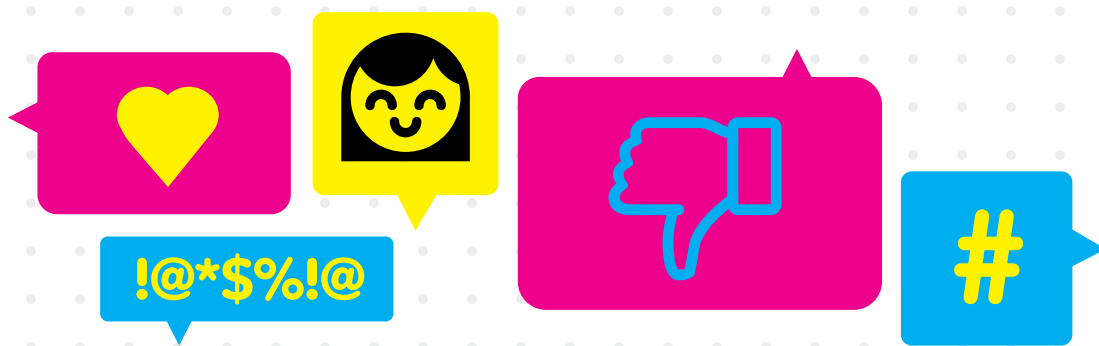


# TWEEN CYBERBULLYING IN 2020

**Justin W. Patchin, Ph.D. Sameer Hinduja, Ph.D.**  
**Cyberbullying Research Center**

**IN PARTNERSHIP WITH CARTOON NETWORK**



**CYBERBULLYING**  
RESEARCH CENTER



[cyberbullying.org](http://cyberbullying.org)

[cartoonnetwork.com/stop-bullying](http://cartoonnetwork.com/stop-bullying)

# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>03</b>
<b>INTRODUCTION</b>	<b>06</b>
<b>KEY FINDINGS</b>	<b>07</b>
<b>TWEENS, BULLYING, AND CYBERBULLYING</b>	<b>14</b>
<b>HELPING BEHAVIORS</b>	<b>30</b>
<b>TWEEN TECHNOLOGY USE</b>	<b>34</b>
<b>EMPATHY</b>	<b>45</b>
<b>FUTURE RESEARCH</b>	<b>46</b>
<b>CONCLUSION</b>	<b>47</b>
<b>METHODOLOGY</b>	<b>49</b>
<b>REFERENCES</b>	<b>51</b>
<b>TOPLINES</b>	<b>57</b>

# EXECUTIVE SUMMARY

In recent years, cyberbullying has become an all-too familiar social problem that many families, communities, schools, and other youth-serving organizations have had to face head-on.

Defined as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices,” cyberbullying often appears as hurtful social media posts, mean statements made while gaming, hate accounts created to embarrass, threaten, or abuse, or similar forms of cruelty and meanness online. Over the last fifteen years, research on teens (typically middle and high schoolers) has shown that those who have been cyberbullied – as well as those who cyberbully others – are more likely to struggle academically, emotionally, psychologically, and even behaviorally.

With all of the progress that has been made to better understand cyberbullying among *teens*, very little is known about the behaviors as they occur among *tweens*: that momentous developmental stage that occurs roughly between the ages of 9 and 12 years old. To our knowledge, no previous research has explored cyberbullying among tweens across the United States. We do know that young children’s access to and ownership of mobile devices is on the increase, and the COVID-19 pandemic in 2020 may have elevated these numbers even more because of stay-at-home orders and online learning across the United States. It stands to reason, then, that cyberbullying is likely occurring among tweens, and obtaining an accurate picture of its scope can help move us toward more informed responses.

The current study explored bullying and cyberbullying behaviors among a probability-based representative national sample of 1,034 tweens in the United States.

## KEY FINDINGS

- 1. One in five tweens has been cyberbullied, cyberbullied others, or seen cyberbullying.**
- 2. Cyberbullying affects tweens in a variety of ways.**
- 3. Tweens use a variety of strategies to stop cyberbullying.**
- 4. Nine out of ten tweens use social media and gaming apps.**
- 5. Many tweens have also experienced bullying at school.**
- 6. Tweens are helpers.**

# EXECUTIVE SUMMARY

## MAIN TAKEAWAYS

**The study confirmed what we already suspected: too many tweens are experiencing bullying at school and online.**

Among the 1,034 tweens who responded to our survey, 816 (nearly 80%) had some exposure to bullying in all its forms: as a target, aggressor, or witness. Fifty-seven percent had been targeted in one environment or another. Half of tweens said they had been bullied at school while 15% had been cyberbullied. This latter finding is important since no previous study that we are aware of has collected national data on the cyberbullying experiences of tweens. Of note, more than two-thirds of tweens who had been cyberbullied said it negatively impacted their feelings about themselves. Almost one-third said it affected their friendships. Finally, 13.1% said it affected their physical health, while 6.5% shared it influenced their schoolwork. It is reassuring to observe that most tweens who had been cyberbullied implemented various strategies to get it stopped. Some of those were technical (blocking or reporting the aggressor) while others were social (telling a parent or reporting it to their school).

Tweens were also likely to help others when they saw bullying at school or online. When it comes to cyberbullying, nearly two-thirds of tweens said they tried to help someone who was being mistreated online (30% said they had done that many times). That said, some tweens were reluctant to intervene, most often because they didn't want to make it worse or didn't know what to say. About a quarter of the time they didn't know how to report the cyberbullying to the site, app, or game. Many tweens reported acts of kindness towards others online, including giving gifts to strangers in online games or providing assistance to new players. Overall, results from this research show

that most tweens are kind and willing to help when they see abuse online, if they know what to do and how to do it.

Finally, the majority of tweens have devices of their own and nine out of ten (90%) have used one or more of the most popular social media and gaming apps in the last year. Smartphone ownership explodes in the tween years. About twenty-one percent of nine-year-olds have their own smartphone compared to 68% of 12-year-olds. Two-thirds of tweens have used YouTube in the last year, while almost half have played Minecraft and Roblox.

In short, tweens are online and many are experiencing cyberbullying. Parents have a role to play in helping their children navigate these difficult situations. The most important step for parents to take when their child is cyberbullied is to make sure they are safe, and to convey unconditional support. Parents must demonstrate to their children through words and actions that they both desire the same end result: that the cyberbullying stop and that life does not become even more difficult. This can be accomplished by working together to arrive at a mutually agreed upon course of action. Youth are often afraid that parents will only make matters worse (by calling the parent of the aggressor or setting up a meeting with the school principal). It is so critical to validate their voice and perspective, instead of being dismissive of their concerns. Targets of cyberbullying (and those who observe it) must know for sure that the adults they tell will intervene rationally and logically, and—most importantly—not make the situation worse.

# EXECUTIVE SUMMARY

Furthermore, it is on the shoulders of adults rather than children to seek to cultivate and maintain open, candid lines of communication. This will not happen overnight; it will take time, patience, and much intentionality. However, within such an environment, youth will realize that the parents are there to assist them should they ever experience anything upsetting in their interactions or relationships online or at school. Here, adults can also strategically share strategies and general wisdom to help children navigate their increasingly complex connected world.

While the results discussed here are an important step in the right direction in terms of illuminating some of the school and online experiences of tweens, more research is warranted. There are multiple rigorous studies conducted every few years on the bullying

and cyberbullying experiences of older adolescents across the United States, but none that we are aware of on tweens outside of the work that Cartoon Network did in 2017 in consultation with the Making Caring Common project (MCC) at the Harvard Graduate School of Education, and designed by VJR Consulting, and the work done in 2020 (featured in this report). Middle school samples, which may include some 11- or 12-year-olds, have been studied in specific schools in various regions of the United States, but there has been no systematic effort to study the experiences and behaviors of tweens as a distinct group using a national sample. Cartoon Network is doing its part to illuminate and understand the experiences of this vastly understudied population, but much more work must be done.



# INTRODUCTION

In recent years, cyberbullying has become an all-too familiar social problem that many families, communities, schools, and other youth-serving organizations have had to face head-on.

Defined as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices,”<sup>1:11</sup> cyberbullying often appears as hurtful social media posts, mean statements made while gaming, hate accounts created to embarrass, threaten, or abuse, or similar forms of cruelty and meanness online. Over the last fifteen years, research on teens (typically middle and high schoolers) has shown that those who have been cyberbullied – as well as those who cyberbully others – are more likely to struggle academically, emotionally, psychologically, and even behaviorally.<sup>1-7</sup>

With all of the progress that has been made to better understand cyberbullying among teens, very little is known about the behaviors as they occur among tweens: that unique developmental stage that occurs roughly between the ages of 9 and 12 years old. To our knowledge, no previous research has examined cyberbullying among tweens across the United States. We do know that young children’s access to and ownership of mobile devices is on the increase,<sup>8,9</sup> and the COVID-19 pandemic in 2020 may have elevated these numbers even more because of stay-at-home orders and online learning across the United States. It stands to reason, then, that cyberbullying is likely occurring among tweens, and obtaining an accurate picture of its scope can help move us toward more informed responses.

Building upon their previous work examining bullying (broadly defined) among 9- to 11-year-olds in 2017,<sup>10</sup> Cartoon Network has partnered with the Cyberbullying Research Center to explore cyberbullying among 9- to 12-year-olds. Additionally, technology usage more generally was explored. Specifically, the goals of this project were to:

- **Ascertain the nature and extent of cyberbullying among a national sample of tweens;**
- **Shed light on the target’s experience with cyberbullying (e.g., how it affected youth, what they did to make it stop);**
- **Examine the nature and extent of school bullying;**
- **Obtain a better understanding of bystander behavior, and clarify the reasons why tweens might not intervene and/or support targets of school bullying and cyberbullying;**
- **Establish whether levels of empathy are related to school bullying or cyberbullying offending;**
- **Determine which electronic devices tweens personally have; and,**
- **Determine the popularity of various social sites, apps, and games among tweens.**

Information to examine these issues was obtained through an online survey of a nationally-representative, probability-based sample of 9- to 12-year-olds from Ipsos’ KnowledgePanel.

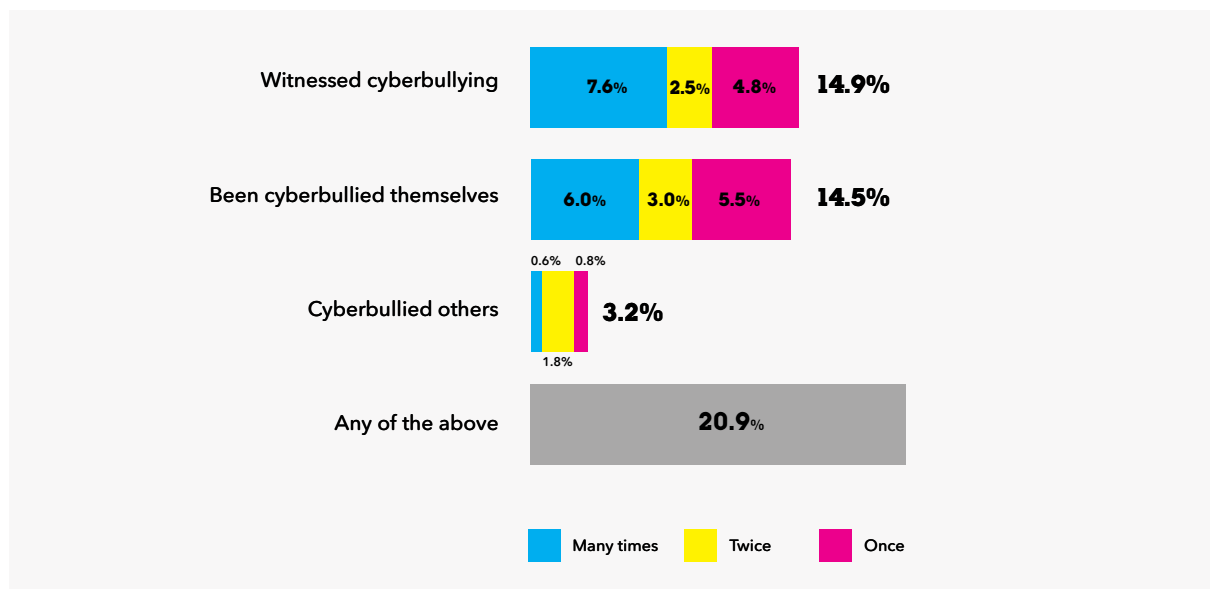
# KEY FINDINGS

## 1. One in five tweens has been cyberbullied, has cyberbullied others, or has seen cyberbullying.

Over 20% of tweens have been exposed to cyberbullying in one way or another. Results confirm that many tweens are experiencing cyberbullying. Almost 15% of tweens have seen cyberbullying, and nearly as many have been targeted. Six percent of tweens have been cyberbullied many times, while another 8.5% were cyberbullied once or twice. Few tweens admit to cyberbullying others (3.2%).

### EXPERIENCE WITH CYBERBULLYING

PERCENT OF 9- TO 12-YEAR-OLDS WHO SAY THEY HAVE EVER:



“

I had a friend who is no longer a friend who would post mean things online about me and all my friends. (12-year-old girl) \*

”

\* Student quotes were edited for spelling, capitalization, and punctuation.

# KEY FINDINGS

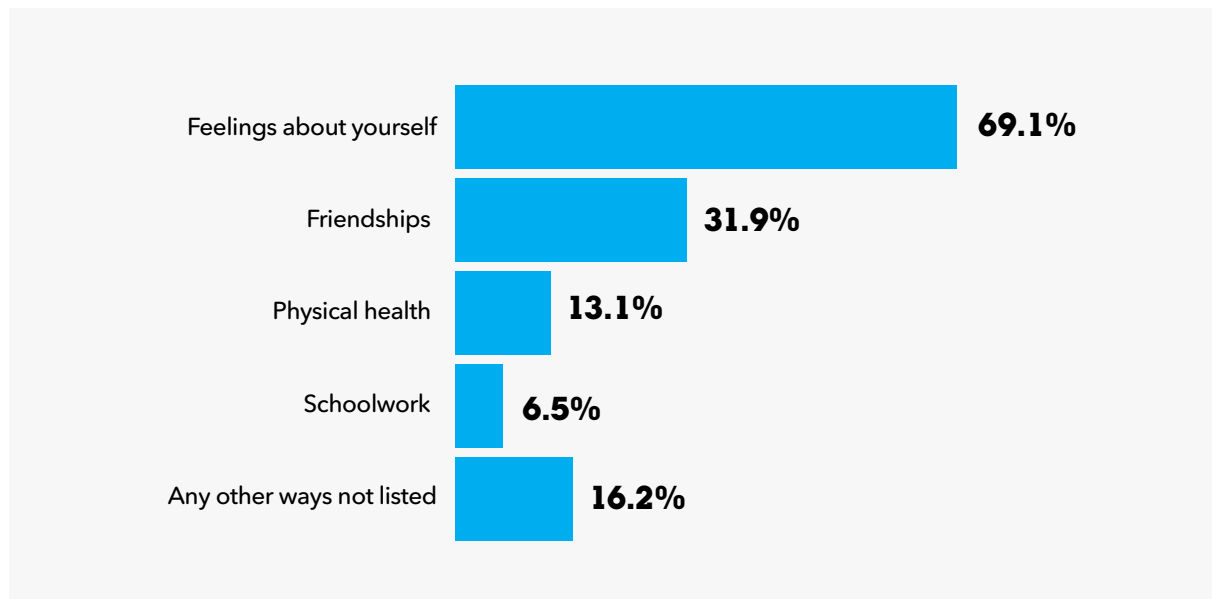
## 2. Cyberbullying affects tweens in a variety of ways.

Research has long demonstrated the negative consequences of bullying and cyberbullying victimization.<sup>11-17</sup> In the current study, nearly 70% of the tweens who were cyberbullied said it negatively impacted their feelings about themselves. Almost one-third said it affected their friendships. Finally, 13.1% said it affected their physical health, while 6.5% shared it influenced their schoolwork.

Parents, educators, and other youth-serving adults must recognize the gravity of these implications for the future, especially when considering the vulnerable developmental arc of the tween years. It is understandable that cyberbullying undermines a student's social<sup>18,19</sup> and academic stability.<sup>20,21</sup> What is more alarming is the effect that cyberbullying seems to have on tweens' ego (their identity and sense of self)<sup>22,23</sup> and their physiological state,<sup>17,24</sup> particularly because research shows poorer mental and physical health during childhood can compromise personal and professional well-being during adulthood.<sup>25</sup>

### EFFECTS OF CYBERBULLYING

PERCENT OF 9- TO 12-YEAR-OLDS WHO WERE CYBERBULLIED (n=150) WHO SAY IT HURT THEIR:



[Cyberbullying] made me cry and hurt my feelings.  
(9-year-old boy)





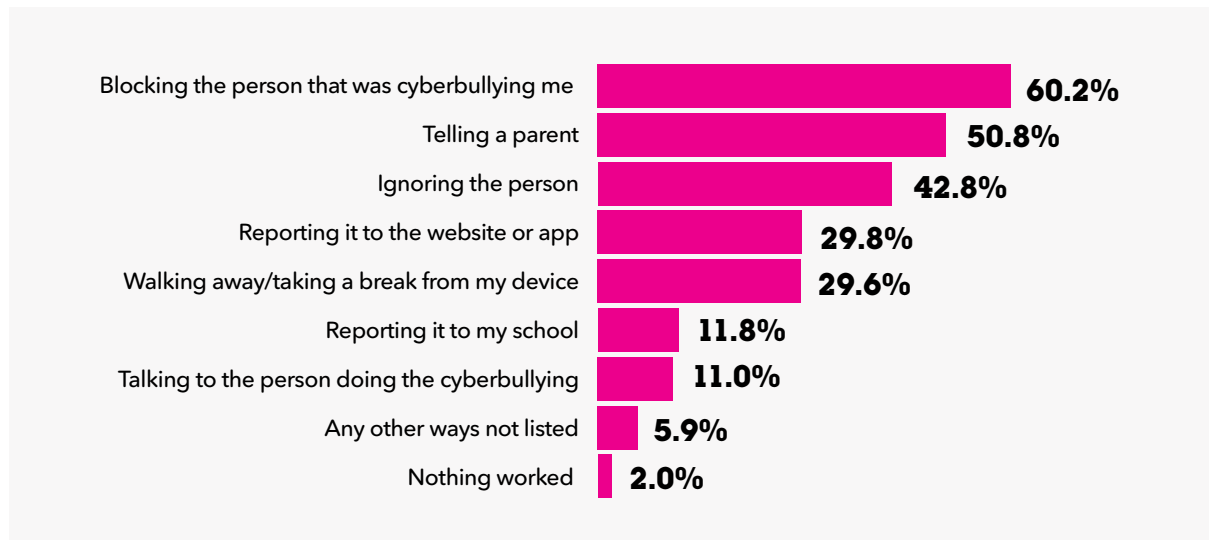
# KEY FINDINGS

## 3. Tweens use a variety of strategies to stop cyberbullying.

Blocking the person who was behaving badly worked for 60% of the tweens who had been cyberbullied. Not surprisingly, tweens were also likely to turn to parents for help in cyberbullying situations and over half who had been cyberbullied said telling a parent was useful in stopping the behavior. Ignoring the person (42.8%), reporting the incident to the app (29.8%), and simply taking a break from the device (29.6%) also helped in many cases. Relatively few tweens who were targeted said reporting it to the school helped to stop the cyberbullying (11.8%). It is promising to see that a solid proportion of youth are talking to their parent(s) when they are bullied online, but we do wish these numbers were higher. Relatedly, it is unfortunate to see that the vast majority of tweens are hesitant to report the abusive behavior to the site/app/game, even though their Terms of Service typically prohibit any forms of harassment and bullying, and they each provide features to block, report, or mute aggressors. Also, we wish we would have seen more youth demonstrate positive coping skills like walking away from heated online situations. These findings, though, help point to online safety and well-being strategies that we can teach tweens in schools, homes, and even within apps and games.

### STOPPING CYBERBULLYING

PERCENT OF 9- TO 12-YEAR-OLDS WHO WERE CYBERBULLIED (n=150) WHO SAY THEY STOPPED CYBERBULLYING BY:



“

Playing an online game, a bully was acting mean calling a kid names and threatening to find them in 'real life' and beat them up. I told the bully to shut up and stop hiding behind a screen acting tough. Then I told my mom and she helped me turn the person in to the game developers.  
(10-year-old girl)

”

# KEY FINDINGS

## 4. Nine out of ten tweens use social media and gaming apps.

We know that nearly all teenagers have their own electronic devices, but it is clear that many tweens do as well. Almost one-third have their own laptop, two out of five have their own smartphone or gaming console, and over half have their own tablet. Only 13% of tweens said they did not have any of the devices listed. Parents are purchasing these devices for their children to help meet their academic, social, relational, and – of course – entertainment needs, and we expect access and use to continue to grow among this population. Proper instruction should accompany provision, though, and so we must continue to come alongside parents and families to help them help their children make respectful and responsible choices with those devices.

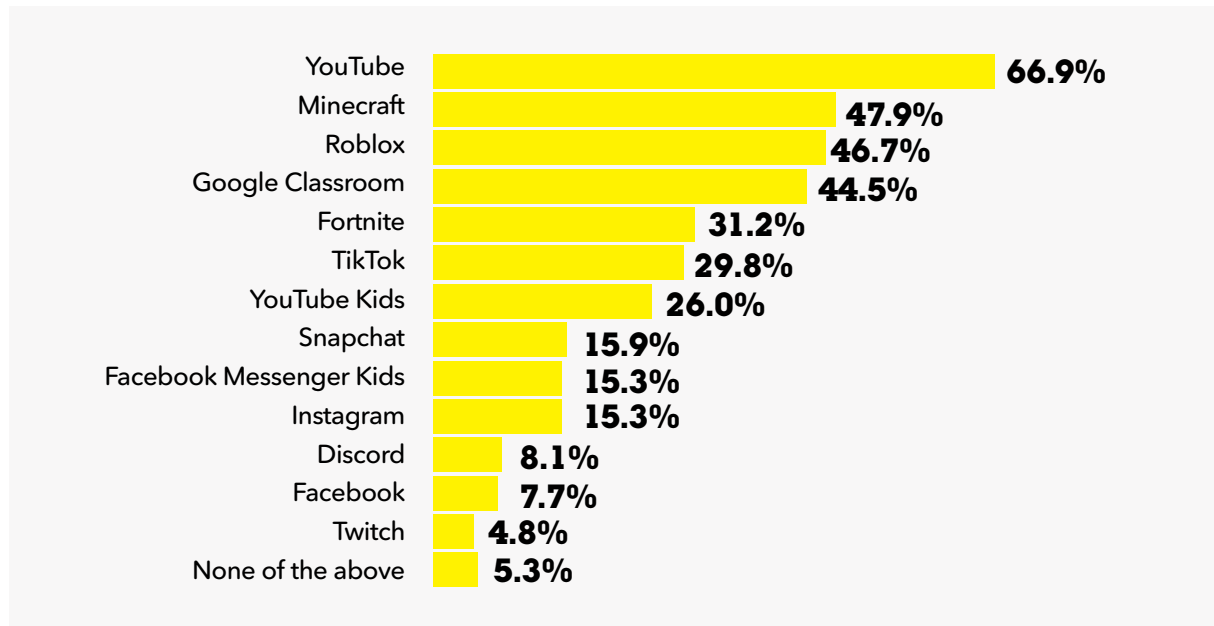
We also wanted to understand the sites, apps, or games that tweens in 2020 were using. The results were fascinating. The runaway favorite was YouTube (66.9%), while the standalone kid-friendly version—YouTube Kids—was used by just 26% of tweens (admittedly the latter app is designed for those 8 and under). “Sandbox games” Minecraft and Roblox (where the object is to build your own creations, adventures, and worlds with simple cubic elements) came in as a close second and third in popularity (47.9% and 46.7% respectively).

When it comes to the most popular social media apps in the world, each technically require users to be 13 years of age or older (or require a parent to set up the account). We know, though, that kids often lie about their age when signing up, or sign up (or login) with a family member’s (or friend’s) assistance or credentials.<sup>30-32</sup> TikTok (29.8%), Snapchat (15.9%), and Instagram (15.3%) were used by a meaningful proportion of tweens. Facebook Messenger Kids—designed specifically for 6- to 12-year-olds—was used by 15.3% of tweens in our sample. Finally, some apps which have gained prominence in the last few years due to their livestreaming functionality and community building approach are beginning to catch on among tweens (Discord: 8.1%; Twitch: 4.8%). Overall, 94% of tweens said they used at least one of the apps listed. Ninety percent have used one or more of the most popular social media, streaming, and gaming apps – excluding Google Classroom, and YouTube Kids (which doesn’t allow for social interaction).

