ Surfing to look for stuff or learn new things.
 - ___ Playing online games.
 - ___ Shopping.
 - ___ Homework.
 - ___ Designing Web sites or profiles.
 - ___ Other: _____.

6. Do you use a cell phone to communicate with other students while at school?
___ Yes ___ No
7. Have your parents talked with you about how you should treat others online?
___ Yes ___ No
8. How often do your parents look at what you are doing online?
___ Frequently ___ Occasionally ___ Never
9. Do you have a profile on a social networking site like MySpace or Xanga?
___ Yes ___ No
- a. If you have a profile, how often do your parents look at your profile?
___ Frequently ___ Occasionally ___ Never
10. How often do you discuss what you are doing online with your parents?
___ Frequently ___ Occasionally ___ Never
11. In the last six months, have you:
- a. Been in an online fight?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- b. Received online messages that made you very afraid for your safety?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- c. Received mean or nasty messages from someone?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- d. Sent mean or nasty messages to someone?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- e. Been put down online by someone who has sent or posted cruel gossip, rumors, or other harmful material?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No

- f. Put down someone else online by sending or posting cruel gossip, rumors, or other harmful material?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- g. Had someone pretend to be you and send or post material that damaged your reputation or friendships?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- h. Pretend to be someone else to send or post material to damage that person's reputation or friendships?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- i. Had someone share your personal secrets or images online without your permission?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- j. Shared someone's personal secrets or images online without that person's permission?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- k. Been excluded from an online group by people who are being mean to you?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- l. Helped exclude someone else from your online group?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
12. How frequently do you think other students at your school are cyberbullied?
___ Frequently ___ Occasionally ___ Never ___ Don't know
13. Have you seen, or do you know of, material posted online that denigrates or puts down a school staff member?
___ Yes ___ No
14. Have you seen, or do you know of, any students who posted material online that threatened or suggested violence?
___ Yes ___ No
15. Have you seen, or do you know of, any students who posted material online that threatened or suggested suicide?
___ Yes ___ No

16. Have you seen, or do you know of, any students who participate in online hate groups?
 ___ Yes ___ No ___
17. Have you seen, or do you know of, any students who participate in online gangs?
 ___ Yes ___ No ___
18. How often do you think cyberbullying occurs when students are using school computers?
 ___ Frequently ___ Occasionally ___ Never ___ Don't know
19. How often do you think cyberbullying occurs through cell phones or PDAs used at school?
 ___ Frequently ___ Occasionally ___ Never ___ Don't know
20. How often do students bypass the district's Internet filter to get to sites that have been blocked by the filter?
 ___ Frequently ___ Occasionally ___ Never ___ Don't know
21. If you saw that someone was being cyberbullied, how likely is it that you would do the following:
- Join in by posting similar material.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Support the cyberbully.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Read the material, but not contribute.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Avoid or leave the online environment.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Complain to others, but not directly to the cyberbully.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely

f. Try to help the victim privately.

Very likely Somewhat likely Somewhat unlikely
 Very unlikely

g. Tell the cyberbully to stop.

Very likely Somewhat likely Somewhat unlikely
 Very unlikely

h. Support the victim publicly.

Very likely Somewhat likely Somewhat unlikely
 Very unlikely

i. Report the cyberbullying to someone who can help.

Very likely Somewhat likely Somewhat unlikely
 Very unlikely

22. What are some things you can do that could reduce the possibility that you might be cyberbullied? (Please list all actions you can think of.)

23. If you were being cyberbullied, what would you do? (Please list all actions you can think of.)

24. If you were being cyberbullied and you could not get it to stop by yourself, would you tell your parents?

Very likely Somewhat likely Somewhat unlikely
 Very unlikely Not sure

25. If you were being cyberbullied at school, would you tell a school staff member?

Very likely Somewhat likely Somewhat unlikely
 Very unlikely Not sure

26. If you saw or knew that another student was being cyberbullied, would you tell your parents or a school staff member?

Very likely Somewhat likely Somewhat unlikely
 Very unlikely Not sure

27. If you saw or knew that a student had posted material threatening or suggesting violence or suicide, would you tell your parents or a school staff member?

___ Very likely ___ Somewhat likely ___ Somewhat unlikely
___ Very unlikely ___ Not sure

28. If you saw or knew that a student was participating in a hate group or gang, would you tell a school staff member?

___ Very likely ___ Somewhat likely ___ Somewhat unlikely
___ Very unlikely ___ Not sure

29. What would your concerns about telling your parents be?

30. What would your concerns about telling a school staff member be?

Thank you for your help.

Student Survey: Data Analysis and Evaluation

Questions 1 through 6 will provide basic demographic data. Over time, the district will be also able to track the amount of Internet use and activities.

Questions 7 through 10 address the important issue of parental involvement. An increase in the percentage of students reporting greater parental involvement would indicate success of the parent education program.

Question 11 asks about personal involvement in cyberbullying, as a target or as a perpetrator. For those districts interested in a more sophisticated analysis, the data in this question can be compared to data in questions 1 through 10 to determine the relationship between age, gender, online activity, and parental involvement and reports of cyberbullying involvement.

Questions 12 through 17 provide an indication of the degree to which students believe that these harmful activities are occurring. The questions were phrased “Have you seen . . .” because it is likely that students will more freely report behavior they witness than they will report their own online activities, if those activities are considered inappropriate.

Ideally, the numbers of students reporting personal involvement or knowledge of these online harmful activities will decrease. However, districts are advised to be cautious in their reliance on this data to determine effectiveness for two reasons:

- There may be an increase in reports because increased awareness of concerns has led to increased sensitivity to the issue.
- All indications are that these concerns are increasing, along with the amount of teen online activity. As noted in chapter 3, in a survey that was originally administered in 2000 and then

readministered in 2006, the rate of reported cyberbullying doubled.*

Given the lack of understanding about these concerns, a district that holds the incident rates stable or has only a modest increase may be addressing the concerns in a highly effective manner.

Questions 18 through 20 will provide specific insight into the effectiveness of the district's current policies and practices around Internet, cell phone, and PDA use.

Question 21 assesses bystander responses. Responses "a" and "b" can be considered harmful; responses "c" and "d" are neutral; and responses "e" through "i" are favorable responses. Over time, a decrease in students answering "very likely" or "somewhat likely" to responses "a" through "d" and an increase in these answers to responses "e" through "i" would indicate success in achieving the instructional objectives.

Questions 22 and 23 were specifically written open-ended to assess student knowledge of potentially effective ways to prevent and respond to cyberbullying incidents. The more potential responses a student can generate, the greater the personal power that student should feel in knowing how to prevent such incidents and respond to specific situations. An increase in the number of potentially effective ways to prevent and respond will indicate successful implementation of the student's education.

Questions 24 through 28 assess student comfort in reporting online concerns to adults. Questions 29 and 30 specifically solicit reasons for such reporting behavior. The answers to these questions can provide valuable insight into the development of educational and practical strategies to encourage reporting. Periodic assessment will allow the district to determine whether the educational program and the district's reporting, review, and response efforts have resulted in an increase in youth inclination to report online concerns to adults.

* Wolak, J., Mitchell, K., & Finkelhor, D. (2006). *Online victimization of youth: Five years later*.
www.unh.edu/ccrc/second_youth_Internetsafety-publications-html.