# KEY FINDINGS

## SITES, APPS, AND GAMES

PERCENT OF 9- TO 12-YEAR-OLDS WHO SAY THEY VISITED OR PLAYED ON THE FOLLOWING SITES, APPS, OR GAMES:



“

I was playing a game on Roblox and this kid wanted to play against me on the game so they were being rude and making comments so I blocked them from my friend list after I told them off.  
(9-year-old girl)

”

# KEY FINDINGS

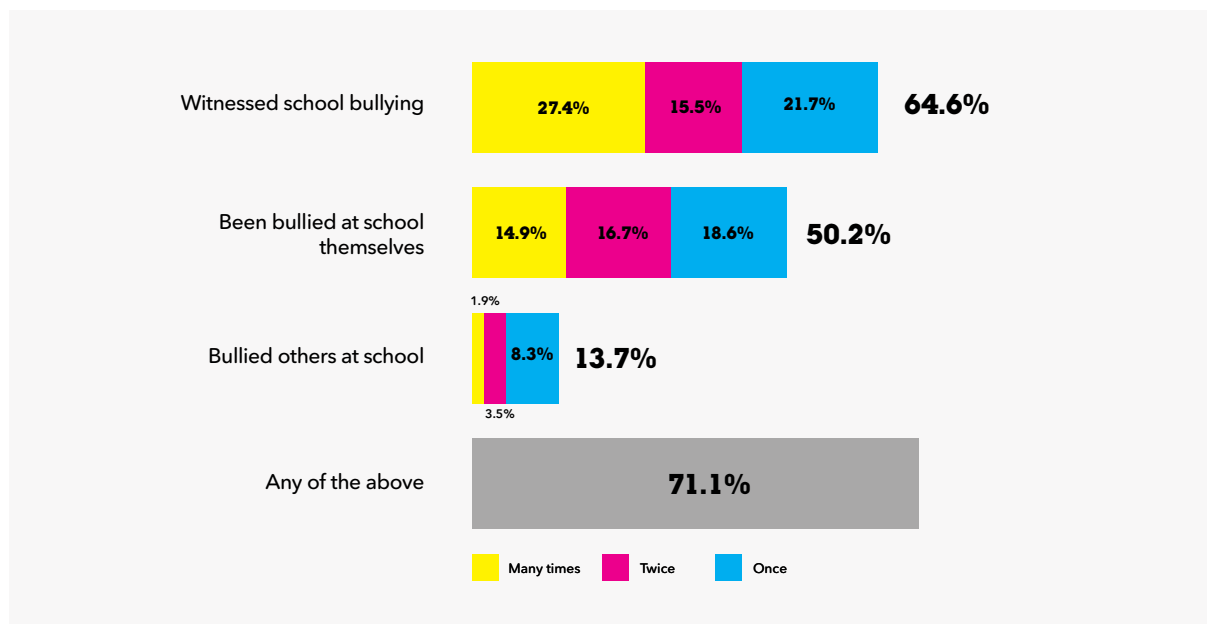
## 5. Many tweens have also experienced bullying at school.

Here we look at experience with bullying *at school*. Across this group of tweens, we found that the reality of bullying at school is nontrivial. Nearly two-thirds of tweens have seen bullying at school, and half have experienced it first-hand. About 15% of tweens said they had been bullied at school many times. Additionally, nearly 14% admitted to bullying others at school at least once in their lifetime (almost 2% said they had done it many times).

This raises legitimate concerns about the unnecessary exposure to real-world harm and violence among upper-elementary and lower-middle school students, the opportunity present to hurt other students, and the relatively commonplace occurrence of the problem behavior if a sizable majority of students have seen it.

### EXPERIENCE WITH BULLYING AT SCHOOL

PERCENT OF 9- TO 12-YEAR-OLDS WHO SAY THEY HAVE EVER:



My friend was just sitting at her desk in class when a kid passed her a note for no reason and I didn't ask what was on it but the next thing I know she's crying to the point where she went to the school counselor. She was OK by lunchtime but her face was really red probably from crying so much and she wasn't quite ready to eat lunch in the cafeteria so we had lunch together in the counselor's office. (10-year-old girl)



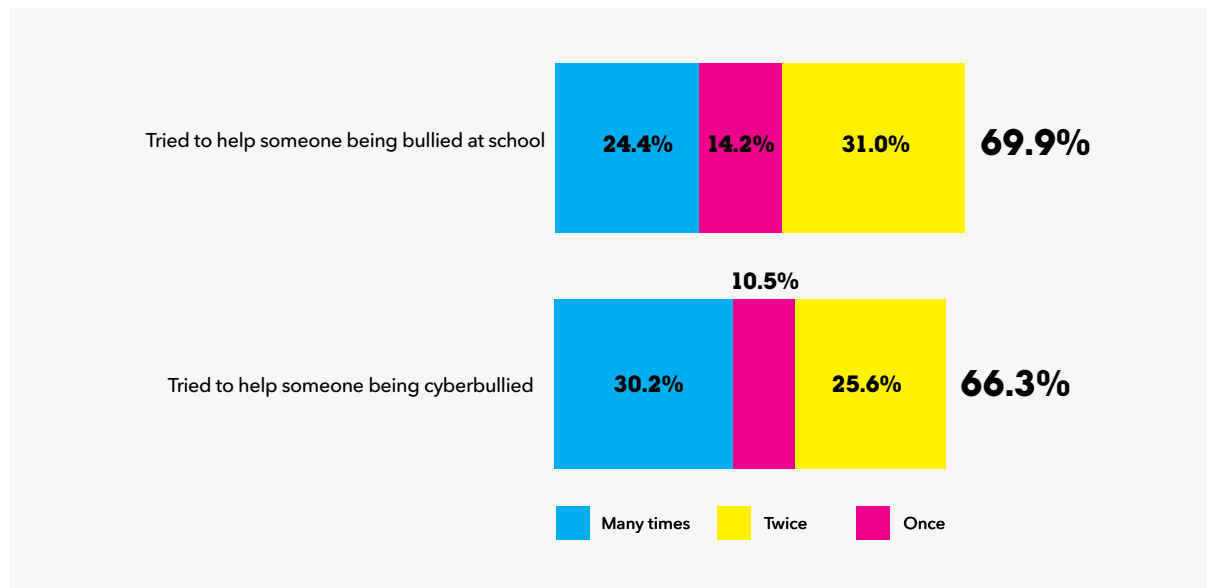
# KEY FINDINGS

## 6. Tweens are helpers.

Though bullying and cyberbullying are occurring among tweens in America, it is encouraging to note that the vast majority have sought to help those being targeted when they see it happen. Previous research has found that younger students are more likely than older students to intervene in school bullying,<sup>26,27</sup> but that the relevance of age becomes less important when it comes to cyberbullying.<sup>28,29</sup> The current study shows that about two-thirds of tweens are willing to step in to defend, support, or otherwise assist those who are bullied at school and online when they see it. The importance of helping behaviors need to be reiterated, reinforced, and rewarded as early in life as possible so that such actions become habitual instead of based solely on emotions in the moment.

### EXPERIENCE WITH HELPING

PERCENT OF 9- TO 12-YEAR-OLDS WHO HAD SEEN BULLYING AT SCHOOL (n=667) OR CYBERBULLYING (n=154) WHO SAY THEY HAVE EVER:



One time I met this girl on a game I was playing and she was getting made fun of because she did not have a lot of things so I told the person that was being mean to please stop and that everybody did not have a lot when they first started and they apologized and left the game.  
(10-year-old girl)



# TWEENS, BULLYING & CYBERBULLYING

Before examining in more detail the results of the current study, it is essential to provide a backdrop on tweens, and the bullying and cyberbullying they experience.

First used in a Marketing academic paper in the late 1980s,<sup>33</sup> the term “tween” has become part of the vernacular in discussions of youth culture at the intersection of media, society, and tech only in the last decade. While there has been interest among researchers in studying children in this important developmental stage, the age range that comprises “tweens” has varied from study to study. Generally speaking, we are talking about the developmental stage of preadolescence that ranges from 9-12, but other scholars have studied different age groupings around these years (some including kids as young as 8 and as old as 14).<sup>34,35</sup> This variation in age range and labels (e.g., “elementary school students,” “primary school students,” “children”) makes the identification of comparative studies (and samples) more difficult.

Bullying is one of the most frequently-occurring experiences that tweens face or witness during these formative years.<sup>36,37</sup> Though not as predictable as puberty, it has similarly been described as “part of growing up.”<sup>36,38,39</sup> Bullying itself has been conceptualized (and measured) in a number of ways over the years, and this inherent lack of uniformity also makes it harder to compare results across different research efforts.<sup>40</sup> The Centers for Disease Control and Prevention (CDC) define bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated,”<sup>41:7</sup> and while imperfect, seems comprehensive enough. Within that definition are the major elements that differentiate bullying from other forms of interpersonal harm: an aggressive behavior, an imbalance of power between the aggressor and target, and the repeated nature of the behavior.<sup>42</sup> Cyberbullying has garnered widespread attention and inquiry since the media portrayed a link between it and youth suicide in the early 2000s.<sup>1,2,13</sup> Defined as “willful and repeated harm inflicted through computers, cell phones, and other

electronic devices,”<sup>1:11</sup> cyberbullying typically involves hurtful, embarrassing, or threatening posts, comments, or messages on social media, gaming platforms, or via text.

*“My friend was being picked on by an older kid. I was the same age as the bully, I walked over and told him to back off and he did.” (10-year-old boy)*

There are surprisingly few studies of bullying involving samples of American children who may comprise the tween age group (9- to 12-year-olds). In one study from the 1993-1994 school year involving fifth graders from ten suburban public elementary schools in a Pacific Northwest school district, 78% revealed they had bullied someone else physically or relationally.<sup>43</sup> In another involving 3,530 third, fourth, and fifth grade students from an urban, West coast school district during the 2001-2002 school year, 22% had been bullied, had bullied someone else, or did both (termed “bully-victims”).<sup>44</sup> Finally, in a sample collected from approximately 17,000 students in central Pennsylvania during 2009, 26.2% of third graders, 24.9% of fourth graders, and 25.3% of fifth graders indicated that they were bullied at school “in the past couple of months.”<sup>45</sup> With regard to offending, 5.4% of third graders, 5.7% of fourth graders, and 8.4% of fifth graders revealed they had bullied others during that same time period.<sup>45</sup>

The only national-level data on tween experiences with bullying that we are aware of is Cartoon Network’s 2017 study.<sup>10</sup> In it, among the 1,054 nine- to eleven-year-olds who responded, 62% had been bullied and 21% said they had bullied others.

There are even fewer studies of cyberbullying among preadolescents in the U.S. (none of them include a national sample). One study from seven elementary schools in a Midwestern school district from 2013-2015 identified between 17-23% of third through fifth

# TWEENS, BULLYING & CYBERBULLYING

graders experienced cyberbullying once, while 9-15% experienced it more than once in the last 30 days.<sup>46</sup>

If we want to compare the findings from these few studies on tweens to what is known about bullying among teenagers, there is a more robust body of research. In short, bullying and cyberbullying is experienced by an appreciable number of teens on a regular basis.<sup>12,47-49</sup> Exact percentages across studies differ because of methodological variations,<sup>50</sup> but below are results from three recent national studies.

First, the Centers for Disease Control and Prevention conduct their biennial survey of students across the U.S. in their Youth Risk Behavior Surveillance System (YRBSS). In 2017 (the most recent year available), they helped schools across 11 states collect data from middle schoolers. With regard to school bullying, the proportion of middle schoolers who had ever been victimized ranged from 33.4% to 48.8% across these states. Meanwhile, the proportion of those who had ever been cyberbullied ranged from 16.6% to 29.7%. Second, the School Crime Supplement (SCS) of the National Crime Victimization Survey (NCVS) surveys

students every other year about victimization at school (and online bullying) that occurred during the previous 12 months. In the 2016-2017 school year (the most recent data available), 20.2% of 12-18 year-olds (including 8.5% of 6th graders and 15.6% of 7th graders) reported they were bullied at school. Among those who had been bullied, 15.3% reported that it happened online or by text (including 6.7% of 6th graders and 13.1% of 7th graders).<sup>51</sup> Finally, we have surveyed students from around the U.S. about their experiences with bullying and cyberbullying for the last 17 years.<sup>1,52</sup> Most recently, in 2019 we surveyed a nationally-representative sample of 4,972 12- to 17-year-old middle and high school students. Here, we found that 52% had been bullied at school and 17% had been cyberbullied in the previous 30 days.<sup>53</sup>

While there is good national data on teen experiences with bullying and cyberbullying, no such data exist for tweens. The current study seeks to address this gap in the literature by presenting findings from a nationally-representative study of tweens across the United States.

---

**WHILE THERE IS GOOD NATIONAL DATA ON TEEN EXPERIENCES WITH BULLYING AND CYBERBULLYING, NO SUCH DATA EXIST FOR TWEENS. THE CURRENT STUDY SEEKS TO ADDRESS THIS GAP IN THE LITERATURE.**

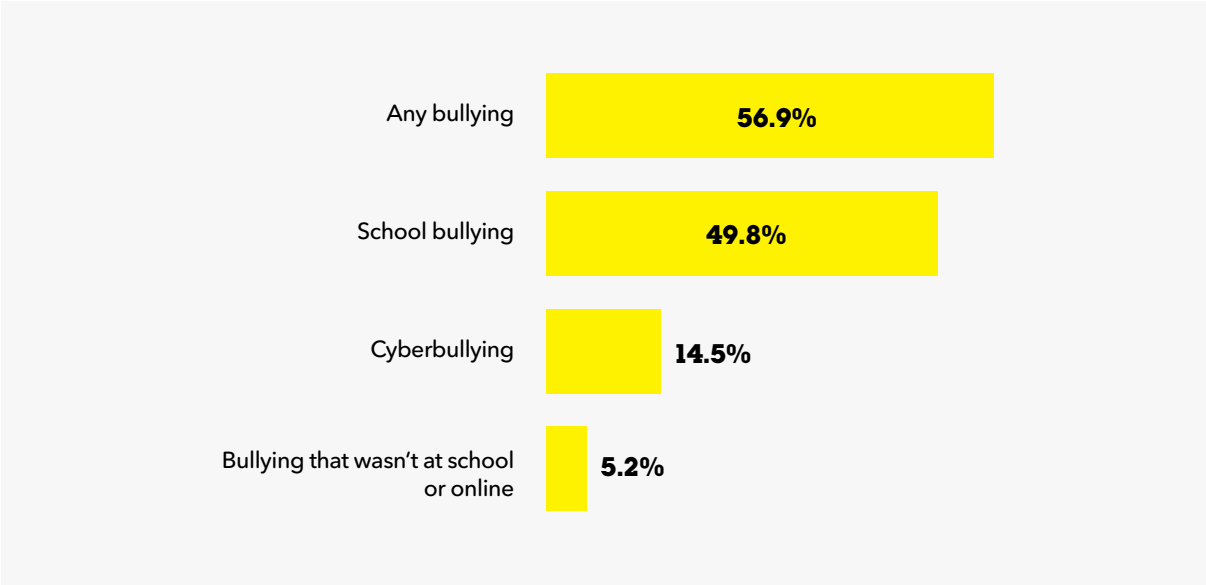
---

# TWEENS, BULLYING & CYBERBULLYING

## THE MANY MANIFESTATIONS OF BULLYING

In the current study we asked tweens to tell us about their experiences with bullying (broadly defined), as well as school bullying (including bullying that happens at school activities) and cyberbullying. Among the 1,034 tweens who responded to our survey, 816 (nearly 80%) had some exposure to bullying in any of its forms: as a target, aggressor, or witness. When it comes to victimization, about 57% of tweens said they had been bullied in some form or another at least once in their lifetime. About 50% said they were bullied at school and 14.5% said they were bullied online. Interestingly, 5% said they were bullied, but it didn't happen at school or online. This last finding is an important reminder that bullying can happen in a variety of places and contexts, beyond school and online (within the family, neighborhood, or sports team, for example). Future research should explore in more detail other venues in which bullying can happen.

### EXPERIENCE WITH DIFFERENT FORMS OF BULLYING VICTIMIZATION 9- TO 12-YEAR-OLDS



“ There is a boy who would get picked on and teased. My friend and I would hang out with him to make him feel better and eat lunch with him. (11-year-old boy) ”

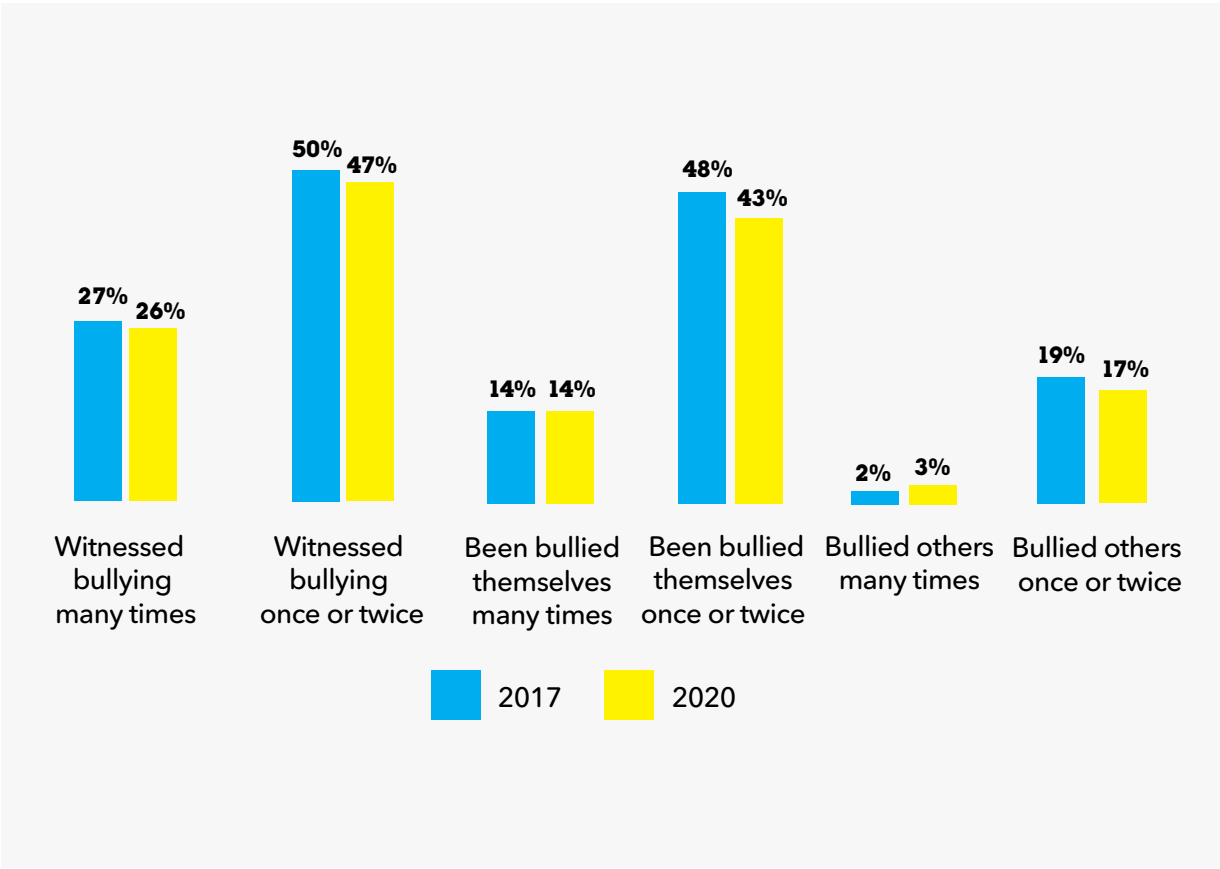


# TWEENS, BULLYING & CYBERBULLYING

In the chart below, we've depicted bullying experiences among tweens across the U.S. from 2017 to 2020, using data from the current study and the 2017 Cartoon Network tween study.<sup>10</sup> In both studies, bullying was defined very broadly for these questions, and included behaviors that occur in person or online. Moreover, so that our comparisons could be most fitting, we restricted our analyses for this chart only to 9- to 11-year-olds in the 2020 sample since that was the age range of the sample in 2017.

Statistically speaking, none of the differences were significant. That is, overall experience with bullying in general has remained stable over the last three years.

## EXPERIENCE WITH BULLYING 9- TO 11-YEAR-OLDS (2017 n=1,054; 2020 n=768)



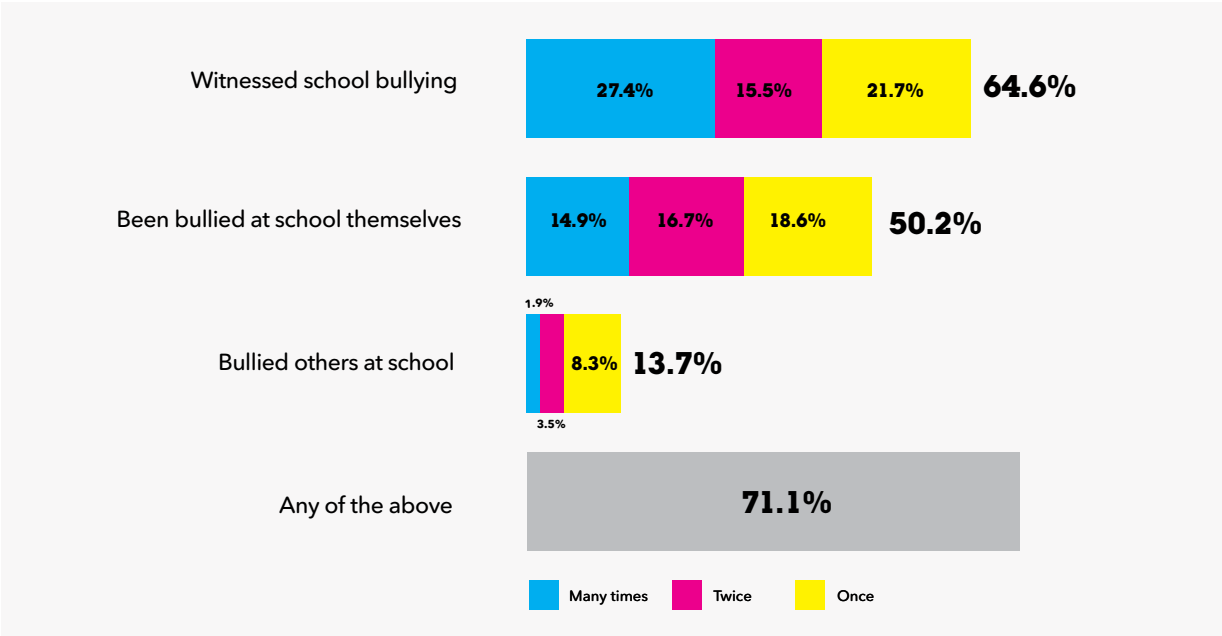
# TWEENS, BULLYING & CYBERBULLYING

## SCHOOL BULLYING

Next, let's specifically examine experience with bullying at school. Across our sample of tweens, we found that bullying at school is surprisingly frequent. Nearly two-thirds of tweens have seen bullying at school, and half have experienced it first-hand. About 15% of tweens said they had been bullied at school many times. Additionally, nearly 14% admitted to bullying others at school at least once in their lifetime (almost 2% said they had done it many times). This raises legitimate concerns about the unnecessary exposure to real-world harm and violence among upper-elementary and lower-middle school students, the opportunity present to hurt other students, and the relatively commonplace occurrence of the problem behavior if a sizable majority of students have seen it.

### EXPERIENCE WITH BULLYING AT SCHOOL

9- TO 12-YEAR-OLDS



“

When my friend was called names, I told the bully to stop. I told my teacher and playground aide.  
(10-year-old boy)

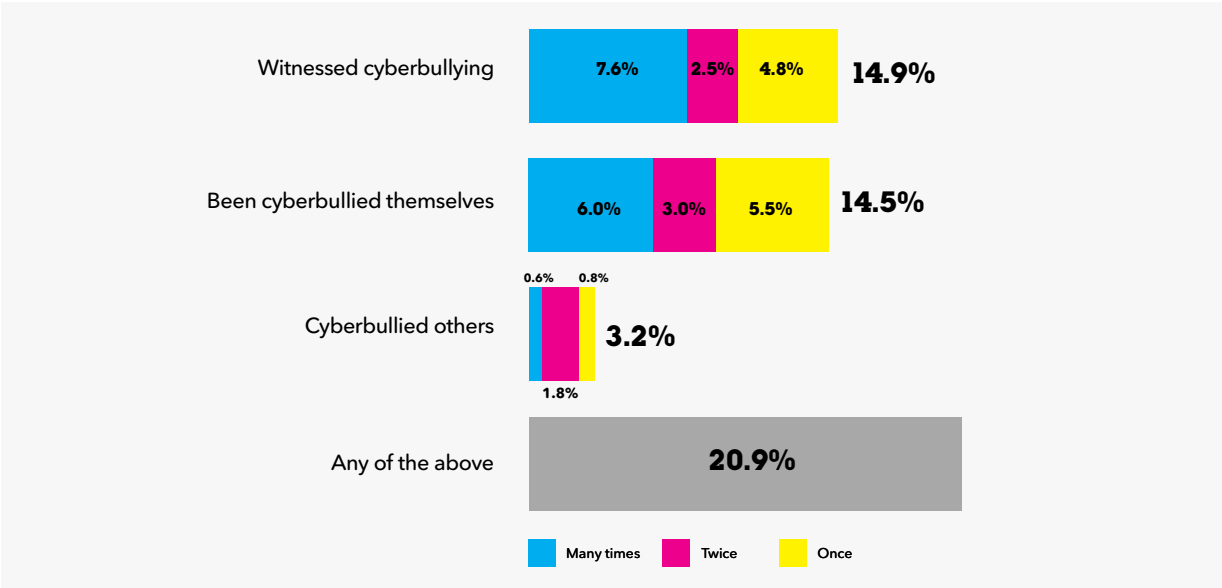
”

# TWEENS, BULLYING & CYBERBULLYING

## CYBERBULLYING

Now let's turn our attention to cyberbullying. Over 20% of tweens have been exposed to it in one way or another. Almost 15% of tweens have seen cyberbullying, and nearly as many have been targeted. Six percent of tweens have been cyberbullied many times, while another 8.5% were cyberbullied once or twice. Few tweens admit to cyberbullying others (3.2%). These numbers - while not overwhelming in magnitude - still indicate that a solid proportion of young kids face cruelty and meanness online when they are simply trying to enjoy the benefits of gameplay, interaction with their friends, and the sharing of random and noteworthy moments of their days on social media.

### EXPERIENCE WITH CYBERBULLYING 9- TO 12-YEAR-OLDS



“

I was playing the game and a player came up to me in the game and purposely killed my character for no reason. The game doesn't give money or points for it but it will let them kill the character. Every time I tried to play, they would keep killing my character even when I asked them to stop. They told me I was being a baby and to grow up. I told them it isn't fair to just kill me for no reason, it isn't fun when that is all you do. Then they cussed at me in chat multiple times.  
(9-year-old girl)

”

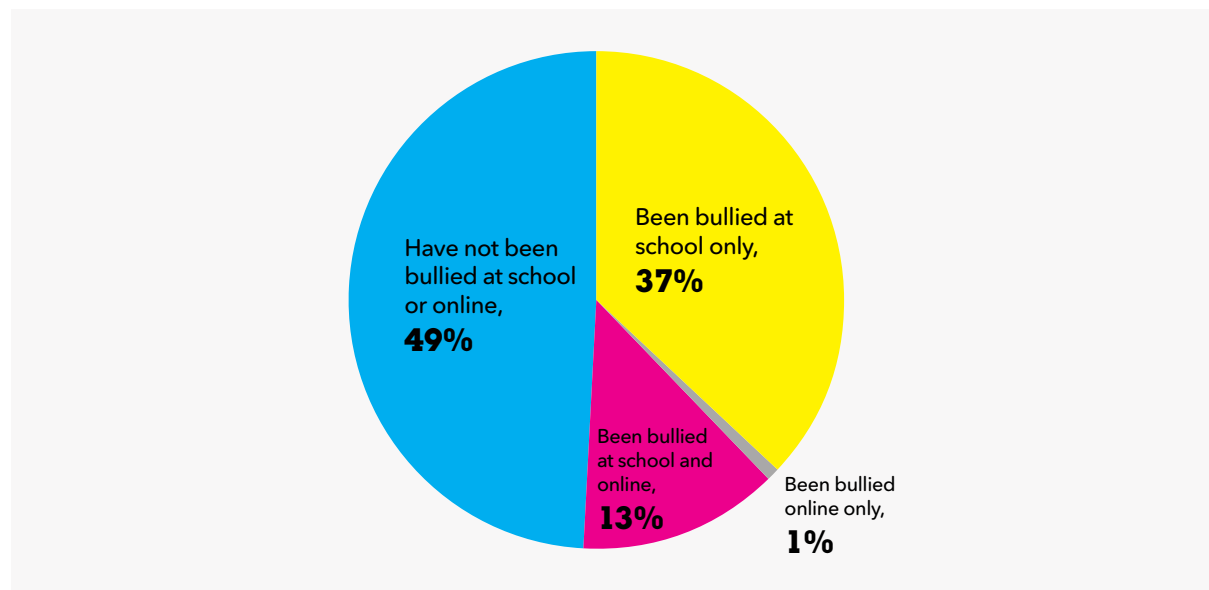
# TWEENS, BULLYING & CYBERBULLYING

## THE RELATIONSHIP BETWEEN BULLYING AT SCHOOL AND CYBERBULLYING

When it comes to cyberbullying, there tends to be an offline component of harm that occurs in conjunction with the online harm. That is, most youth who are targeted on social media, in games, or within other online environments are often also the ones being bullied at school. This has been shown in research involving older adolescents,<sup>28,29,54</sup> and it is notable that the pattern continues among tweens. As shown below, 13% of tweens were bullied online and at school, while only 1% were just bullied online. Said another way, 93% of those who experienced cyberbullying also experienced bullying at school and 26% of those who have been bullied at school have been bullied online.

What might this mean? Is there a population of youth more susceptible to being targeted and harmed, irrespective of the venue in which it might occur? Can these kids be identified and supported in more intentional ways? This knowledge underscores the importance of supporting cyberbullying targets since their victimization may very well be compounded at school.<sup>55</sup> It is also true that schools have an important role in dealing with cyberbullying behaviors because it is very likely the child is also being targeted at school.

### EXPERIENCE WITH SCHOOL BULLYING OR CYBERBULLYING 9- TO 12-YEAR-OLDS



“

On an app a lot of us use (TikTok) two kids made a video from our school at their sleepover. They took a year book and made fun of our shapes and looks. They dressed like us and made fun of us. They put it all over social media. It had our faces and names and school in it. Some of those kids did not even have that app. Then that night they made another one. Then me and my friend got aggravated. My friend's mom told the school the next morning but they could not do anything. So my friend moved schools the next year I have not seen her since. (11-year-old girl)

”

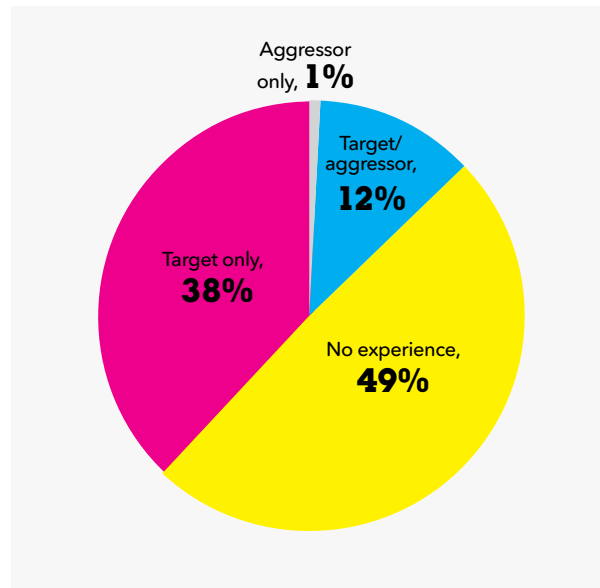
# TWEENS, BULLYING & CYBERBULLYING

## THE RELATIONSHIP BETWEEN VICTIMIZATION AND OFFENDING

Much research on teen bullying has examined the relationship between victimization and offending.<sup>56-58</sup> For example, in our 2019 national survey of 12- to 17-year-olds, 88% of youth who had bullied others at school had also been bullied at school themselves. Similarly, 77% of youth who had cyberbullied others had also been cyberbullied themselves. We observed similar patterns among the tweens in the current study. Twelve percent of the tweens were school bully-victims while three percent were cyberbully-victims. Most aggressors were also targets, for both school bullying and cyberbullying. Specifically, 89% of those who bullied at school were targets of school bullying and 85% of those who bullied others online were bullied themselves online. Because we asked about lifetime experiences at one point in time, we cannot speculate on whether tweens who bullied others were first bullied themselves or if they bullied others first. We simply know that if a tween has bullied others at school or online, it is highly likely they have also been bullied.

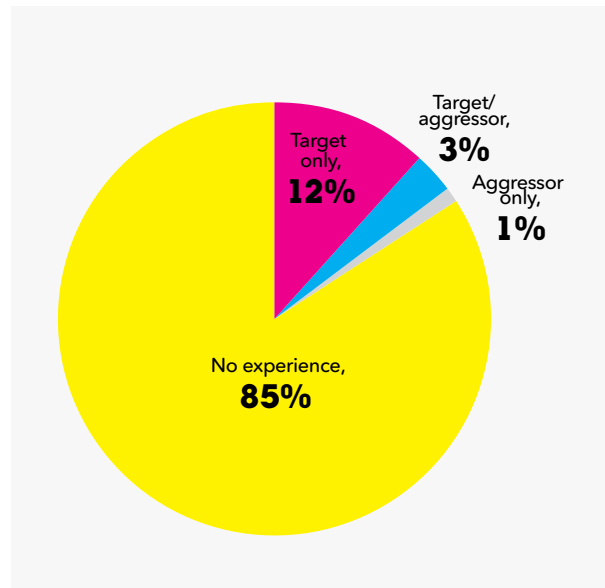
### EXPERIENCE AS A TARGET AND AGGRESSOR – SCHOOL BULLYING

9- TO 12-YEAR-OLDS



### EXPERIENCE AS A TARGET AND AGGRESSOR – CYBERBULLYING

9- TO 12-YEAR-OLDS

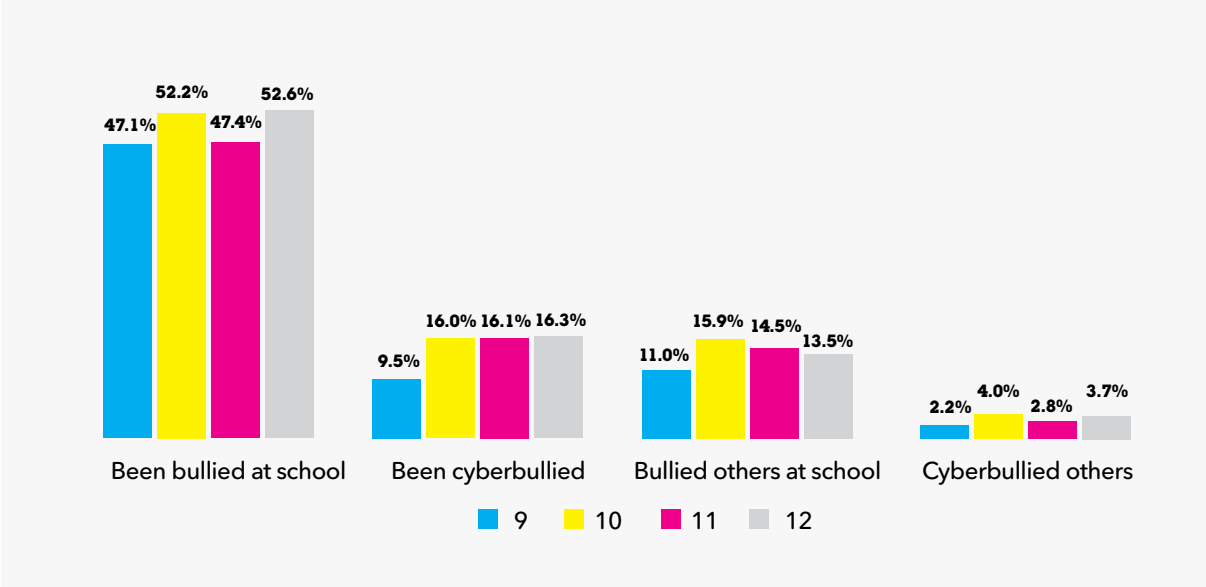


# TWEENS, BULLYING & CYBERBULLYING

## DEMOGRAPHIC DIFFERENCES IN BULLYING AND CYBERBULLYING

In the next series of charts, we present bullying and cyberbullying offending and victimization by various demographic characteristics. First, we look at age. In general, there wasn't much variation in bullying and cyberbullying experiences by age. Nine-year-olds were significantly less likely to have been cyberbullied than 10-, 11-, and 12-year-olds, but none of the other observed differences were statistically significant. While a significant number of tweens have experienced bullying and cyberbullying, research discussed above on teens shows that even more of them have experienced bullying and cyberbullying in middle and high school.

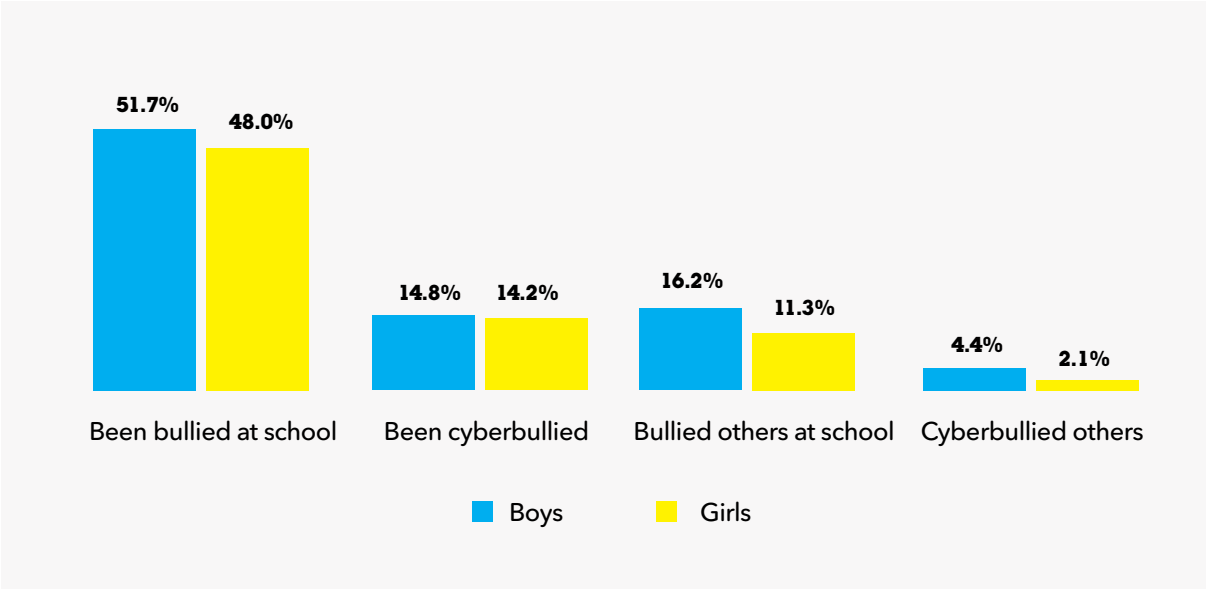
### BULLYING AND CYBERBULLYING BY AGE 9- TO 12-YEAR-OLDS



# TWEENS, BULLYING & CYBERBULLYING

When it comes to gender differences, boys were significantly more likely than girls to have bullied others at school (16.2% vs. 11.3%) and online (4.4% vs. 2.1%). This is in line with previous research involving both bullying<sup>44,59-62</sup> and cyberbullying among primary school students<sup>63,64</sup> in various countries outside of North America (no U.S. data is to be found). Statistically speaking, there was no difference between boys and girls on bullying and cyberbullying victimization; previous research has shown that girls are more likely to be bullied at school<sup>65,66</sup> but is inconclusive differentiating the role of gender when it comes to cyberbullying.<sup>1,67-70</sup>

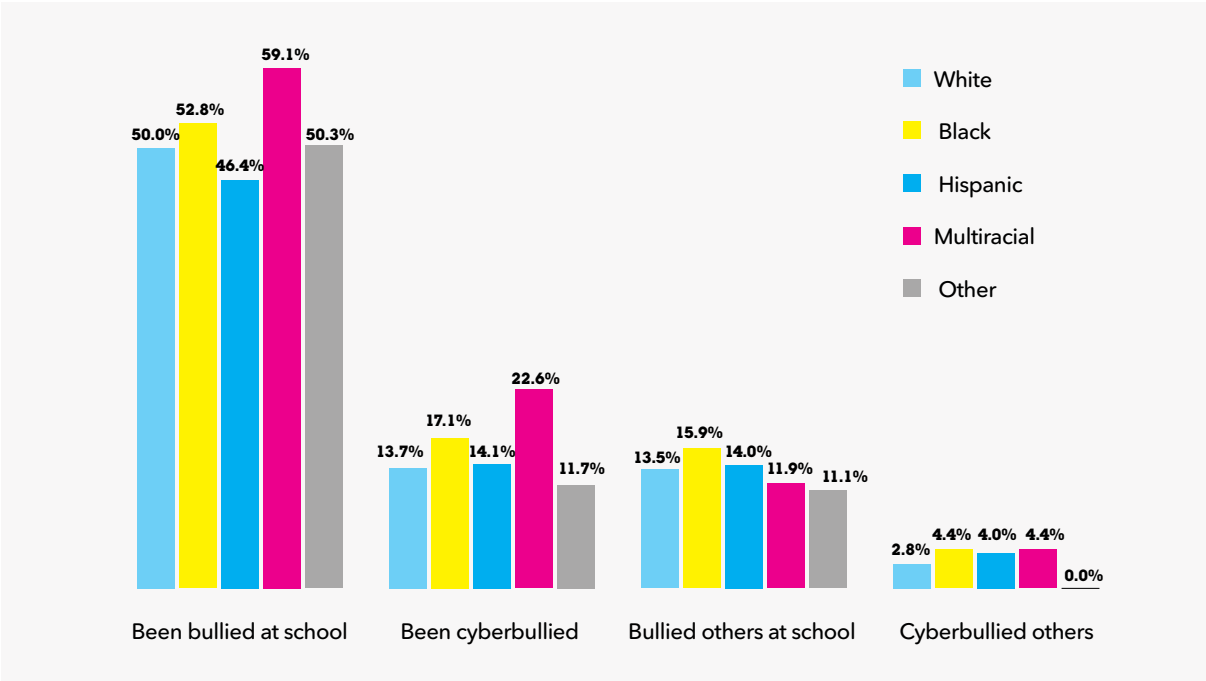
## BULLYING AND CYBERBULLYING BY GENDER 9- TO 12-YEAR-OLDS



# TWEENS, BULLYING & CYBERBULLYING

In terms of race, the distributions in the chart above show that bullying and cyberbullying is an equal opportunity phenomenon. The frequency with which offending and victimization occurs at school and online across the different racial groups is largely similar. For comparative purposes, one previous study involving data from the 2001-02 school year and a sample of 3,530 third, fourth, and fifth graders found that African American and Native American kids were significantly more likely to be school bullying aggressors, but certain races were not more likely to be targets.<sup>44</sup> Another study found that African American and Hispanic high schoolers were least likely to be bullied online,<sup>65</sup> while still another found that African American early adolescents were more likely to cyberbully others.<sup>71</sup>

## BULLYING AND CYBERBULLYING BY RACE 9- TO 12-YEAR-OLDS



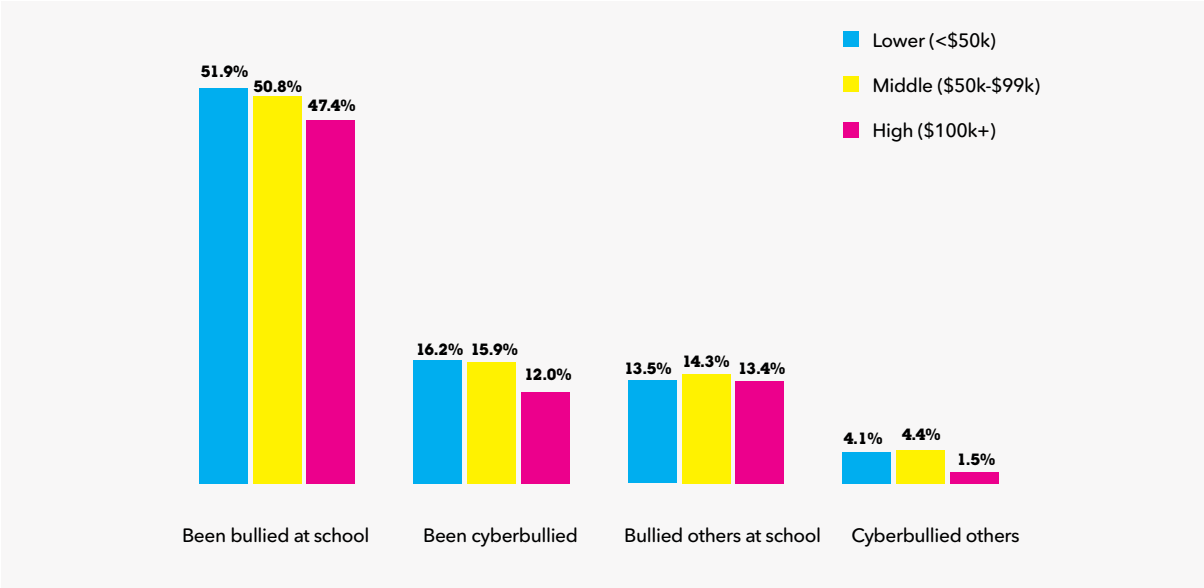
“ I get called mean names because I’m black and a girl. (9-year-old girl) ”



# TWEENS, BULLYING & CYBERBULLYING

We also wanted to see if bullying and cyberbullying was affected at all by two traditional measures of socioeconomic status. First, we examined household income. While the percentages across income groups were quite similar in number, we did observe one significant difference: those tweens who came from high income households were significantly less likely to cyberbully others. In a meta-analysis involving 28 studies examining the relationship between socioeconomic status (SES) and bullying, researchers found that victims and bully-victims were more likely to come from low SES homes, and that aggressors and targets were slightly less likely to come from high SES homes.<sup>72</sup> Low family income has been positively linked to cyberbullying perpetration in a study involving over 15,000 high schoolers from China,<sup>73</sup> while high family income was positively related to perpetration in another study involving 417 high schoolers from Turkey.<sup>74</sup>

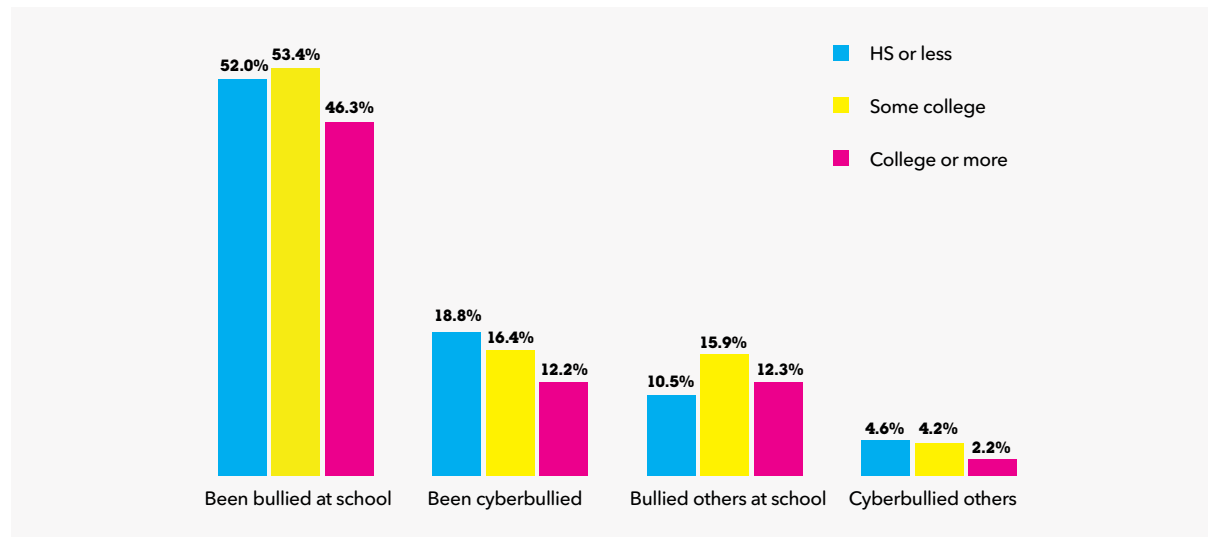
## BULLYING AND CYBERBULLYING BY HOUSEHOLD INCOME 9- TO 12-YEAR-OLDS



# TWEENS, BULLYING & CYBERBULLYING

Our second measure of socioeconomic status was the highest educational level of the tween's parent(s). Here again, the magnitude of the percentages were quite similar. The only statistically significant difference observed was tweens with parents who had a college degree or more were significantly less likely to have been bullied at school than those whose parents had just some college. To compare with previous research, a study done in the Netherlands involving 6,379 five- and six-year-olds found that lower educational attainment by the parents was associated with higher levels of being a bullying aggressor, victim, and both.<sup>75</sup> Another study done in the US with 1,023 fifth through seventh graders found that lower educational attainment by the father was linked to higher levels of both school bullying and cyberbullying perpetration.<sup>71</sup> That said, in the current research it doesn't appear that socioeconomic status (as measured by household income and parent education) has much of an impact on whether a tween will be bullied or cyberbullied, or will bully or cyberbully others.

## BULLYING AND CYBERBULLYING BY PARENT EDUCATION 9-TO 12-YEAR-OLDS



“

We were playing Fortnite and my friend kept getting killed by the same person, he was also supposed to be a friend. We kept telling him to stop, but he wouldn't listen, so we blocked him. (10-year-old boy)

”

# TWEENS, BULLYING & CYBERBULLYING

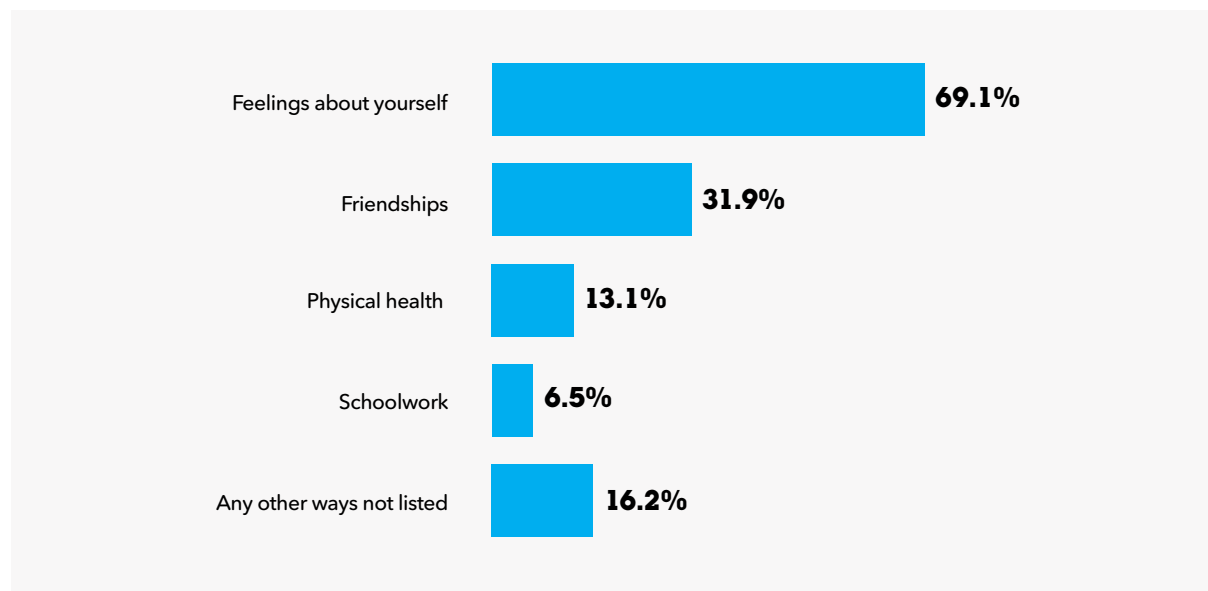
## EFFECTS OF CYBERBULLYING

Research has long demonstrated the negative psychosomatic consequences of bullying and cyberbullying victimization.<sup>11-17,76</sup> In the current study, nearly 70% of the tweens who were cyberbullied said it negatively impacted their feelings about their self. Almost one-third said it affected their friendships. Finally, 13.1% said it affected their physical health, while 6.5% shared it impacted their schoolwork.

Parents, educators, and other youth-serving adults must recognize the gravity of these implications for the future, especially when considering the vulnerable developmental arc of the tween years. It is understandable that cyberbullying undermines a student's social<sup>18,19</sup> and academic stability.<sup>20,21,77</sup> What is more alarming is the effect that cyberbullying seems to have on tweens' ego (their identity and sense of self)<sup>22,23</sup> and their physiological state,<sup>17,24</sup> particularly because research shows poorer mental and physical health during childhood can compromise personal and professional well-being during adulthood.<sup>25</sup>

### EFFECTS OF CYBERBULLYING

9- TO 12-YEAR-OLDS



Note: includes only those who were cyberbullied (n=150)

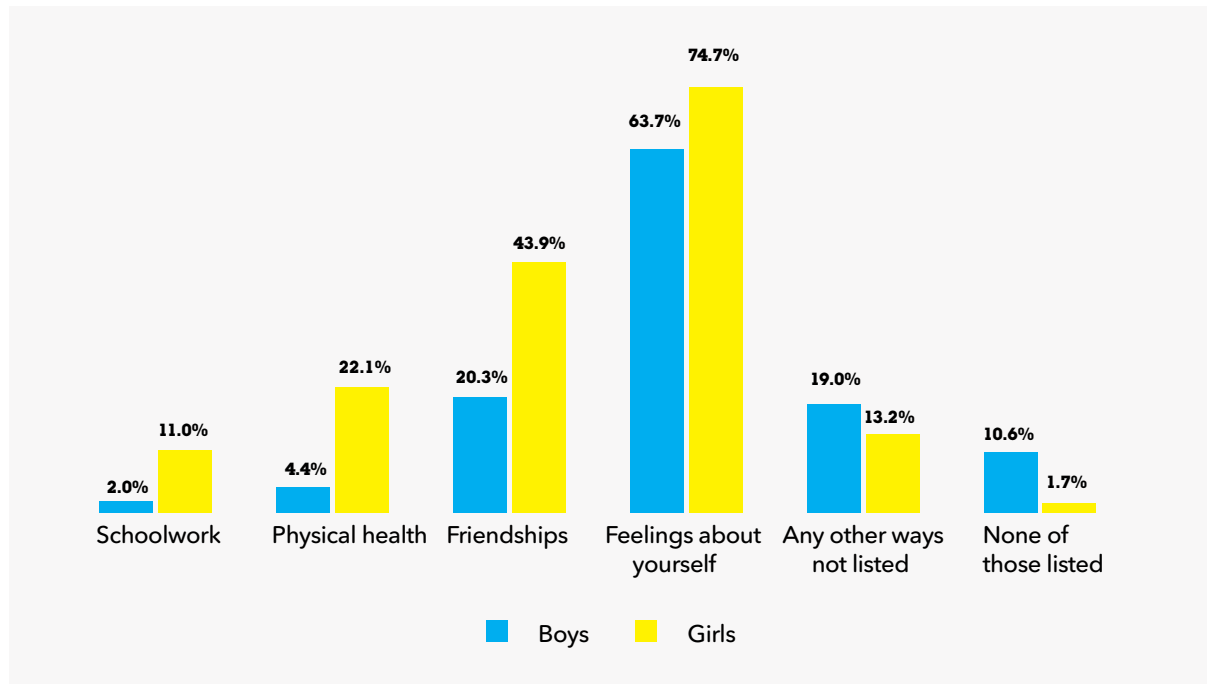
*"I was playing Roblox online and let a girl fix my house in the game and after that she acted badly with me, and she delete my house in the game, which made me sad and cry, because I had to start over the game. I told my mom what happened and she told me to block her from the game and be very careful the next time that I play with strangers, don't give her access to do things inside the Roblox in my game house." (11-year-old girl)*

Of note, tween girls seem to be affected more by experiences with cyberbullying than tween boys. Three out of four girls (74.7%) shared that victimization affected their feelings about themselves, and we know that negative feelings about oneself can lead to anxiety, depression, and even suicidal ideation.<sup>78-80</sup> Previous research is clear that those outcomes occur more often among girls than boys on account of bullying and cyberbullying victimization.<sup>81-84</sup> Girls were significantly more likely to say that being targeted hurt their friendships (44% compared to 20%) and schoolwork (11% compared to 2%). Notably, 22% of girls (compared to 4% of boys) said that it negatively affected their physical well being. This finding is borne out in other studies where bullied girls were much more likely to have poorer somatic health,<sup>85</sup> particularly as a result of indirect bullying (e.g., exclusion, spreading rumors, social sabotage)<sup>86</sup> and especially if the harm has a sexual component to it.<sup>87</sup>

# TWEENS, BULLYING & CYBERBULLYING

## EFFECTS OF CYBERBULLYING BY GENDER

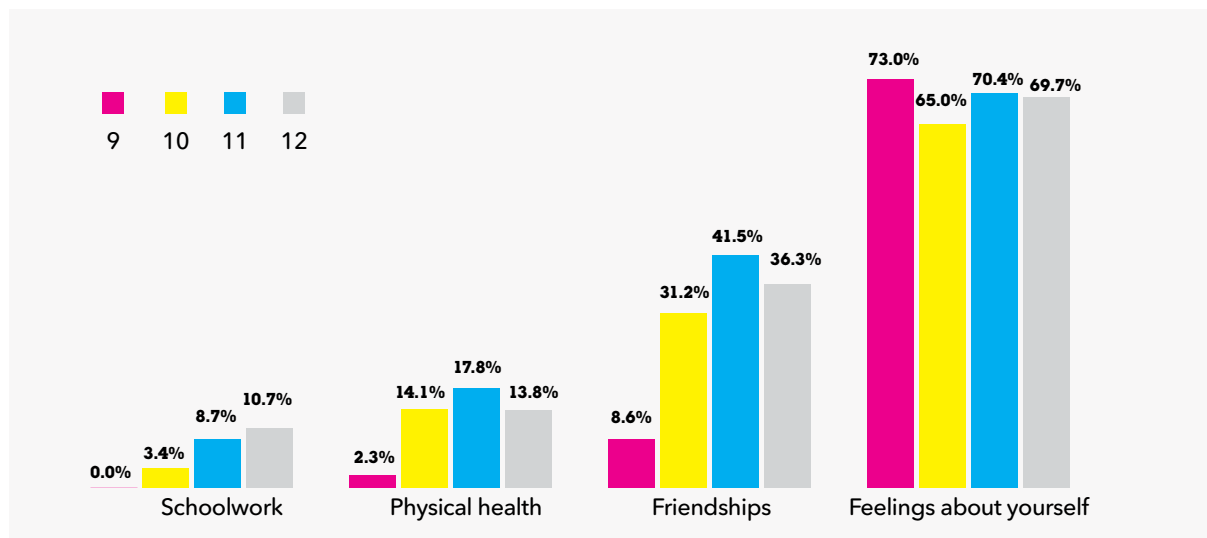
9- TO 12-YEAR-OLDS WHO WERE CYBERBULLIED (n=150; BOYS=76; GIRLS=74)



Effects of cyberbullying also evolved as tweens got older. While 9-year-olds were mostly hurt by their feelings about their selves, more 10- and 11-year-olds reported impacts on physical health. From the age of nine to eleven, the effects of cyberbullying on schoolwork, physical health, and friendships increased significantly while the effect on personal feelings remained relatively stable over time. Other research has found that middle school girls experience poorer health outcomes due to bullying than high school girls,<sup>88</sup> which underscores the comparative vulnerability of younger children and by extension the importance of this research.

## EFFECTS OF CYBERBULLYING BY AGE

9- TO 12-YEAR-OLDS WHO WERE CYBERBULLIED (n=150; NINE=24; TEN=40; ELEVEN=42; TWELVE=43)



# TWEENS, BULLYING & CYBERBULLYING

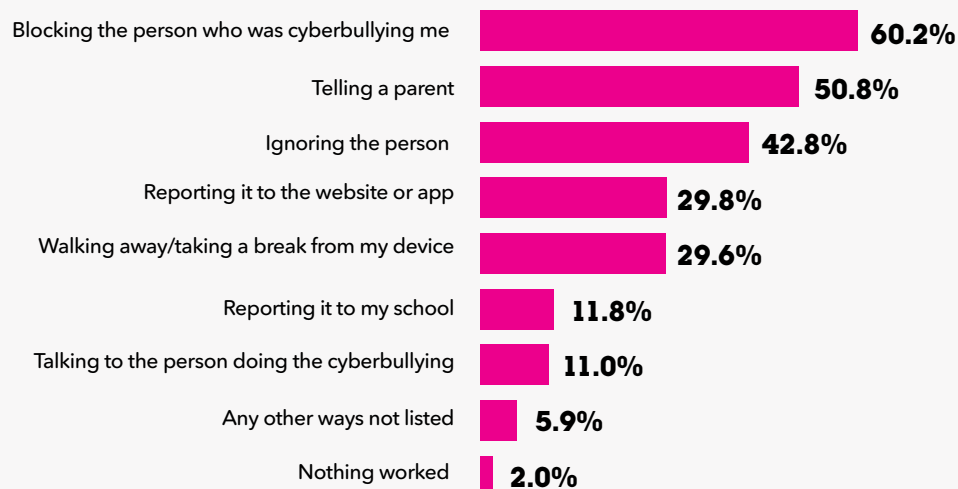
## WHAT WORKED TO STOP CYBERBULLYING

Tweens used a variety of strategies to stop cyberbullying when they experienced it. Blocking the person who was behaving badly worked for 60% of the tweens who had been cyberbullied. Not surprisingly, tweens were also likely to turn to parents for help in cyberbullying situations and over half who had been cyberbullied said telling a parent was useful in stopping the behavior. Ignoring the person (42.8%), reporting the incident to the app (29.8%), and simply taking a break from the device (29.6%) also helped in many cases. These findings are very similar to what we have seen in our studies of teens.<sup>89</sup> For both groups, blocking the person was the number one most effective tool at stopping cyberbullying, while telling a parent and ignoring the person rounded out the top three. Relatively few tweens who were targeted said reporting it to the school helped to stop the cyberbullying (11.8%). It is important to note that even though we asked students to report lifetime experiences with cyberbullying (and what worked to stop it), these data were collected during the COVID-19 pandemic (June-July, 2020), and as a result students weren't in schools at the time.

It is promising to see that a solid proportion of youth are talking to their parent(s) when they are bullied online (perhaps partially a function of spending more time with parents during the COVID-19 pandemic), but we do wish these numbers were even higher. Relatedly, it is unfortunate to see that the vast majority of tweens are hesitant to report the abusive behavior to the site/app/game, even though their Terms of Service typically prohibit any forms of harassment and bullying, and they each provide features to block, report, or mute aggressors. Also, we wish we would have seen more youth demonstrate positive coping skills like walking away from heated online situations. These findings, though, help point to online safety and well-being strategies that we can teach tweens in schools, homes, and even within apps and games.

### STOPPING CYBERBULLYING

9- TO 12-YEAR-OLDS WHO WERE CYBERBULLIED (n=150)



“

If they are being rude I blocked them and don't accept them.  
(9-year-old-boy)

”

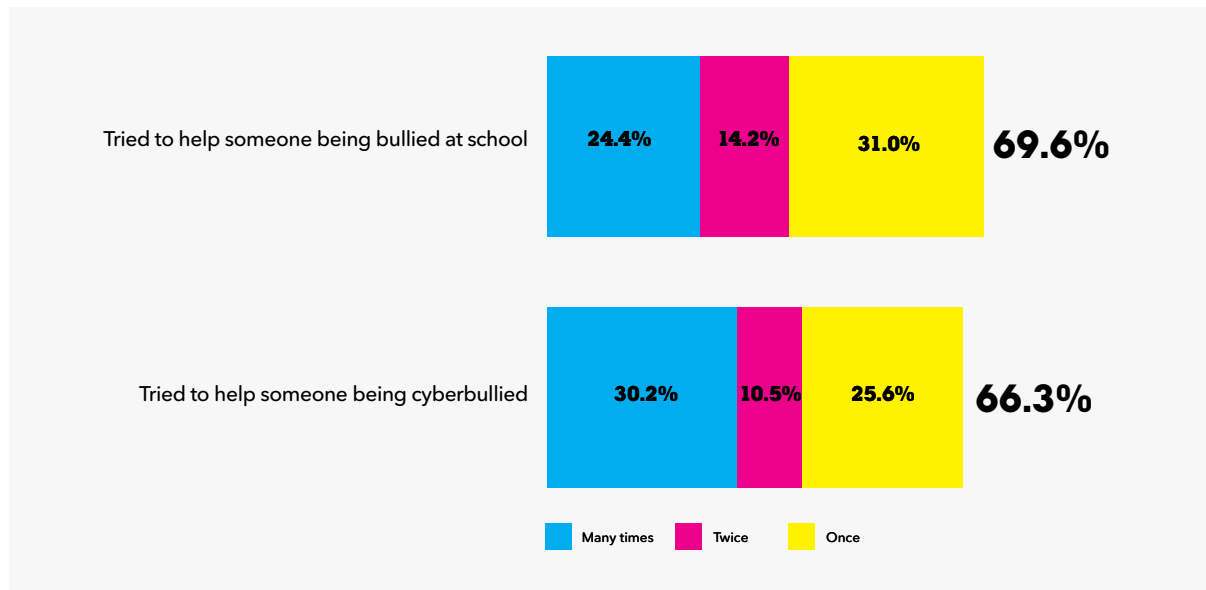
# HELPING BEHAVIORS

Though bullying and cyberbullying are occurring among tweens in America, it is encouraging to note that the vast majority have sought to help those being targeted when they see it happen.

Previous research has found that younger students are more likely than older students to intervene in school bullying,<sup>26,27</sup> but that the relevance of age becomes less important when it comes to cyberbullying.<sup>28,29</sup> The current study shows that about two-thirds of tweens are willing to step in to defend, support, or otherwise assist those who are bullied at school and online when they see it. We did find that girls were significantly more likely to help than boys when they saw bullying at school (74% compared to 65%), but there was no difference when it came to cyberbullying. Interestingly, older students were significantly more likely to help when it came to school bullying (62% of 9-year-olds compared to 75% of 12-year-olds) but significantly less likely to help with cyberbullying (92% of 9-year-olds compared to 58% of 12-year-olds). We're not exactly sure what explains this pattern, and more research is needed to uncover potential reasons for such a finding. Nevertheless, the importance of helping behaviors should be reiterated, reinforced, and rewarded as early in life as possible so that such actions become habitual instead of based solely on emotions in the moment.

## EXPERIENCE WITH HELPING

9- TO 12-YEAR-OLDS WHO HAD SEEN BULLYING AT SCHOOL (n=667) OR CYBERBULLYING (n=154)



While I was at school, I saw someone getting picked on and he told me he kept getting picked on. I told the person that was picking on him to either stay away and stop picking on the kid or I would tell on him. The kid that was bullying told me to tell on him so I did. The teacher told the kid if he kept on being mean, he would receive a level 2 write up. (9-year-old boy)



# HELPING BEHAVIORS

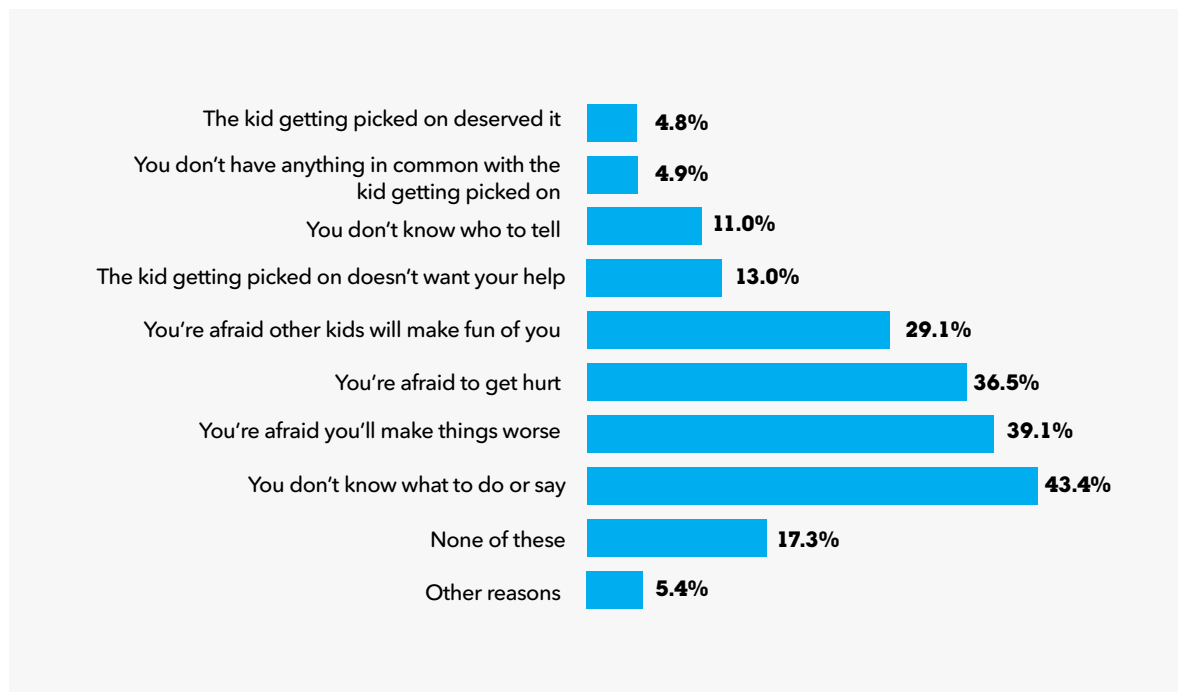
Even though the majority of tweens said that they had done something to help when they saw school bullying or cyberbullying, some did not (or did not in all cases). We asked tweens to tell us what kept them from helping. Most often, they didn't know what to say or thought doing so would just make it worse. When it came to school bullying, more than one third of the tweens who had seen bullying didn't help because they were afraid they would get hurt. This, of course, is a valid concern. It is important to empower students with strategies to help in ways that don't put their physical safety at risk. As a possible solution, we have seen success in various schools through the use of anonymous reporting systems, which can be set up using specialized "freemium apps" or even Google Voice. For cyberbullying, not knowing how to report it online was a barrier for more than a quarter of those who saw it happen.

Based on our experiences working with students across the United States, we have found that they want to speak up and let adults know what is going on (both offline and online), but they don't necessarily know what to do and are very nervous that whatever action they take will backfire on them. They are not sure who specifically to approach, they don't want it to lead to them next being targeted, and they don't want to be identified and considered a "tattletale," "narc," or "rat."

Among other reasons listed, several tweens said that they didn't want to get in trouble. This is very telling and problematic. It is important for parents, educators, and others who work with youth to convey to them that they will not get in trouble for reporting bullying. The challenge is that those adults are viewed (rightly) as being in positions of power, and are the ones who bring disciplinary sanctions or other unwanted consequences (such as confiscating devices or prohibiting social media use). Kids have also likely heard horror stories and cautionary tales from their friends about how going to an adult for help backfired in some way (the adult responded irrationally, conferred blame and criticism, didn't take the time to understand the context or empathize, or was apathetic and dismissive). Adults need to convey to any and all kids that they are there to listen, discuss, provide advice, and help move toward a resolution in a compassionate, nonjudgmental manner. And kids need to give those adults a chance to come through for them.

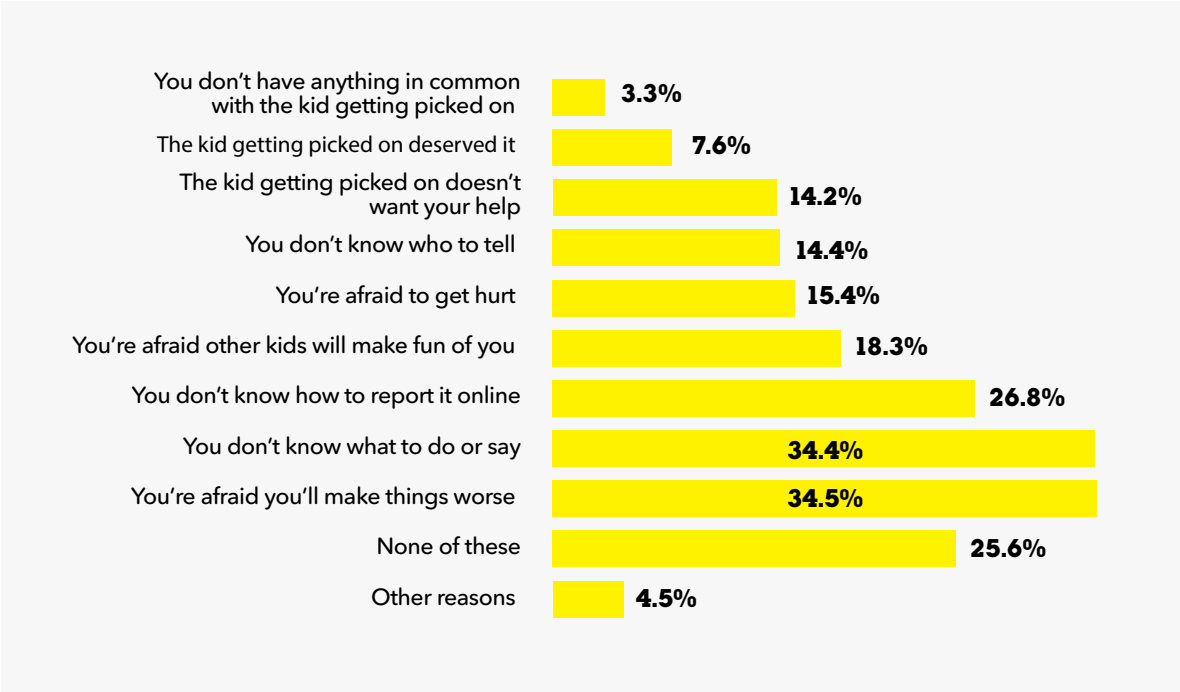
## **BARRIERS TO HELPING WHEN TWEENS WITNESS SCHOOL BULLYING**

9- TO 12-YEAR-OLDS WHO HAD SEEN BULLYING AT SCHOOL (n=667)



# HELPING BEHAVIORS

## BARRIERS TO HELPING WHEN TWEENS WITNESS CYBERBULLYING 9- TO 12-YEAR-OLDS WHO HAD SEEN CYBERBULLYING AT SCHOOL (n=154)





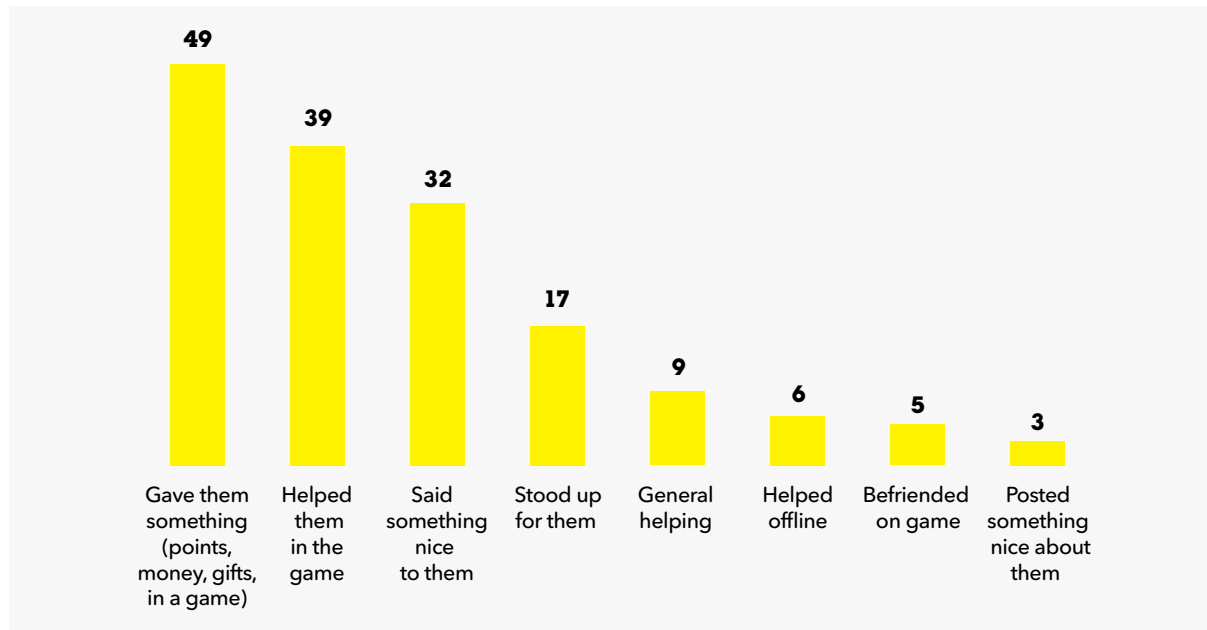
# HELPING BEHAVIORS

## TWEEN KINDNESS ONLINE

We also asked tweens to tell us in their own words about a time where they had done something kind for someone online that they didn't know. Quite a few of the tweens either said they were not online (n=57) or were not allowed to interact with people online that they didn't know (n=62). But 160 tweens did tell us about situations where they had helped someone that they didn't know. The chart below summarizes these responses. Most often, tweens offered a gift or help within an online game. In other instances, tweens said something nice to someone who was being made fun of, or stood up for someone being mistreated, or intentionally sought out opportunities to demonstrate kindness (which is quite a mark of maturity).

### ACTS OF KINDNESS TOWARD STRANGERS ONLINE

9- TO 12-YEAR-OLDS WHO HAD GIVEN AN EXAMPLE OF BEING KIND TO A STRANGER ONLINE (NUMBER)



Examples:

*"I play Roblox a lot and there's this game where you trade pets and someone got scammed (meaning someone tricked the person into giving them the pet) and they lost one of the best pets in the game so i gave them one of mine." (12-year-old girl)*

*"When I play Fortnite there are kids who make fun of other kids saying they are weak players and that they should leave. Sometimes they purposely kick the kid out of the game. I really couldn't do anything but disagree about the player skills in the game. Saying they were good players and I liked playing along with them." (12-year-old boy)*

*"I always pick one person every day to say how great they are. It's always nice to hear something good once in a while." (11-year-old girl)*



While playing an online game, I told another player how well he scored. (12-year-old boy)

I stood up for someone online when someone says something mean to them. (12-year-old girl)

I was playing Pokémon and gave a random person a max level Pokémon just because. (9-year-old boy)

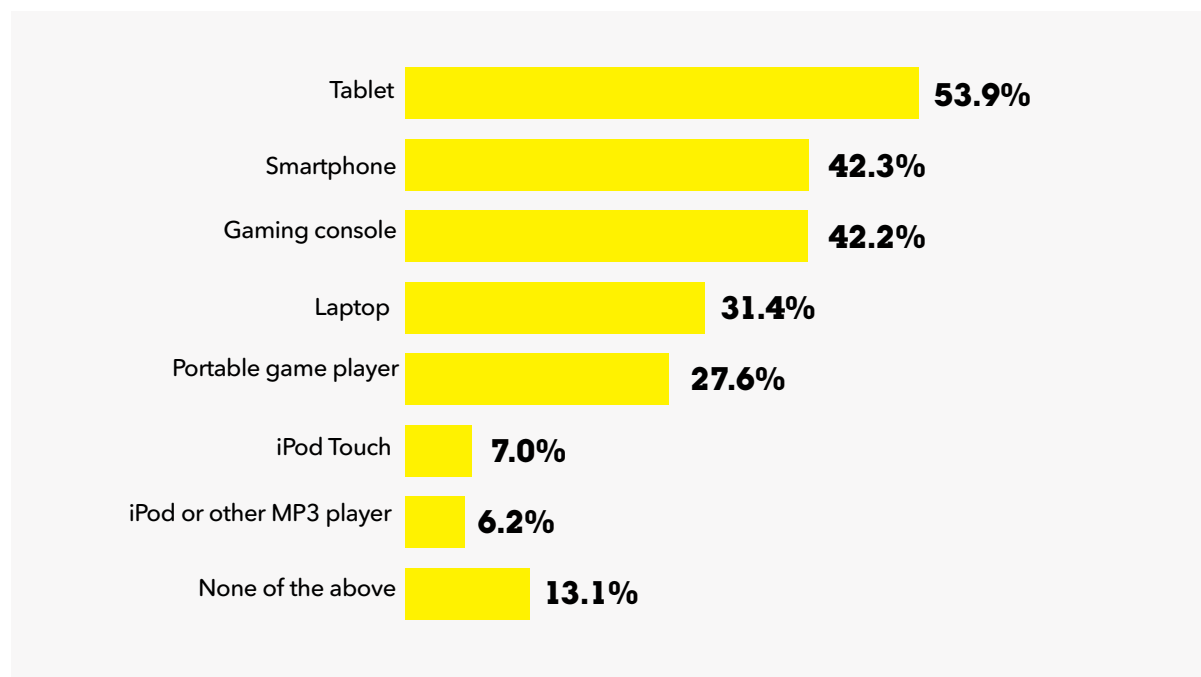


# TWEEN TECHNOLOGY USE

Technology access and use by children remain major topics of interest to many, largely because of the heavily contested debate surrounding “screen time”<sup>90,91</sup> and the concerns about online victimization (including cyberbullying, but also online predators, sexual content, impersonation, password breaches, and more) that have held its grip on parents for the last two decades.<sup>92-96</sup> We know that nearly all teenagers have their own electronic devices,<sup>97</sup> but it is clear that many tweens do as well. Research by Common Sense Media in 2019 found that 41% of 8- to 12-year-olds had their own smartphone, 52% had their own tablet, 23% had their own laptop, and 12% had their own iPod Touch.

In the current study, we found very similar results. Almost one-third have their own laptop, two out of five have their own smartphone, two out of five have their own gaming console, and over half have their own tablet. Only 13% of tweens said they did not have any of the devices listed. Parents are purchasing these devices for their children to help meet their academic, social, relational, and – of course – entertainment needs, and we expect access and use to continue to grow among this population.

## TWEENS WITH THEIR OWN DEVICES 9- TO 12-YEAR-OLDS

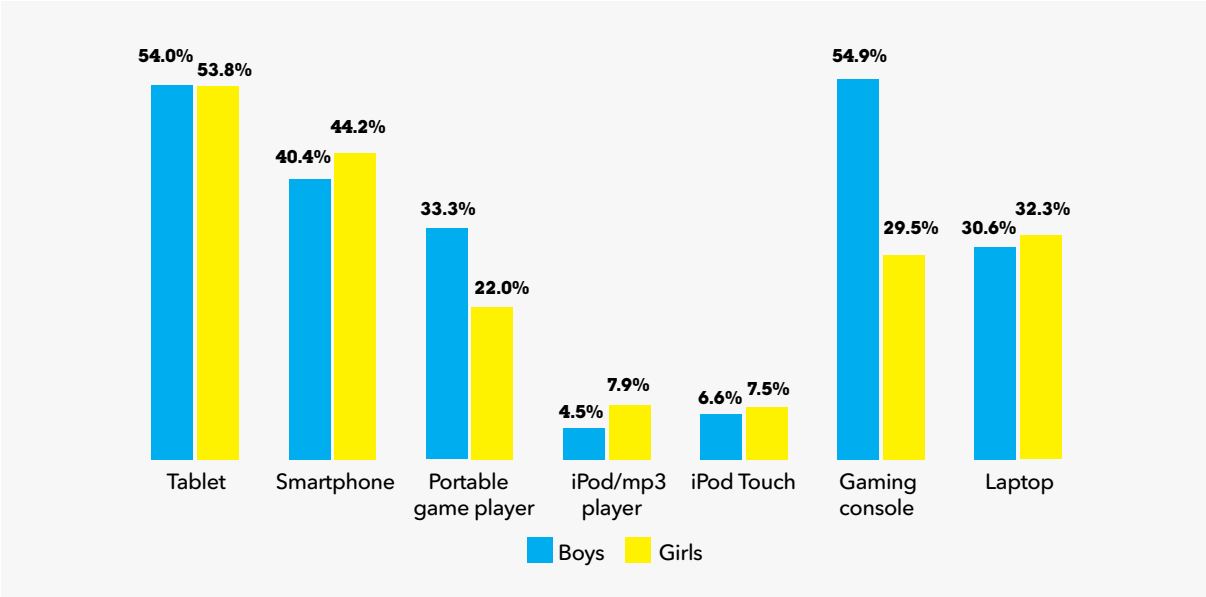


# TWEEN TECHNOLOGY USE

Device use across gender is fairly even when we look at the personal ownership of tablets, smartphones, iPods and MP3 players, and laptops. Differences arise, though, with portable game players (33.3% of boys vs. 22% of girls) and gaming consoles (54.9% of boys vs. 29.5% of girls). This coheres with longstanding findings in the literature base where boys tend to participate in gaming more often than girls,<sup>9,98-100</sup> and so understandably would more frequently own the devices to facilitate this.

## DEVICES BY GENDER

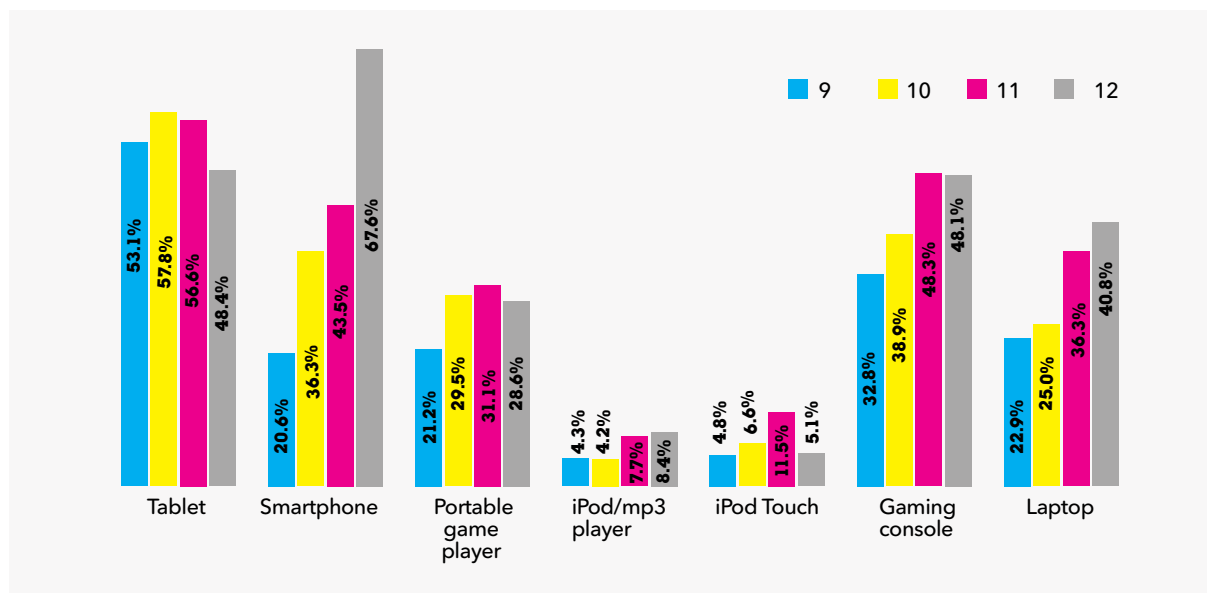
9-TO 12-YEAR-OLDS



# TWEEN TECHNOLOGY USE

When parsing device ownership by age, what we found was quite intuitive. As tweens get older, they are more likely to have ownership of smartphones, gaming consoles, and laptops. Fewer than one-quarter of 9-year-olds have their own smartphone compared to more than two-thirds of 12-year-olds. This trend didn't quite hold for tablets, portable game players, and iPods and MP3 players. All judgment aside, many parents may introduce their children to those devices at an earlier age and use them to entertain, soothe, and occupy<sup>101-103</sup> much like parents of the previous generation used the television to accomplish the same ends.<sup>104</sup>

## DEVICES BY AGE 9- TO 12-YEAR-OLDS

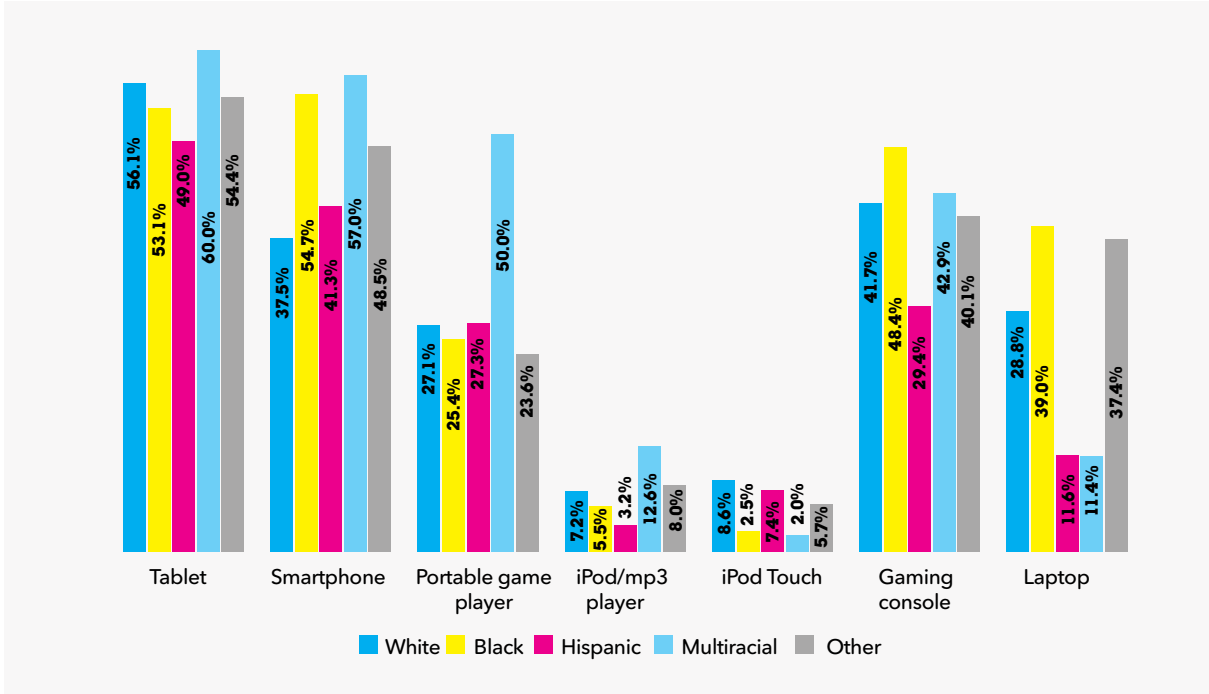


# TWEEN TECHNOLOGY USE

When looking at racial differences across device ownership, no major findings surfaced except that black and multiracial tweens were more likely to have smartphones and gaming consoles than their counterparts. That said, we don't know how many hours per day each group uses these devices, what type of instruction they received from their parents about safe use, or how much parental monitoring is occurring. More questions here arise than answers when it comes to making inferences about the relationship between race and device ownership.

## DEVICES BY RACE

9- TO 12-YEAR-OLDS

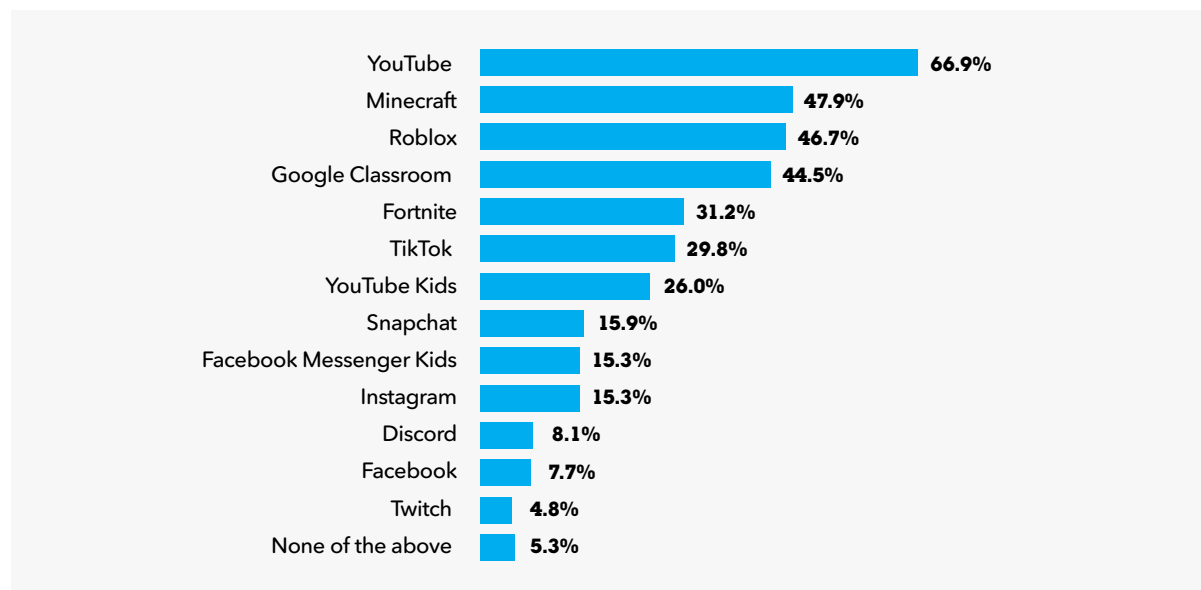


# TWEEN TECHNOLOGY USE

We also wanted to also understand the social media and gaming apps that tweens in 2020 were using. For the purposes of this report, “social media” is used in a broad sense to represent the apps and websites that allow users to post content and/or interact with others online. Social media is an imperfect term because the functionality to share and interact varies across each environment, and each tends to be optimized for different purposes. For instance, some social media apps focus on the sharing of pictures and videos, while others help to build communities around content creators and live-streamers. When assessing the online activities of tweens, we also included a few gaming apps that allow for player interaction (Minecraft, Roblox, and Fortnite).

The runaway favorite was YouTube (66.9%); the standalone kid-friendly version (YouTube Kids) was used by 26% of students, but admittedly is designed for those 8 and under. “Sandbox games” Minecraft and Roblox (where the object is to build your own creations, adventures, and worlds with simple cubic elements) came in as a close second and third in popularity (47.9% and 46.7% respectively). When it comes to the most popular social media apps in the world, each technically require users to be 13 years of age or older (or require a parent to set up the account). We know, though, that kids often lie about their age when signing up, or sign up (or login) with a family member’s (or friend’s) assistance or credentials.<sup>30-32</sup> TikTok (29.8%), Snapchat (15.9%), Instagram (15.3%), and Facebook Messenger Kids (15.3%) were used by a meaningful proportion of tweens. As a final point here, some apps which have gained prominence in the last few years due to their livestreaming functionality and community building approach are beginning to catch on among tweens (Discord: 8.1%; Twitch: 4.8%). Overall, 94% of students said they used at least one of the apps listed (92% have used one or more of the most popular social media, streaming, and gaming apps - excluding Google Classroom). If we also exclude Facebook Messenger Kids and YouTube Kids, 89% of tweens have used one or more of the remaining social apps listed.

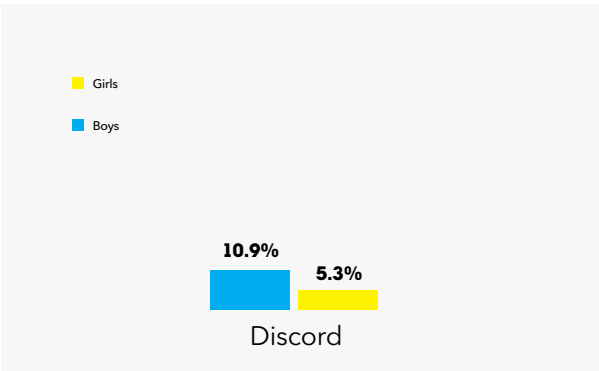
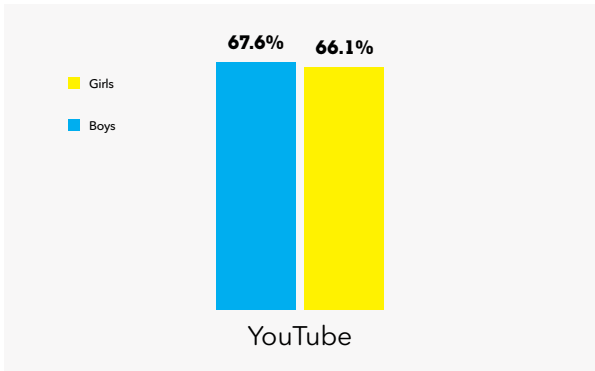
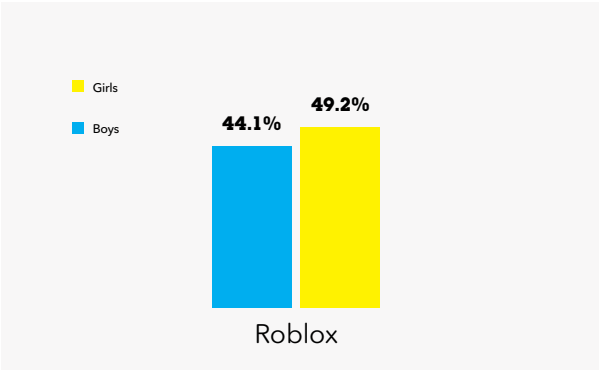
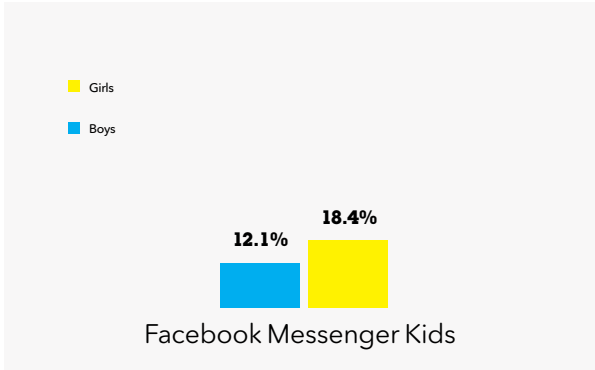
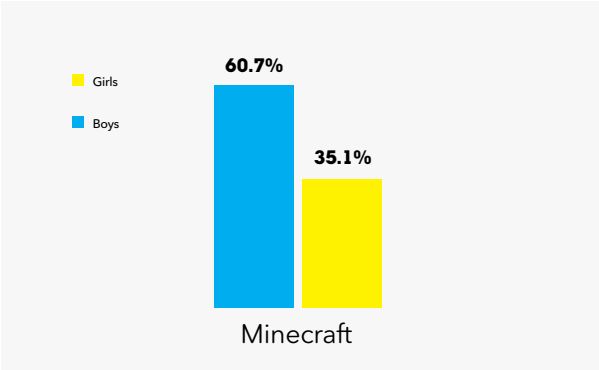
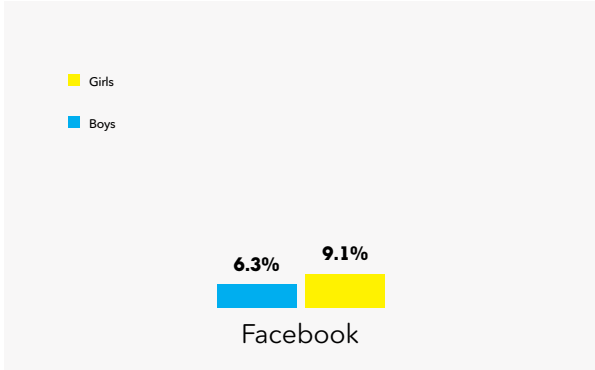
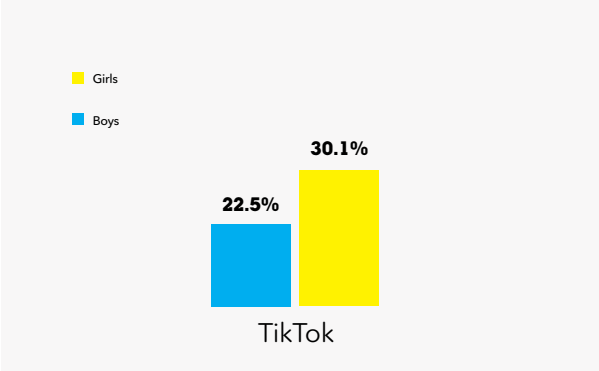
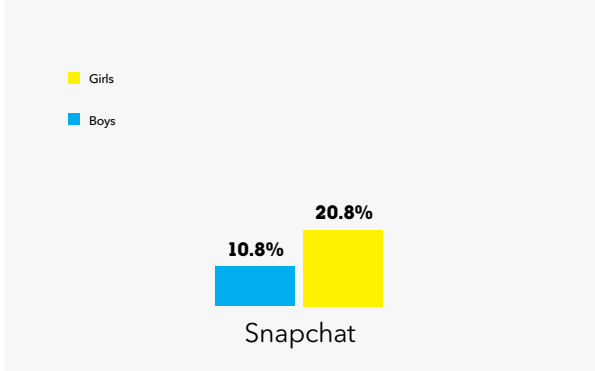
## APPS AND GAMES TWEENS HAVE USED IN THE LAST YEAR 9- TO 12-YEAR-OLDS



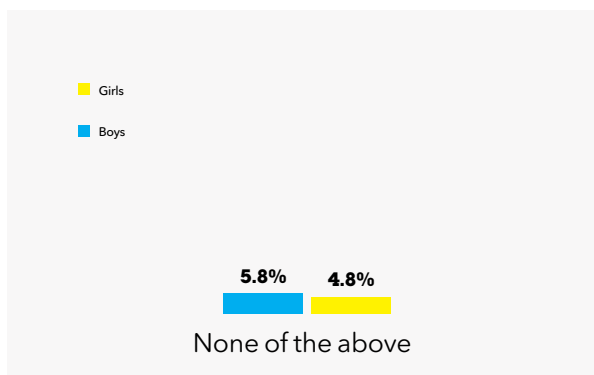
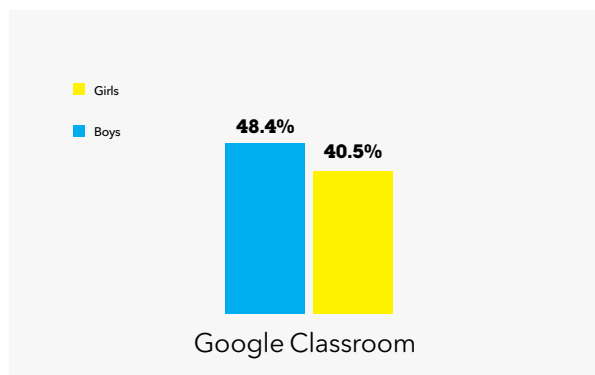
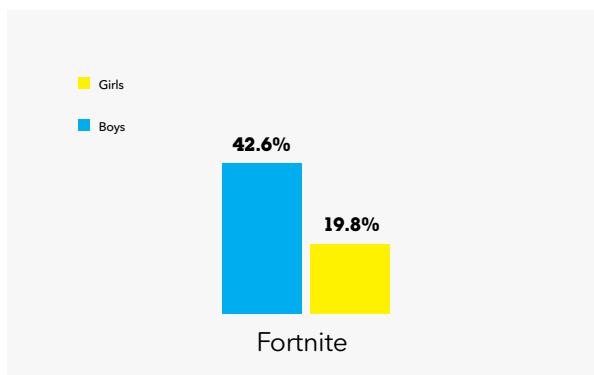
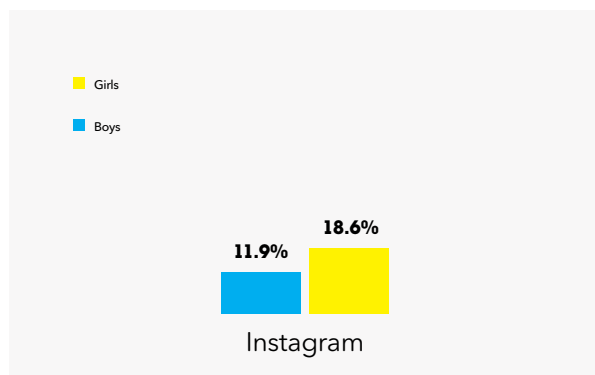
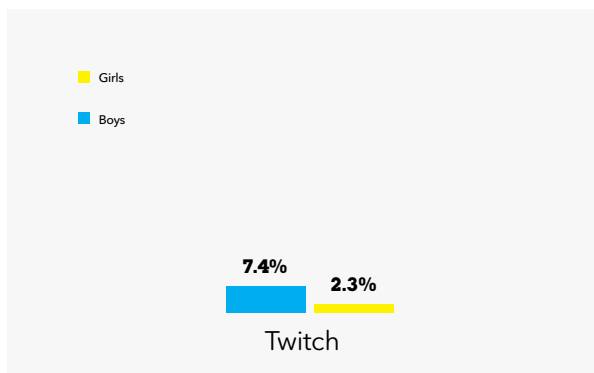
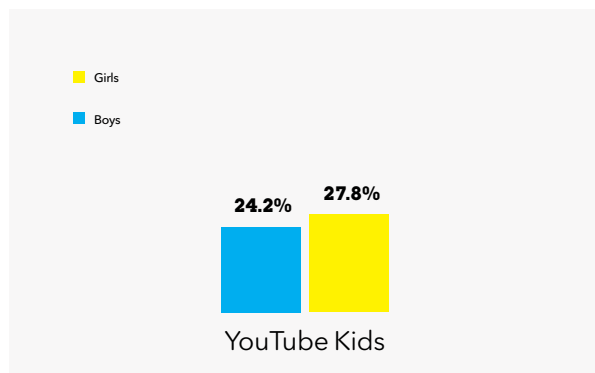
When it comes to the apps and games that tweens most frequently use over the last year, we see that more boys than girls use Minecraft, Fortnite, Twitch, and Discord, but more girls than boys use Instagram, Snapchat, TikTok, and Facebook Messenger Kids. The remaining apps are used relatively equally by both boys and girls.

# TWEEN TECHNOLOGY USE

## APPS AND GAMES TWEENS HAVE USED IN THE LAST YEAR - BY GENDER 9- TO 12-YEAR-OLDS



# TWEEN TECHNOLOGY USE

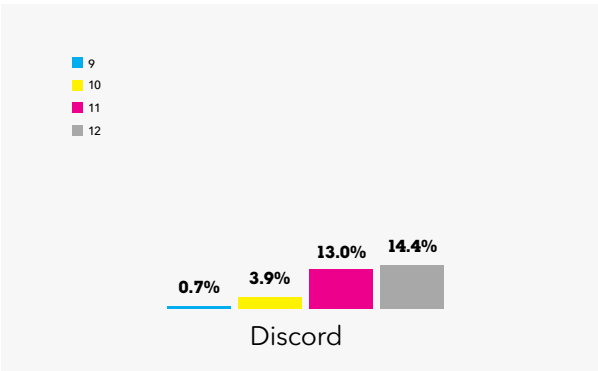
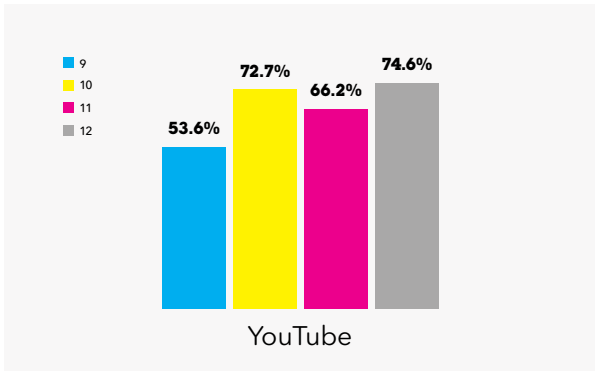
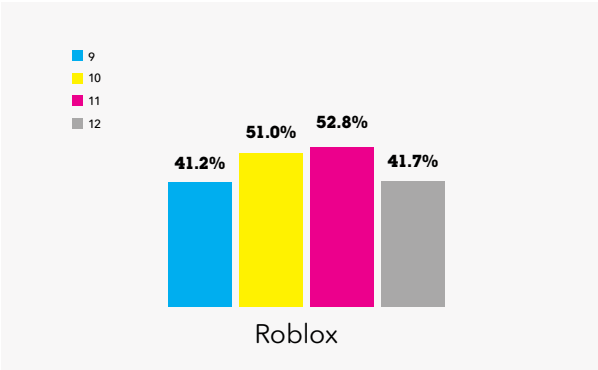
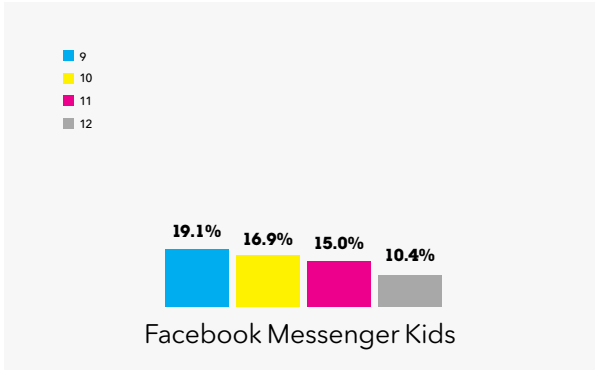
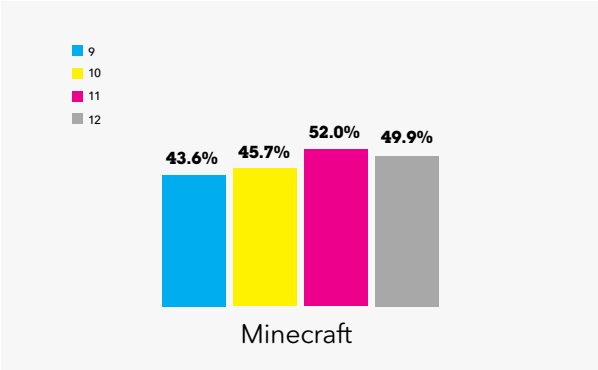
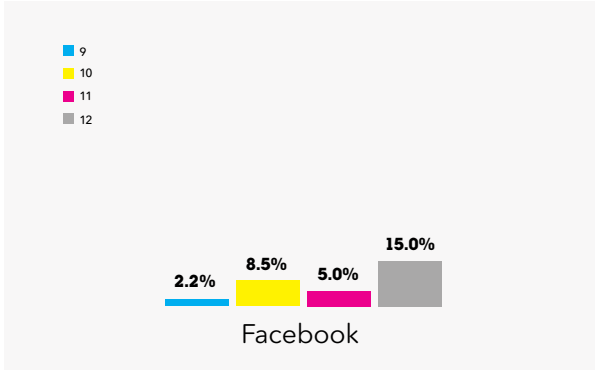
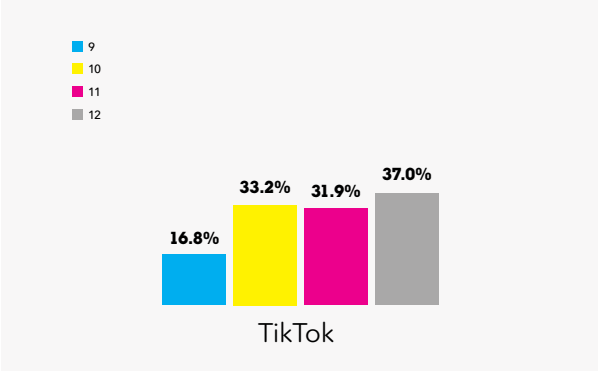
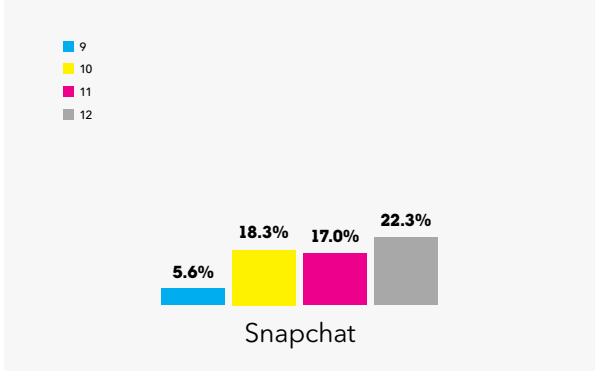


For the most part, as tweens got older, they were more likely to have used major social media apps and games. Only 3% of nine-year-olds used Instagram in the last year, but that percentage ballooned to 28.8% of twelve-year-olds. Only 5.6% of nine-year-olds used Snapchat in the last year, but that number grew to 22.3% when looking at twelve-year-olds. Relatedly, 16.8% of nine-year-olds used TikTok, but we found that 37% of twelve-year-olds did. This makes sense, as more parents might allow their kids to get on the most popular apps intended for all ages after proving they can be responsible on apps intended for young children, or because an older child is more likely to get a phone (and subsequent access to various apps). Interestingly, the proportion of tweens who played Minecraft or Roblox barely changed between 9-, 10-, 11-, and 12-year-olds. Of course, the exception was Facebook Messenger Kids and YouTube Kids, which are marketed towards younger children (as is obvious from their very names).

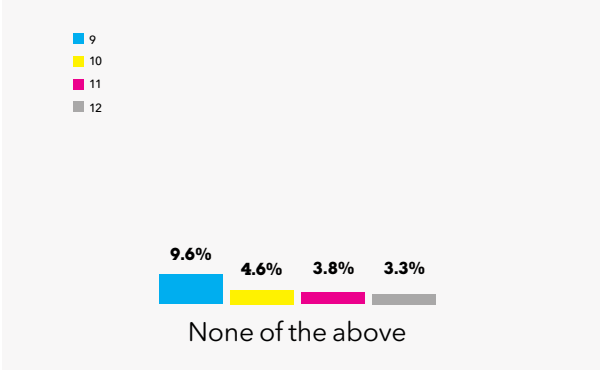
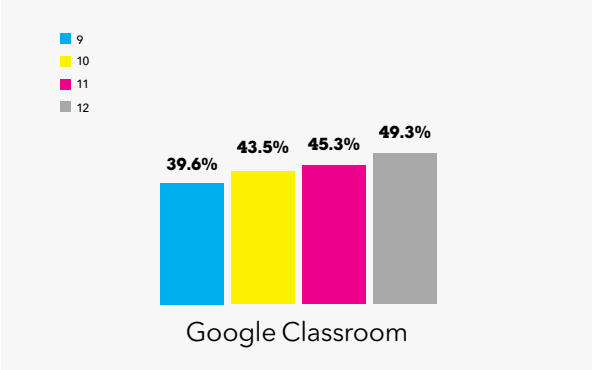
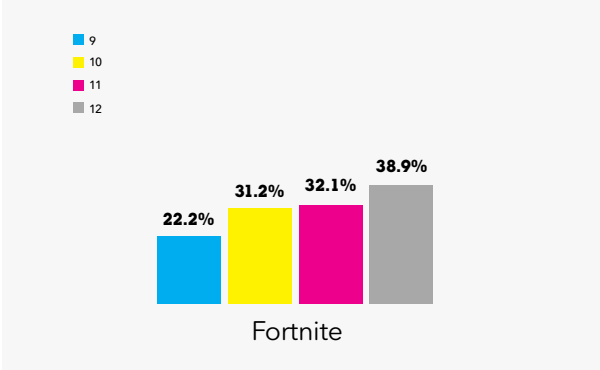
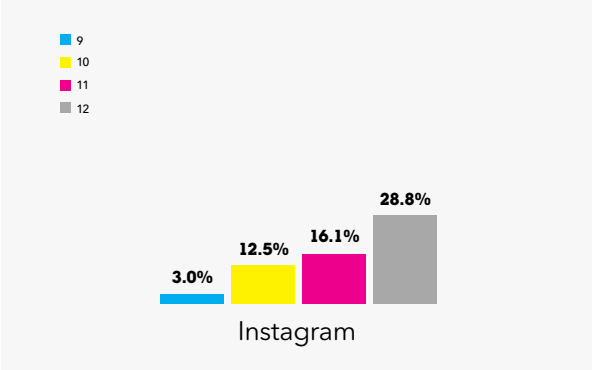
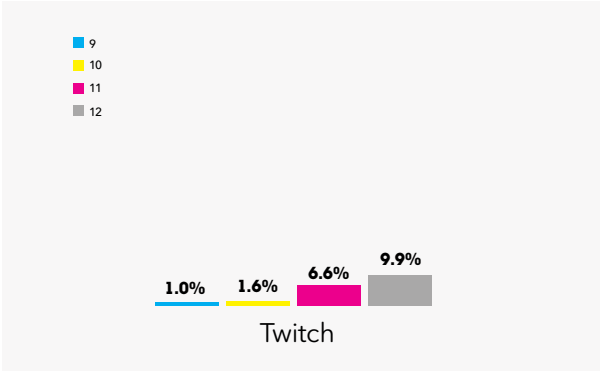
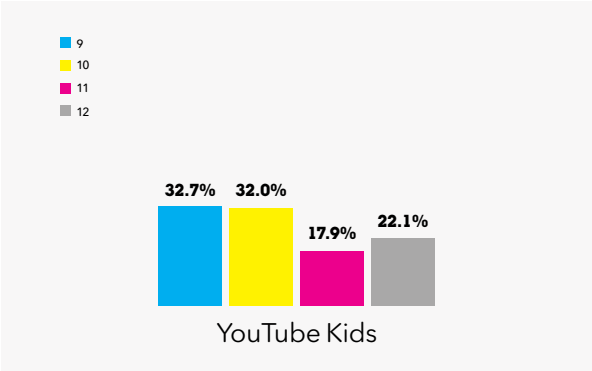


# TWEEN TECHNOLOGY USE

## APPS AND GAMES TWEENS HAVE USED IN THE LAST YEAR – BY AGE 9-TO 12-YEAR-OLDS

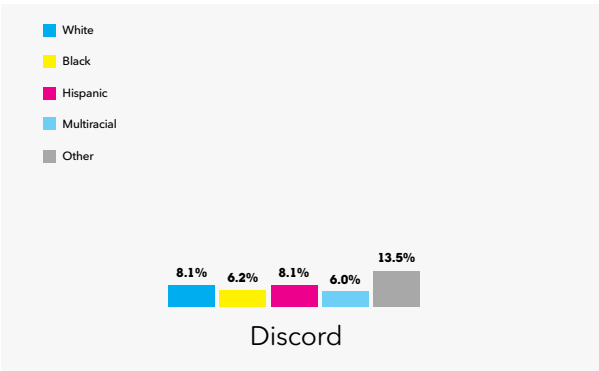
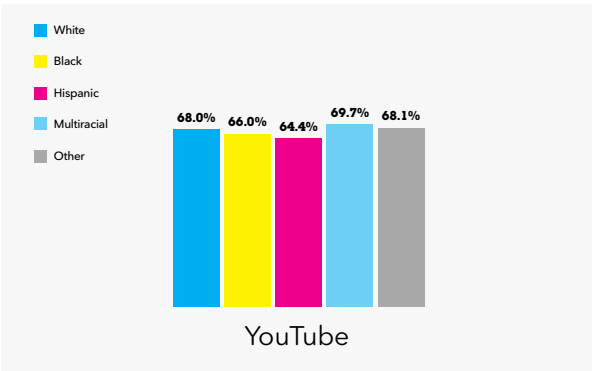
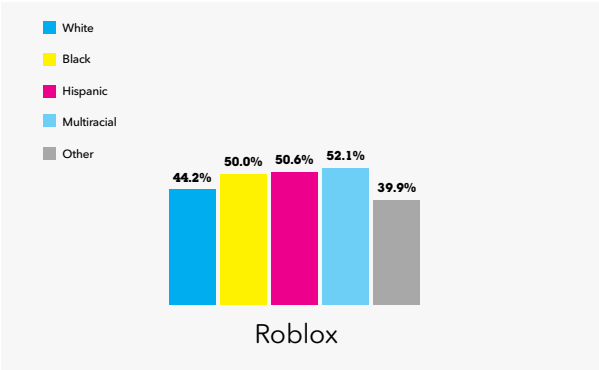
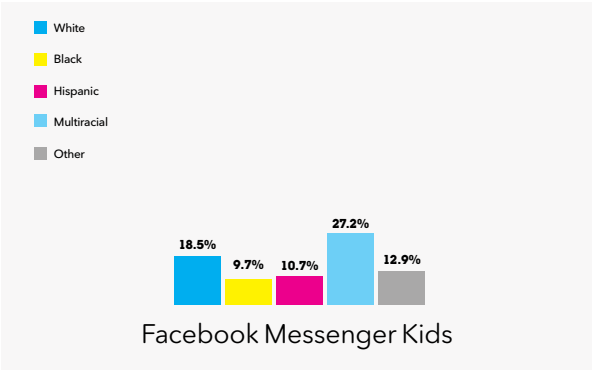
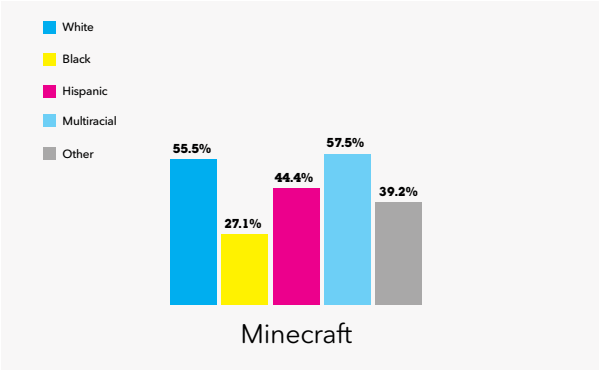
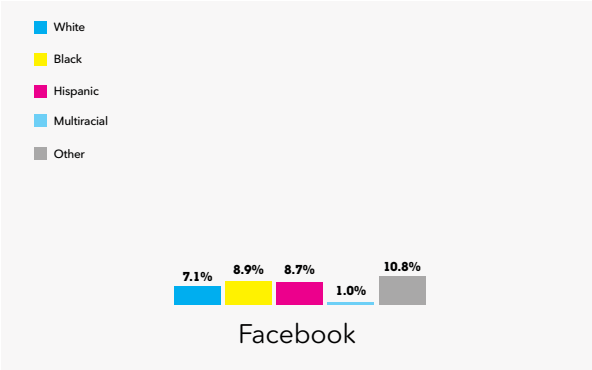
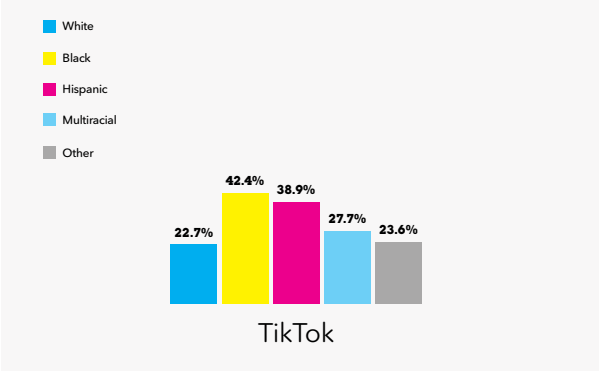
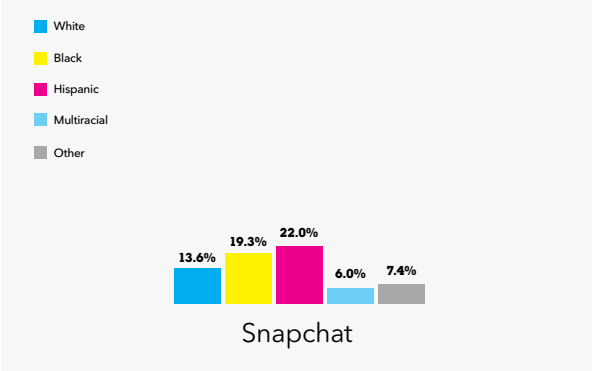


# TWEEN TECHNOLOGY USE

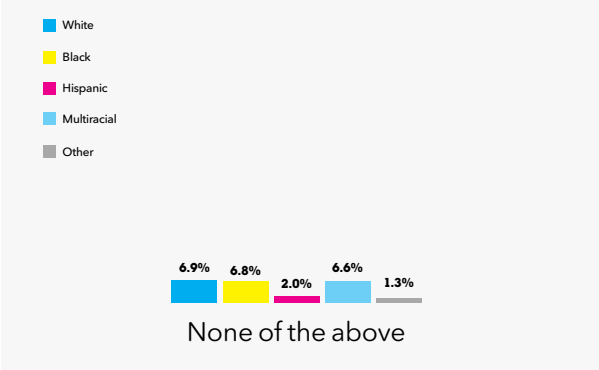
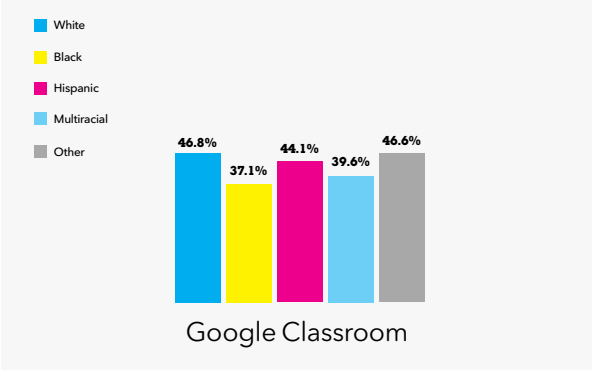
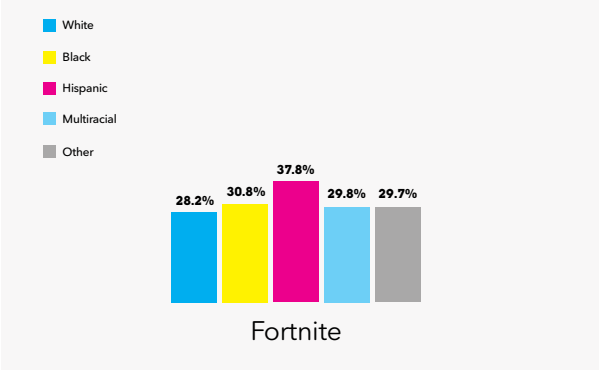
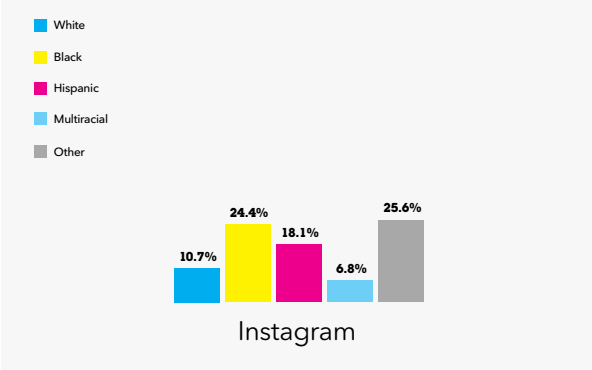
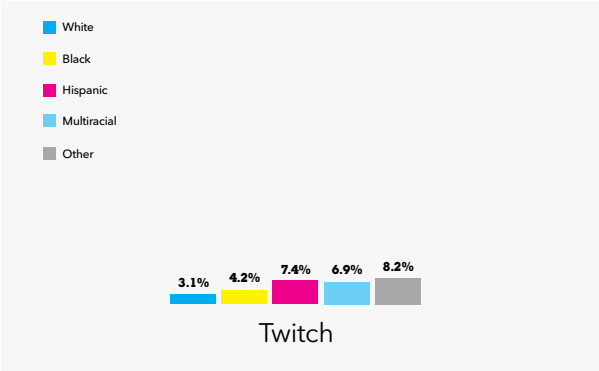
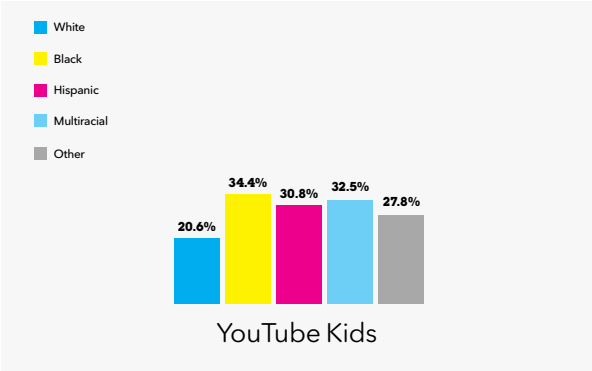


# TWEEN TECHNOLOGY USE

## APPS AND GAMES TWEENS HAVE USED IN THE LAST YEAR – BY RACE 9- TO 12-YEAR-OLDS



# TWEEN TECHNOLOGY USE



We also wanted to explore whether there are racial differences in the types of apps used across tweens in the U.S. The distributions by race are provided above, but there were no consistent patterns observed.

# EMPATHY

One of the constructs we were interested in studying among tweens was empathy.

Empathy is both a trait that helps someone feel the emotions of another person (affective empathy), and an ability to understand the feelings of someone else (cognitive empathy).<sup>105,106</sup> In our previous work on empathy and teens between the ages of 13 and 17 across the United States, we found that those youth who had low levels of either type participated in more bullying and cyberbullying of others.<sup>107</sup> Accordingly, we assumed that we would find a similar pattern among tweens.

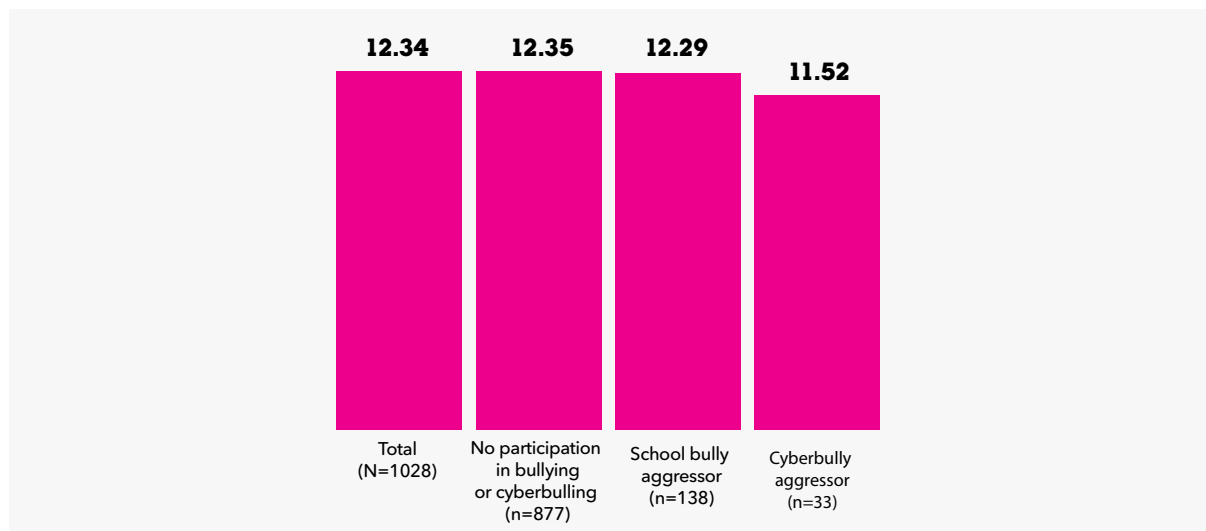
We included four questions in our questionnaire to assess each tween’s level of empathy, based on a well-regarded scale used extensively in previous research.<sup>108</sup> We asked each tween to tell us whether they agreed or disagreed with the following statements, using a four-point scale ranging from strongly agree (1) to strongly disagree (4).

- 1. When my friend is sad about something, I usually feel sad.**
- 2. When someone is feeling sad, I can usually understand how they feel.**
- 3. My friend’s unhappiness makes me feel sorry for them.**
- 4. I have trouble figuring out when my friends are sad.**

Answers to the first three questions were reverse coded so that a summary scale which combined all questions would range from 4 to 16 with higher values representing higher empathy. When looking at the data, it is first evident that tweens in general have high levels of empathy overall. The average score for all respondents was 12.34. This is encouraging news; nine- to twelve-year-olds appear to feel and understand the emotions of others. This begs the question: how can we tap into this to make sure it compels them to action? How can we increase it in some, and foster it in others? We did find that cyberbullying aggressors had significantly lower levels of empathy than those who didn’t engage in cyberbullying. However, the subsample here was only 33 respondents, and we are hard-pressed to draw any definitive conclusions based on such a small number of tweens. Future research should re-examine this with a larger number of cases so that any significant results found can have broader generalizability. For the time being, we cannot confidently say that empathy levels really do make a difference in whether a child engages in cyberbullying.

## EMPATHY AND BULLYING OTHERS

9- TO 12-YEAR-OLDS



Note: represents mean empathy scores for each group, higher values represent more empathy

# FUTURE RESEARCH

While we have learned a great deal about the bullying and cyberbullying experiences of tweens across the United States in the current study, our findings have prompted additional questions which we believe should be explored in future research.

First and foremost, there needs to be more national-level research on tweens. There are multiple rigorous studies conducted every few years on the bullying experiences of older adolescents across the United States, but none on tweens outside of the work that Cartoon Network did in 2017 in consultation with the Making Caring Common project (MCC) at the Harvard Graduate School of Education, and designed by VJR Consulting, and the work done in 2020 (featured in this report). Middle school samples, which likely include some students in the older range of the tween age group of 9-12, have been studied (e.g., one or more schools from a district in some part of America), but these efforts simply cannot provide an accurate picture of the average tween's experience because they are entangled with the experiences of teenagers. These non-representative samples do not allow for generalizations to the larger population of tweens across the country. Cartoon Network is doing its part to illuminate and understand the experiences of this vastly understudied population, but much more work must be done.

With regard to additional lines of inquiry in such research, exploring the emotional consequences of cyberbullying in more detail seems critical. Are tweens struggling with anger, frustration, sadness, fear, or embarrassment when targeted?<sup>5</sup> How might this translate into other health outcomes? What about behavioral consequences? Future studies should also look at the factors that increase or decrease likelihood of harm among youth. For example, does resilience play a role?<sup>109</sup> Are some youth more capable (or equipped) to buffer against hurtful comments received while gaming, on social media, or via text?

In addition, what about specific support extended by the family unit? How might parental supervision and involvement reduce the chances of harm, or the intensity of that harm when it occurs?<sup>110</sup> How does peer support play a role? Are students who feel lonely or who have lower self-esteem more susceptible to being targeted and being harmed?<sup>22</sup>

By extension, are youth who feel socially connected more impervious to cyberbullying given all of the positive relationships they have in their lives? We would also be interested in learning more about other stressors in the lives of tweens. Does cyberbullying compound or multiply the effects of pre-existing major problems that tweens face, or does its adverse effect stand alone?<sup>4</sup>

We are also interested in knowing what bullying and cyberbullying prevention efforts work best among preadolescents. Should we implement more conflict resolution programming? Social and emotional skill building? Self-regulation curricula? Established implementations like the Olweus Bullying Prevention Program,<sup>45</sup> Steps to Respect<sup>111</sup> and KiVa?<sup>112,113</sup> Much more research and evaluation must be done to help inform our preventive efforts.

Research is clear that certain populations are much more vulnerable to these forms of aggression than others.<sup>114-116</sup> Specifically, youth who belong to a religious, sexual, or gender minority, as well as those who are differently abled, tend to be disproportionately targeted. What is their experience like? Who do they turn to for help, and does it work? How can we come alongside them to support and equip them in the best possible ways?

*“While playing Fortnite, another group of players told me and my friends to go die and that we were queers. They didn't like losing.”  
(12-year-old boy)*

Finally, future research should involve a sample size greater than 1,034 youth, so that we can try to flesh out more variation across targets/offenders/bystanders, and uncover new elements that contribute to (or detract from) cyberbullying experiences. This is especially important when looking at tween offending behaviors. In the current study only 3% of tweens reported that they had cyberbullied others (n=33). This doesn't allow for meaningful analyses to determine correlates of offending behavior.

# CONCLUSION

## The study confirmed what we already suspected: too many tweens are experiencing bullying at school and online.

This report presents the findings of a nationally-representative survey of 1,034 9- to 12-year-olds about their experiences with cyberbullying, school-based bullying, helping behaviors, and technology use. Its purpose is to provide a macro look at the behaviors of tweens today, understanding that phones, games, and social media play a role in their lives and, consequently, affect their interactions, relationships, health, and well-being. Our goal was to highlight the most relevant findings and distill them into talking points so that all youth-serving adults – parents, educators, practitioners, policymakers, coaches, counselors, mentors, and more – can better understand this population. As a result, we trust these findings help equip you and others to serve tweens more intentionally and thoroughly with the support, instruction, and insight they need to thrive.

The study confirmed what we already suspected: too many tweens are experiencing bullying at school and online. Among the 1,034 tweens who responded to our survey, 816 (nearly 80%) had some exposure to bullying in all its forms: as a target, aggressor, or witness. Fifty-seven percent had been targeted in one environment or another. Half of tweens said they had been bullied at school while 15% had been cyberbullied. This latter finding is important since no previous study that we are aware of has collected national data on the cyberbullying experiences of tweens. Of note, more than two-thirds of tweens who had been cyberbullied said it negatively impacted their feelings about their self. Almost one-third said it affected their friendships. Finally, 13.1% said it affected their physical health, while 6.5% shared it influenced their schoolwork. It is reassuring to observe that most tweens who had been cyberbullied implemented various strategies to get it stopped. Some of those were technical (blocking or reporting the aggressor) while others were social (telling a parent or reporting it to their school).

Tweens were also likely to help others when they saw bullying at school or online. When it comes to cyberbullying, nearly two-thirds of tweens who had witnessed cyberbullying said they tried to help

someone who was being mistreated online (30% said they had done that many times). That said, some tweens were reluctant to intervene, most often because they didn't want to make it worse or didn't know what to say. About a quarter of the time they didn't know how to report the cyberbullying to the site, app, or game. Many tweens reported acts of kindness towards others online, including giving gifts to strangers in online games or providing assistance to new players. Overall, results from this research show that most tweens are kind and willing to help when they see abuse online, if they know what to do and how to do it.

Finally, the majority of tweens have devices of their own and nine out of ten have used one or more of the most popular social media and gaming apps. Smartphone ownership explodes in the tween years. About twenty-one percent of nine-year-olds have their own smartphone compared to 68% of 12-year-olds. Two-thirds of tweens have used YouTube in the last year, while almost half have been played Minecraft and Roblox.

In short, tweens are online and many are experiencing cyberbullying. Parents have a role to play in helping their children navigate these difficult situations. The most important step for parents to take when their child is cyberbullied is to make sure they are safe, and to convey unconditional support. Parents must demonstrate to their children through words and actions that they both desire the same end result: that the cyberbullying stop and that life does not become even more difficult. This can be accomplished by working together to arrive at a mutually-agreed upon course of action. Youth are often afraid that parents will only make matters worse (by calling the parent of the aggressor or setting up a meeting with the school principal). It is so critical to validate their voice and perspective, instead of being dismissive of their concerns. Targets of cyberbullying (and those who observe it) must know for sure that the adults who they tell will intervene rationally and logically, and—most importantly—not make the situation worse.

# CONCLUSION

It is important to understand that a variety of historical elements may have affected the findings of this research. This means that certain factors external to the tweens themselves could have shaped the results in a unique way. For instance, the COVID-19 pandemic forced students across the U.S. to stay at home beginning in mid-March 2020, disrupting the regular rhythm of how they spent their time. As the amount of screen time changed for youth, it is arguable that their exposure to (and experience with) cyberbullying also could have changed. As another example, political extremist rhetoric over the last few years has created a society more divisive than we have ever seen in our lifetimes, and this has affected the way that both adults and kids engage with one another when opinions and beliefs differ.<sup>117-119</sup> It is within reason to assume that the dynamics and extent of cyberbullying have been altered because of the current climate. Additionally, we must keep in mind certain contextual

elements that differentiate tweens from teenagers when interpreting the findings. First, parents tend to be more involved in the lives of younger kids compared to those older, and kids tend to be influenced more strongly by their parents than by their peers during the tween years.<sup>120</sup> Device and social media use tends to be monitored more frequently when children are starting out on their technological journey, before trust is engendered over time and reduced supervision and involvement may be warranted (e.g., research shows that half of tweens while only a quarter of teens say their parents use an app or tool to monitor what they do on their devices).<sup>9</sup> Tweens who start using devices at a young age may not be allowed by their parents to get on certain social media apps that allow for interaction with others via messaging, chat, and comments. This means that their experience with cyberbullying are greatly reduced (and sometimes completely eliminated, depending on their restrictions).

---

**IN SHORT, TWEENS ARE ONLINE AND MANY ARE EXPERIENCING CYBERBULLYING. PARENTS HAVE A ROLE TO PLAY IN HELPING THEIR CHILDREN NAVIGATE THESE DIFFICULT SITUATIONS.**

---



# METHODOLOGY

This report presents the results of a nationally representative survey of 1,034 children between the ages of 9 and 12 years-old.

The survey was conducted online from June 19 through July 6, 2020, and was fielded by Ipsos using their probability-based KnowledgePanel. KnowledgePanel is the largest online panel that is representative of the U.S. population. KnowledgePanel recruitment employs an address-based sampling methodology from the United States Postal Service's Delivery Sequence File—a database with full coverage of all delivery points in the U.S. As such, samples from KnowledgePanel cover all households regardless of their phone status. Member households without Internet access are furnished with a free computing device and Internet service. KnowledgePanel members are randomly recruited through probability-based sampling, and panel members are randomly selected so that survey results can properly represent the U.S. population with a measurable level of accuracy, features that are not obtainable from nonprobability panels. Ipsos currently recruits panel members by using address-based sampling methods (the firm previously relied on random-digit dialing for recruitment). Households without Internet connection are provided with a web-enabled device and free Internet service. In contrast, "convenience" or "opt-in" surveys recruit participants through emails, word-of-mouth, pop-up ads online, or other non-scientific methods.

The sample for this survey includes 9- to 12-year-olds who attend public or private schools. Home schooled children were excluded from the sample. For each child, parental permission was obtained; once the parent had consented, child assent was obtained as well. The survey was offered in English or Spanish. The final dataset is weighted to reflect benchmarks obtained from the 2019 March Supplement of the Current Population Survey (CPS). The 2018 American Community Survey (ACS) was used to obtain language proficiency benchmarks to adjust weights of Hispanic respondents. The margin of error due to design effect at the 95% confidence level is +/- 3.45% for the full sample. The response rate for this study was 44%. Missing data were excluded by analysis, with no individual bullying or cyberbullying variable having more than 5 missing cases.

## Definitions

Operationalizations of bullying and cyberbullying vary widely from one study to the next.<sup>40</sup> For this study, bullying was defined as:

*"Bullying is when someone repeatedly hurts someone else on purpose, such as pushing, hitting, kicking, or holding them down. Bullying can also be when someone calls people mean names, spreads rumors about them, takes or breaks something that belongs to them, or leaves them out of activities on purpose, over and over again. Those who bully others are usually stronger, or have more friends or more money, or some other power over the person being bullied. Bullying can happen in person or can happen online, including cyberbullying."*

Cyberbullying was defined as:

*"Cyberbullying is when someone repeatedly bullies or makes fun of another person (on purpose to hurt them) online or while using cell phones or other electronic devices while playing online games or chatting with others."*

These definitions were presented to respondents in text and audio format.

# METHODOLOGY

## **Instrument Development and Refinement**

The questionnaire was developed by Justin W. Patchin and Sameer Hinduja. Specific items from the 2017 Cartoon Network survey of tweens were included in the current study to allow for comparisons. The draft instrument was then tested among a sample of children at the younger end of the target population. In-depth phone discussions were convened with nine children between the ages of 8 ½ and 10 (five boys and four girls) March 26-31, 2020. These children were recruited from and interviewed by New Amsterdam Consulting, Inc., and all resided in the Phoenix, Arizona area. The goal of these interviews was to assess the age-appropriateness of the questionnaire. Children were sent a copy of the instrument and asked to identify words or phrases they did not understand. They were also asked to read critical passages of the proposed survey so that their comprehension could be evaluated. Minor changes were made to the questionnaire as a result of this feedback.

The questionnaire was next pre-tested among a sample of 25 respondents from June 5 to June 10, 2020. No irregularities were observed and we moved forward with full distribution of the questionnaire.

## **Acknowledgments**

The authors thank Victoria J. Rideout and the Cartoon Network Stop Bullying: Speak Up team for their helpful comments on early drafts of the questionnaire and this report.

# REFERENCES

1. Hinduja S, Patchin JW. *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*. 2nd ed. Thousand Oaks, CA: Sage Publications; 2015.
2. Hinduja S, Patchin JW. Connecting Adolescent Suicide to the Severity of Bullying and Cyberbullying. *Journal of School Violence*. 2018;1-14.
3. Patchin JW, Hinduja S. *Bullying Today: Bullet Points and Best Practices*. Thousand Oaks, CA: Sage Publications; 2016.
4. Patchin JW, Hinduja S. Traditional and Nontraditional Bullying among Youth: A Test of General Strain Theory. *Youth and Society*. 2011;43(2):727-751.
5. Hinduja S, Patchin JW. Offline consequences of online victimization: School violence and delinquency. *Journal of school violence*. 2007;6(3):89-112.
6. Kwan I, Dickson K, Richardson M, et al. Cyberbullying and children and young people's mental health: a systematic map of systematic reviews. *Cyberpsychology, Behavior, and Social Networking*. 2020;23(2):72-82.
7. Hamm MP, Newton AS, Chisholm A, et al. Prevalence and effect of cyberbullying on children and young people: A scoping review of social media studies. *JAMA pediatrics*. 2015;169(8):770-777.
8. Rideout VJ. *The Common Sense census: Media use by kids age zero to eight*. San Francisco, CA: Common Sense Media. 2017.
9. Rideout VJ, Robb MB. *The common sense census: Media use by tweens and teens*. Common Sense Media; 2019.
10. Rideout VJ. Stop bullying before it starts: Giving kids a voice. A Cartoon Network Survey of 9- to 11-Year-Olds About Kindness and Caring. 2017. [https://i.cartoonnetwork.com/stop-bullying/CN\\_Stop\\_Bullying\\_Survey\\_Report.pdf](https://i.cartoonnetwork.com/stop-bullying/CN_Stop_Bullying_Survey_Report.pdf).
11. Hinduja S, Patchin JW. Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization. *Deviant Behavior*. 2008;29(2):1-29.
12. Kowalski RM, Giumetti GW, Schroeder AN, Lattanner MR. Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*. 2014;140(4):1073.
13. Hinduja S, Patchin JW. Bullying, cyberbullying, and suicide. *Archives of suicide research*. 2010;14(3):206-221.
14. Patchin JW, Hinduja S. Cyberbullying and Self-Esteem. *Journal of School Health*. 2010;80(12):616-623.
15. Schenk AM, Fremouw WJ. Prevalence, psychological impact, and coping of cyberbully victims among college students. *Journal of School Violence*. 2012;11(1):21-37.
16. Gini G, Espelage DL. Peer victimization, cyberbullying, and suicide risk in children and adolescents. *JAMA*. 2014;312(5):545-546.
17. Nixon CL. Current perspectives: the impact of cyberbullying on adolescent health. *Adolescent health, medicine and therapeutics*. 2014;5:143.
18. Şahin M. The relationship between the cyberbullying/cybervictimization and loneliness among adolescents. *Children and Youth Services Review*. 2012;34(4):834-837.
19. Cowie H. Cyberbullying and its impact on young people's emotional health and well-being. *The Psychiatrist*. 2013;37(5):167-170.
20. Kowalski RM, Limber SP. Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of adolescent health*. 2013;53(1):S13-S20.
21. Ortega R, Elipe P, Mora-Merchán JA, et al. The emotional impact of bullying and cyberbullying on victims: A European cross-national study. *Aggressive behavior*. 2012;38(5):342-356.
22. Patchin JW, Hinduja S. Cyberbullying and self-esteem. *Journal of school health*. 2010;80(12):614-621.
23. Brewer G, Kerslake J. Cyberbullying, self-esteem, empathy and loneliness. *Computers in human behavior*.

# REFERENCES

- 2015;48:255-260.
24. Selkie EM, Fales JL, Moreno MA. Cyberbullying prevalence among US middle and high school-aged adolescents: A systematic review and quality assessment. *Journal of Adolescent Health*. 2016;58(2):125-133.
  25. Goodman A, Joyce R, Smith JP. The long shadow cast by childhood physical and mental problems on adult life. *Proceedings of the National Academy of Sciences*. 2011;108(15):6032-6037.
  26. Noom MJ, Deković M, Meeus WH. Autonomy, attachment and psychosocial adjustment during adolescence: A double-edged sword? *Journal of adolescence*. 1999;22(6):771-783.
  27. Datta P, Cornell D, Huang F. Aggressive attitudes and prevalence of bullying bystander behavior in middle school. *Psychology in the Schools*. 2016;53(8):804-816.
  28. Van Cleemput K, Vandebosch H, Pabian S. Personal characteristics and contextual factors that determine "helping," "joining in," and "doing nothing" when witnessing cyberbullying. *Aggressive behavior*. 2014;40(5):383-396.
  29. Allison KR, Bussey K. Individual and collective moral influences on intervention in cyberbullying. *Computers in Human Behavior*. 2017;74:7-15.
  30. Madden M, Lenhart A, Cortesi S, et al. Teens, social media, and privacy. Pew Research Center. 2013;21(1055):2-86.
  31. Hargittai E, Schultz J, Palfrey J. Why parents help their children lie to Facebook about age: Unintended consequences of the 'Children's Online Privacy Protection Act'. *First Monday*. 2011.
  32. De Veirman M, Hudders L, Nelson MR. What is influencer marketing and how does it target children? A review and direction for future research. *Frontiers in Psychology*. 2019;10:2685.
  33. Hall C. Tween power: Youths' middle tier comes of age. *Marketing and Media Decisions*. 1987;22(1):56-62.
  34. Cook DT, Kaiser SB. Betwixt and be tween: Age ambiguity and the sexualization of the female consuming subject. *Journal of Consumer Culture*. 2004;4(2):203-227.
  35. Tomaz R. The invention of the tweens: youth, culture and media. *Intercom*. 2014;37(2):177-202.
  36. Barone FJ. Bullying in school: It doesn't have to happen. *NASSP Bulletin*. 1995;79(569):104-107.
  37. Zych I, Farrington DP, Llorent VJ, Ttofi MM. Protecting children against bullying and its consequences. Springer; 2017.
  38. Secunda PM. At the crossroads of title IX and a new idea: Why bullying need not be a normal part of growing up for special education children. *Duke J Gender L & Pol'y*. 2005;12:1.
  39. Burgess AW, Garbarino C, Carlson MI. Pathological teasing and bullying turned deadly: Shooters and suicide. *Victims and Offenders*. 2006;1(1):1-14.
  40. Patchin JW, Hinduja S. Measuring cyberbullying: Implications for research. *Aggression and Violent Behavior*. 2015;23:69-74.
  41. Gladden RM, Vivolo-Kantor AM, Hamburger ME, Lumpkin CD. Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0. . 2014. <http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>. Accessed May 28, 2014
  42. Ybarra ML, Boyd D, Korchmaros JD, Oppenheim JK. Defining and measuring cyberbullying within the larger context of bullying victimization. *Journal of Adolescent Health*. 2012;51(1):53-58.
  43. Kim MJ, Catalano RF, Haggerty KP, Abbott RD. Bullying at elementary school and problem behaviour in young adulthood: A study of bullying, violence and substance use from age 11 to age 21. *Criminal Behaviour and Mental Health*. 2011;21(2):136-144.
  44. Glew GM, Fan M-Y, Katon W, Rivara FP, Kernic MA. Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of pediatrics & adolescent medicine*. 2005;159(11):1026-1031.

# REFERENCES

45. Limber SP, Olweus D, Wang W, Masiello M, Breivik K. Evaluation of the Olweus Bullying Prevention Program: A large scale study of US students in grades 3-11. *Journal of school psychology*. 2018;69:56-72.
46. DePaolis KJ, Williford A. Pathways from cyberbullying victimization to negative health outcomes among elementary school students: a longitudinal investigation. *Journal of Child and Family Studies*. 2019;28(9):2390-2403.
47. Chandler KA. Student reports of bullying and cyber-bullying: Results from the 2013 school crime supplement to the national crime victimization survey. NCES-2015-056. 2015. <https://nces.ed.gov/pubs2015/2015056.pdf>. Accessed December 6, 2016
48. Nansel TR, Overpeck M, Pilla RS, Ruan WJ, Simons-Morton B, Scheidt P. Bullying behaviors among U.S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*. 2001;285(16):2094-2100.
49. Waasdorp TE, Pas ET, Zablotsky B, Bradshaw CP. Ten-Year Trends in Bullying and Related Attitudes Among 4th- to 12th-Graders. *Pediatrics*. 2017:e20162615.
50. Modecki KL, Minchin J, Harbaugh AG, Guerra NG, Runions KC. Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*. 2014;55(5):602-611.
51. Seldin M, Yanez C. Student Reports of Bullying: Results from the 2017 School Crime Supplement to the National Crime Victimization Survey. Web Tables. NCES 2019-054. National Center for Education Statistics. 2019.
52. Patchin JW, Hinduja S. <https://cyberbullying.org/summary-of-our-cyberbullying-research>. 2020. <https://cyberbullying.org/summary-of-our-cyberbullying-research>. Accessed July 26, 2020.
53. Patchin JW. School Bullying Rates Increase by 35% from 2016 to 2019. 2019. <https://cyberbullying.org/school-bullying-rates-increase-by-35-from-2016-to-2019>. Accessed May 29, 2019.
54. Hinduja S, Patchin JW. Cyberbullying: Neither an Epidemic Nor a Rarity. *European Journal of Developmental Psychology*. 2012;9(5):539-543.
55. Patchin JW. New National Bullying and Cyberbullying Data. 2016. <https://cyberbullying.org/new-national-bullying-cyberbullying-data>. Accessed October 10, 2016.
56. Lee J, Hong JS, Resko SM, Tripodi SJ. Face-to-face bullying, cyberbullying, and multiple forms of substance use among school-age adolescents in the USA. *School mental health*. 2018;10(1):12-25.
57. Mark L, Värnik A, Sisask M. Who Suffers Most From Being Involved in Bullying—Bully, Victim, or Bully-Victim? *Journal of school health*. 2019;89(2):136-144.
58. Gámez-Guadix M, Gini G, Calvete E. Stability of cyberbullying victimization among adolescents: Prevalence and association with bully-victim status and psychosocial adjustment. *Computers in human behavior*. 2015;53:140-148.
59. Woods S, Wolke D. Direct and relational bullying among primary school children and academic achievement. *Journal of school psychology*. 2004;42(2):135-155.
60. Wolke D, Woods S, Stanford K, Schulz H. Bullying and victimization of primary school children in England and Germany: Prevalence and school factors. *British journal of psychology*. 2001;92(4):673-696.
61. Wolke D, Woods S, Bloomfield L, Karstadt L. The association between direct and relational bullying and behaviour problems among primary school children. *Journal of Child Psychology and Psychiatry*. 2000;41(8):989-1002.
62. Pateraki L, Houndoumadi A. Bullying among primary school children in Athens, Greece. *Educational Psychology*. 2001;21(2):167-175.
63. Arslan S, Savaser S, Hallett V, Balci S. Cyberbullying among primary school students in Turkey: Self-reported prevalence and associations with home and school life. *Cyberpsychology, Behavior, and Social Networking*. 2012;15(10):527-533.

# REFERENCES

64. Dehue F, Bolman C, Völlink T. Cyberbullying: Youngsters' experiences and parental perception. *CyberPsychology & Behavior*. 2008;11(2):217-223.
65. Pontes NM, Ayres CG, Lewandowski C, Pontes MC. Trends in bullying victimization by gender among US high school students. *Research in nursing & health*. 2018;41(3):243-251.
66. Salmon S, Turner S, Taillieu T, Fortier J, Afifi TO. Bullying victimization experiences among middle and high school adolescents: Traditional bullying, discriminatory harassment, and cybervictimization. *Journal of Adolescence*. 2018;63:29-40.
67. Floros GD, Siomos KE, Fisoun V, Dafouli E, Geroukalis D. Adolescent online cyberbullying in Greece: The impact of parental online security practices, bonding, and online impulsiveness. *Journal of school health*. 2013;83(6):445-453.
68. Schneider SK, O'donnell L, Stueve A, Coulter RW. Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American journal of public health*. 2012;102(1):171-177.
69. Kowalski RM, Limber SP. Electronic Bullying Among Middle School Students. *Journal of Adolescent Health*. 2007;41:S22-S30.
70. Patchin JW, Hinduja S. 2019 Cyberbullying Data. Cyberbullying Research Center; July 9, 2019 2019.
71. Low S, Espelage D. Differentiating cyber bullying perpetration from non-physical bullying: Commonalities across race, individual, and family predictors. *Psychology of Violence*. 2013;3(1):39.
72. Tippett N, Wolke D. Socioeconomic status and bullying: a meta-analysis. *American journal of public health*. 2014;104(6):e48-e59.
73. Chen Q, Lo CK, Zhu Y, Cheung A, Chan KL, Ip P. Family poly-victimization and cyberbullying among adolescents in a Chinese school sample. *Child abuse & neglect*. 2018;77:180-187.
74. Beyazit U, Şimşek Ş, Ayhan AB. An examination of the predictive factors of cyberbullying in adolescents. *Social Behavior and Personality: an international journal*. 2017;45(9):1511-1522.
75. Jansen PW, Verlinden M, Dommisse-van Berkel A, et al. Prevalence of bullying and victimization among children in early elementary school: Do family and school neighbourhood socioeconomic status matter? *BMC public health*. 2012;12(1):494.
76. Låftman SB, Modin B, Östberg V. Cyberbullying and subjective health: A large-scale study of students in Stockholm, Sweden. *Children and youth services review*. 2013;35(1):112-119.
77. Hazel C. Interactions between bullying and high-stakes testing at the elementary school level. *Journal of School Violence*. 2010;9(4):339-356.
78. Wild LG, Flisher AJ, Lombard C. Suicidal ideation and attempts in adolescents: associations with depression and six domains of self-esteem. *Journal of adolescence*. 2004;27(6):611-624.
79. Kirkcaldy BD, Eysenck MW, Siefen GR. Psychological and social predictors of suicidal ideation among young adolescents. *School Psychology International*. 2004;25(3):301-316.
80. Laukkanen E, Honkalampi K, Hintikka J, Hintikka U, Lehtonen J. Suicidal ideation among help-seeking adolescents: association with a negative self-image. *Archives of suicide research*. 2005;9(1):45-55.
81. Van der Wal MF, De Wit CA, Hirasing RA. Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*. 2003;111(6):1312-1317.
82. Klomek AB, Sourander A, Niemelä S, et al. Childhood bullying behaviors as a risk for suicide attempts and completed suicides: a population-based birth cohort study. *Journal of the American academy of child & adolescent psychiatry*. 2009;48(3):254-261.
83. Klomek AB, Marrocco F, Kleinman M, Schonfeld IS, Gould MS. Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*. 2007;46(1):40-49.

# REFERENCES

84. Turner MG, Exum ML, Brame R, Holt TJ. Bullying victimization and adolescent mental health: General and typological effects across sex. *J Crim Justice*. 2013;41(1):53-59.
85. Wolke D, Woods S, Bloomfield L, Karstadt L. Bullying involvement in primary school and common health problems. *Archives of disease in childhood*. 2001;85(3):197-201.
86. Baldry AC. The impact of direct and indirect bullying on the mental and physical health of Italian youngsters. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*. 2004;30(5):343-355.
87. Gruber JE, Fineran S. Comparing the impact of bullying and sexual harassment victimization on the mental and physical health of adolescents. *Sex roles*. 2008;59(1-2):1.
88. Gruber JE, Fineran S. The impact of bullying and sexual harassment on middle and high school girls. *Violence Against Women*. 2007;13(6):627-643.
89. Patchin JW. Teens Talk: What Works to Stop Cyberbullying. 2018. <https://cyberbullying.org/teens-talk-works-stop-cyberbullying>. Accessed July 26, 2020.
90. Orben A, Przybylski AK. The association between adolescent well-being and digital technology use. *Nature Human Behaviour*. 2019;3(2):173-182.
91. Twenge JM, Campbell WK. Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive medicine reports*. 2018;12:271-283.
92. George MJ, Odgers CL. Seven fears and the science of how mobile technologies may be influencing adolescents in the digital age. *Perspectives on psychological science*. 2015;10(6):832-851.
93. Whitaker JL, Bushman BJ. Online dangers: Keeping children and adolescents safe. *Wash & Lee L Rev*. 2009;66:1053.
94. Valentine G, Holloway S. Parents' and children's fears about information and communication technologies and the transformation of culture and society<sup>1</sup>. *Children, technology and culture: The impacts of technologies in children's everyday lives*. 2013:58.
95. D'Antona R, Kevorkian M, Russom A. Sexting, texting, cyberbullying and keeping youth safe online. *Journal of Social Sciences*. 2010;6(4):523-528.
96. Finkelhor D. The Internet, youth safety and the problem of "Juvenonia". 2011. <http://unh.edu/ccrc/pdf/Juvenonia%20paper.pdf>.
97. Anderson M, Jiang J. Teens, social media & technology 2018. Pew Research Center. 2018;31:2018.
98. Greenberg BS, Sherry J, Lachlan K, Lucas K, Holmstrom A. Orientations to video games among gender and age groups. *Simulation & Gaming*. 2010;41(2):238-259.
99. Desai RA, Krishnan-Sarin S, Cavallo D, Potenza MN. Video-gaming among high school students: health correlates, gender differences, and problematic gaming. *Pediatrics*. 2010;126(6):e1414-e1424.
100. Van Rooij AJ, Kuss DJ, Griffiths MD, Shorter GW, Schoenmakers TM, Van De Mheen D. The (co-) occurrence of problematic video gaming, substance use, and psychosocial problems in adolescents. *Journal of behavioral addictions*. 2014;3(3):157-165.
101. Chen C, Chen S, Wen P, Snow CE. Are screen devices soothing children or soothing parents? Investigating the relationships among children's exposure to different types of screen media, parental efficacy and home literacy practices. *Computers in Human Behavior*. 2020:106462.
102. Götz M, Bachmann S, Hofmann O. Just a babysitter. *Television*. 2007;20:35-39.
103. Nikken P. Parents' instrumental use of media in childrearing: Relationships with confidence in parenting, and health and conduct problems in children. *Journal of Child and Family Studies*. 2019;28(2):531-546.

# REFERENCES

104. He M, Irwin JD, Bouck LMS, Tucker P, Pollett GL. Screen-viewing behaviors among preschoolers: parents' perceptions. *American journal of preventive medicine*. 2005;29(2):120-125.
105. Mehrabian A, Epstein N. A measure of emotional empathy. *Journal of personality*. 1972.
106. Hogan R. Development of an empathy scale. *Journal of consulting and clinical psychology*. 1969;33(3):307.
107. Hinduja S, Patchin JW. Empathy, Bullying, and Cyberbullying Experiences Among US Youth. in progress.
108. Rosenberg M. *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press; 1965.
109. Hinduja S, Patchin JW. Cultivating Youth Resilience to Prevent Bullying and Cyberbullying Victimization. *Child Abuse & Neglect*. 2017;73:51-62.
110. Hinduja S, Patchin JW. Bullying and Cyberbullying Offending: The Influence of Six Parenting Dimensions Among US Youth. *Journal of Family Studies*. in review.
111. Brown EC, Low S, Smith BH, Haggerty KP. Outcomes from a school-randomized controlled trial of steps to respect: A bullying prevention program. *School Psychology Review*. 2011;40(3):423-443.
112. Kärnä A, Voeten M, Little TD, Poskiparta E, Alanen E, Salmivalli C. Going to scale: A nonrandomized nationwide trial of the KiVa antibullying program for grades 1-9. *Journal of Consulting and Clinical Psychology*. 2011;79(6):796.
113. Williford A, Elledge LC, Boulton AJ, DePaolis KJ, Little TD, Salmivalli C. Effects of the KiVa antibullying program on cyberbullying and cybervictimization frequency among Finnish youth. *Journal of Clinical Child & Adolescent Psychology*. 2013;42(6):820-833.
114. Varjas K, Dew B, Marshall M, et al. Bullying in schools towards sexual minority youth. *Journal of school violence*. 2008;7(2):59-86.
115. Blake JJ, Lund EM, Zhou Q, Kwok O-m, Benz MR. National prevalence rates of bully victimization among students with disabilities in the United States. *School Psychology Quarterly*. 2012;27(4):210.
116. Dupper DR, Forrest-Bank S, Lowry-Carusillo A. Experiences of religious minorities in public school settings: Findings from focus groups involving Muslim, Jewish, Catholic, and Unitarian Universalist youths. *Children & Schools*. 2015;37(1):37-45.
117. Bybee KJ. The rise of Trump and the death of civility. *Law, Culture and the Humanities*. 2020;16(1):6-23.
118. Costello MB. *The Trump effect: The impact of the 2016 presidential election on our nation's schools*. Alabama Appleseed Center for Law and Justice; 2016.
119. Rogers J, Franke M, Yun J-EE, et al. *Teaching and Learning in the Age of Trump: Increasing Stress and Hostility in America's High Schools*. UCLA IDEA. 2017.
120. Youniss J. *Parents and peers in social development: A Sullivan-Piaget perspective*. University of Chicago Press; 1982.



# TOPLINES

Total N=1034 children 9- to 12-years-old

## **EXPERIENCE WITH ANY BULLYING**

**Q1. Have you ever been bullied by another kid?**

Yes, many times	<b>14.5</b>
Yes, once or twice	<b>43.1</b>
No	<b>43.1</b>

**Q2. Have you ever bullied another kid?**

Yes, many times	<b>2.3</b>
Yes, once or twice	<b>17.3</b>
No	<b>80.4</b>

**Q3. Have you ever seen another kid being bullied?**

Yes, many times	<b>25.8</b>
Yes, once or twice	<b>46.6</b>
No	<b>27.6</b>

## **EXPERIENCE WITH SCHOOL BULLYING**

**Q4. Have you ever been bullied by another kid at school or at an after-school activity? Do not include cyberbullying.**

Yes, many times	<b>14.9</b>
Yes, twice	<b>16.7</b>
Yes, once	<b>18.6</b>
No	<b>49.9</b>

NOTE: Respondents who said they weren't bullied in Q1 were included in no.

**Q5. Have you ever bullied another kid at school or at an after-school activity? Do not include cyberbullying.**

Yes, many times	<b>1.9</b>
Yes, twice	<b>3.5</b>
Yes, once	<b>8.3</b>
No	<b>86.3</b>

NOTE: Respondents who said they didn't bully others in Q2 were included in no.

# TOPLINES

**Q6. Have you ever seen another kid being bullied at school or at an after-school activity? Do not include cyberbullying.**

Yes, many times	<b>27.4</b>
Yes, twice	<b>15.5</b>
Yes, once	<b>21.7</b>
No	<b>35.3</b>

NOTE: Respondents who said they didn't see bullying in Q3 were included in no.

**Q7. Have you ever tried to help another kid who was being bullied at school or at an after-school activity? Do not include cyberbullying.**

Yes, many times	<b>24.4</b>
Yes, twice	<b>14.2</b>
Yes, once	<b>31.0</b>
No	<b>30.5</b>

NOTE: Those who had not seen school bullying were removed.

## **EXPERIENCE WITH CYBERBULLYING**

**Q8. Have you ever been cyberbullied by another kid?**

Yes, many times	<b>6.0</b>
Yes, twice	<b>3.0</b>
Yes, once	<b>5.5</b>
No	<b>85.5</b>

NOTE: Respondents who said they weren't bullied in Q1 were included in no.

**Q9. Have you ever cyberbullied another kid?**

Yes, many times	<b>0.6</b>
Yes, twice	<b>1.8</b>
Yes, once	<b>0.8</b>
No	<b>96.8</b>

NOTE: Respondents who said they didn't bully others in Q2 were included in no.

**Q10. Have you ever seen another kid being cyberbullied?**

Yes, many times	<b>7.6</b>
Yes, twice	<b>2.5</b>
Yes, once	<b>4.8</b>
No	<b>85.1</b>

NOTE: Respondents who said they didn't see bullying in Q3 were included in no.

# TOPLINES

## Q11. Have you ever tried to help another kid who was being cyberbullied?

Yes, many times	<b>30.2</b>
Yes, twice	<b>10.5</b>
Yes, once	<b>25.6</b>
No	<b>33.7</b>

NOTE: Only those who had seen cyberbullying were asked this question.

## Q12. If you have been cyberbullied, what worked to stop it? (check all that apply)

Blocking the person who was cyberbullying me	<b>60.2</b>
Telling a parent	<b>50.8</b>
Ignoring the person	<b>42.8</b>
Reporting it to the website or app	<b>29.8</b>
Walking away/taking a break from my device	<b>29.6</b>
Reporting it to my school	<b>11.8</b>
Talking to the person doing the cyberbullying	<b>11.0</b>
Any other ways not listed	<b>5.9</b>
Nothing worked	<b>2.0</b>
I have not been cyberbullied	<b>1.1</b>

NOTE: Only those who had been cyberbullied were asked this question.

**Other ways listed:** *they left the website; Stopped playing that game; Punch them in the face; My dad saw my kids messenger; Made a better comeback than him; Leaving the game; Just going somewhere else in the game; I didn't do anything...; I did nothing; Go away and never come back*

## Q13. If you have been cyberbullied, did it hurt your... (check all that apply)

Feelings about yourself	<b>69.1</b>
Friendships	<b>31.9</b>
Physical health	<b>13.1</b>
School work	<b>6.5</b>
Any other ways not listed	<b>16.2</b>

NOTE: Only those who had been cyberbullied were asked this question.

**Other ways listed:** *molesta un poco que haya gente mal educada y grosera; Mental Health; Made me sad made me cry and hurt my feelings; it was frustrating; It just made me mad.; It doesn't hurt me to be cyberbullied; it did not hurt me; It did not hurt; insulted me because i didnt have any in game money; just ignored it; I ignore; Solo me enoja; Made a new friend when talking to her; No/none/nothing (10)*

# TOPLINES

## HELPING BEHAVIORS

**Q14. Here are some reasons kids your age sometimes don't help other kids who are getting picked on or left out. Just thinking about yourself, are any of these reasons why you sometimes don't help other kids when they are being bullied at school or at an after-school activity? Do not include cyberbullying. (check all that apply)**

You don't know what to do or say	<b>43.4</b>
You're afraid you'll make things worse	<b>39.1</b>
You're afraid you'll get hurt	<b>36.5</b>
You're afraid other kids will make fun of you	<b>29.1</b>
The kid getting picked on doesn't want your help	<b>13.0</b>
You didn't know who to tell	<b>11.0</b>
You don't have anything in common with the kid getting picked on	<b>4.9</b>
The kid getting picked on deserved it	<b>4.8</b>
Any other reasons not listed	<b>5.4</b>
None of these	<b>17.3</b>

NOTE: Only those who had seen school bullying were asked this question.

**Other ways listed:** *You think you will get into trouble; will lose temper; They would get mad at me; they started it; they are very mean to me.; There will be mad if I tell on them; The teachers and principal don't listen at all when you tell them you are getting picked on the bullies don't get in trouble; The person being bullied doesn't realize he's getting bullied; The kids mom is my counselor at school; the kids are older than me; The kid picking on the other kid will bully me; The kid getting picked on might get mad and start bullying ME, because they don't want my help. They don't want to feel more bad.; Teacher got involved; Que despues me moleten ami; Not really; Is better to go and tell and adult because they can hurt you; I'm also to shy too; I might get in trouble (2); I don't want to get in trouble for tattling; I don't want to end up in a bad situation where I cold get in trouble I do not see it; Get in trouble; Afraid to get in trouble; Adults at school do not take it seriously*

**Q15. Here are some reasons kids your age sometimes don't help other kids who are getting picked on or left out. Just thinking about yourself, are any of these reasons why you sometimes don't help other kids when they are being cyberbullied? (check all that apply)**

You're afraid you'll make things worse	<b>34.5</b>
You don't know what to do or say	<b>34.4</b>
You don't know how to report it online	<b>26.8</b>
You're afraid other kids will make fun of you	<b>18.3</b>
You're afraid you'll get hurt	<b>15.4</b>
The kid getting picked on doesn't want your help	<b>14.2</b>
You didn't know who to tell	<b>14.0</b>

# TOPLINES

The kid getting picked on deserved it	<b>7.6</b>
You don't have anything in common with the kid getting picked on	<b>3.3</b>
Any other reasons not listed	<b>4.5</b>
None of these	<b>25.6</b>

NOTE: Only those who had seen cyberbullying were asked this question.

**Other ways listed:** *Sometimes I just ignore the drama.; Sometimes I cannot respond to what is going on because I am not linked to their team.; it is hard to contact the person I just block them; I don't want to get reported by the person who was cyber bullying; I don't want anything bad to happen in the game; I don't know who they are so I get afraid if I say something then something bad might happen to me; I don't know who is cyberbullying*

## **DEVICES, APPS, AND CYBERBULLYING**

**Q16. Which of the following items do YOU PERSONALLY have? (Not one that belongs to someone else in your house) (check all that apply)**

Tablet	<b>53.9</b>
Gaming console	<b>42.2</b>
Smartphone	<b>42.3</b>
Laptop	<b>31.4</b>
Portable game player	<b>27.6</b>
iPod Touch	<b>7.0</b>
iPod or other MP3 player	<b>6.2</b>
None of the above	<b>13.1</b>

**Q17. Which of the following sites, apps, or games did you play or visit within the last year? (check all that apply)**

YouTube	<b>66.9</b>
Minecraft	<b>47.9</b>
Roblox	<b>46.7</b>
Google Classroom	<b>44.5</b>
Fortnite	<b>31.2</b>
TikTok	<b>29.8</b>
YouTube Kids	<b>26.0</b>
Snapchat	<b>15.9</b>
Instagram	<b>15.3</b>
Facebook Messenger Kids	<b>15.3</b>

# TOPLINES

Discord	<b>8.1</b>
Facebook	<b>7.7</b>
Twitch	<b>4.8</b>
None of the above	<b>5.3</b>

**Q18. Have you been cyberbullied on the following apps in the last year? (check all that apply)**

	Among students who have used this app	All students, whether they use the app or not
Roblox	<b>14.1</b>	<b>6.1</b>
Fortnite	<b>14.1</b>	<b>4.2</b>
Minecraft	<b>3.3</b>	<b>1.6</b>
TikTok	<b>4.2</b>	<b>1.2</b>
Google Classroom	<b>0.8</b>	<b>0.4</b>
YouTube	<b>1.1</b>	<b>0.8</b>
Instagram	<b>3.8</b>	<b>0.7</b>
Facebook	<b>6.6</b>	<b>0.6</b>
Snapchat	<b>3.8</b>	<b>0.6</b>
Facebook Messenger Kids	<b>3.2</b>	<b>0.5</b>
Discord	<b>8.1</b>	<b>0.5</b>
Twitch	<b>7.3</b>	<b>0.3</b>
YouTube Kids	<b>0.0</b>	<b>0.0</b>
None of the above	<b>83.8</b>	<b>79.9</b>
One or more of the above apps/devices	<b>16.2</b>	<b>12.1</b>

**Q19. How much do you agree or disagree with the following?**

	Strongly agree	Somewhat agree	Strongly disagree	Somewhat disagree
When my friend is sad about something, I usually feel sad.	<b>26.5</b>	<b>59.6</b>	<b>9.0</b>	<b>4.9</b>
When someone is feeling sad, I can usually understand how they feel	<b>25.9</b>	<b>61.8</b>	<b>10.2</b>	<b>2.1</b>
My friend's unhappiness makes me feel sorry for them.	<b>37.9</b>	<b>51.5</b>	<b>7.4</b>	<b>3.2</b>
I have trouble figuring out when my friends are sad.	<b>2.7</b>	<b>24.3</b>	<b>45.6</b>	<b>27.5</b>