

Chapter 40: Cyberbullying: A Series of Research Informed Workshops in Accordance with Vision 2030

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Abstract: April 25, 2016, Crown Prince Mohammad Bin Salman introduced his Saudi Vision 2030 to address and decrease the country's dependency on oil production (Rashad, 2016). From this goal came the program, Khebrat, which was designed with a specific aim to diversify the Saudi Arabian school system by allowing teachers, school counselors, and school administrators travel to other countries to observe and learn from an immersion program within those school systems. Through the Khebrat process, participants undergo intensive language studies in their placement countries then develop a Capstone Project and guiding paper which would be translated into Arabic for implementation into the Saudi Arabia's school systems. The goal being to add to the existing transformations being made and improving student engagement and overall scholastic success (Alayyafi, 2018). This project and paper were formulated during the immersion phase into an Orange county, Florida Charter School, where the goal of this Capstone is to improve awareness to cyberbullying via workshops and discuss the literature and present a possible initial treatment informed by the research such as Sand Tray Therapy specific to improve connections/communications between the student and his family, the school staff, and increasing community awareness and hope to effectively address cyberbullying. Understanding that at the core of a Capstone paper and project, it is the goal of the Khebrat participant to provide a unique or original idea that would benefit the school system of Saudi Arabia. These aspects were investigated through a 15-minute zoom media presentation to 4 other KSA school counselors from all over the Kingdom who completed a 6-item mixed method survey. The school counselors agreed that the project was both unique and needed as well as a considerable amount of qualitative information was rendered to assist with implementation.

1 Introduction

Ha'il, Saudi Arabia in the north-western part of the kingdom is the capital which locals refer to as "the bride of the north". With about one and a quarter million people it is rich in beauty and a traditional camel caravan route for the Hajj or religious pilgrimage to Mecca. It is a farming region historically with dates, fruit and grain production as well as irrigated gardens.

In recent years Ha'il has been a focus for economic growth due to its strategic location to 11 Saudi Arabian cities. A new international airport was once considered for construction in the Prince Abdulaziz Bin Mousaed Economic City (PABMEC). This was part of a project idea back in 2006, after a visit by the then-King of Saudi Arabia, Abdullah bin Abdulaziz, which was to be named after Ha'il's first Saudi prince, the late Prince Abdulaziz bin Mousaed. Unfortunately, the project was drastically reduced by 84% in 2014 and is projected scheduled to be completed in 15 years (Weetas Blog, 2018).

April 25, 2016, Crown Prince Mohammad Bin Salman introduced his Saudi Vision 2030 which, similarly, was detailed to decrease the country's dependency on oil production and sales by diversifying its economy and develop public service sectors such as health, education, infrastructure, recreation and tourism (Rashad, 2016). One such program, Khebrat, was designed with a specific aim to diversify the Saudi Arabian school system by allowing teachers, school counselors, and school administrators travel to other countries to observe and learn from an immersion program within those school systems (Alayyafi, 2018). This is a paper detailing a Capstone Project which is part of the Khebrat experience with a reflection of an immersion phase into Orlando Florida's Orange County school system.

This Capstone Project journey begins from observations made as an English teacher for 8 years and a school counselor for the last 2 years. At school, students sometimes need professional and academic advice.

Stability contributes to overall satisfaction and happiness, which positively impacts the psychological, physical, and professional life of the individual. Some students may find themselves being knocked off balance psychologically and socially due to the wide-spread use of technology for nefarious reasons by their peers. Specifically, cyber-bullying, which has become a world-wide problem and appears to be a growing threat to school age children. It negatively affects mental health, education, and safety in general for the victims of the phenomena. Arab countries in the Gulf region for example, Qatar, have instituted measures such as the Cybercrime Prevention Law, the development of the ICT Strategy, and a website detailing safe internet guidelines (Foody, et.al., 2017). In the Kingdom of Saudi Arabia (KSA), the first bullying initiative was in 2011 called the National Family Safety Program (NFSP), which was professional workshops provided in the capital city of Riyadh conducted by trained peer volunteers addressing bullying (Albuhairan, et.al, 2016). The workshops were concentrated in that city only and not nationally and were not specific to cyber-bullying. KSA instituted its own Anti-Cybercrime Law the 26th of March, 2007 (Kingdom of Saudi Arabia: Bureau of Experts at the Council of Ministers, 2007). Again, the decree is not specific to cyberbullying but contains language that could be utilized in such extreme cases where damage may be proven (p. 8). The goal of this Capstone is to improve awareness to cyberbullying via workshops and discuss the literature and present a possible initial treatment informed by the research. This idea is in line with the Vision 2030 concept, which focuses on promoting the scientific and professional aspects of the craft of school counseling.

2 Literature Review

The Kingdom of Saudi Arabia (KSA) is well underway with its *Vision 2030* (Nurunnabi, 2017). As such, the Ministry of Education (MoE) has begun multiple implementations in schools meant to increase students' enthusiasm, provide access to appropriate learning and teaching resources, and improve and introduce necessary learning and teaching methods. In 2016, as part of this country-wide overview, the National Transformation Program 2020 compiled their list of areas needing focus in their education sector (Fallatah, 2016). From this, performance indicators were identified for obtaining favorable results.

Almudara (2019) discusses observation made in the Kingdom's primary and secondary school system. One is an increased use of behavioral management systems as a means to help each student focus and absorb the class material that is necessary for their continued personal and scholastic growth. This includes openly using cell phones and other devices which has prompted the current zero-tolerance approach to discipline, a measure once utilized only for the most serious of offenses with extreme measures as suspensions and expulsions of students. For the most part, these disciplinary policies have greatly decreased inappropriate cell phone and harmful device use of students. Unfortunately, there appears to be an emerging phenomenon facing the students today through the use of such devices in the form of social media and all the trappings that they bring.

A significant challenge, especially for teenagers, is through cyber-bullying or using social media to degrade and harass the social media users (Smith, et.al., 2008). In short, at

present some challenges remain somewhat lacking through existing measures. For example, there appears to have been little to no specific attention or language given to the growing concern of

cyberbullying (eg. Kingdom of Saudi Arabia: Bureau of Experts at the Council of Ministers, 2007, p.8).

At the national school level, many schools have implemented changes to the use of student and faculty handbooks, syllabi, modify teaching strategies, peer instruction, collaborative decision making and discussion groups, specific feedback, appreciation measures, and sequential consequences for discipline. Although it has been found that most of the schools performed substantially well in terms of assuring discipline and implementing changes that address school challenges, insufficient attention and unclear protocols have been offered toward bullying as a whole (Albuhairan, et.al, 2016). Moreover, with the increasing use of technological communications and social media this has been exacerbated into the phenomena of cyber-bullying (Foody, et.al., 2017).

School teachers, administrators, counselors, and parents should be aware of any changes in the student's mood or academic performance as a beginning measure to identify such challenges. Strengthening parent-child relationships in the event of such challenges are indicated along with specific focus on national policy to address the growing awareness of the deleterious effects of bullying (Albuhairan, et.al, 2016). One basic step to begin addressing cyber-bullying is to try to understand the environment in which the cyber-bullying events occur (Foody, et.al., 2017). There is also research showing promise that mirrors the physical bullying research mentioned in more intensive parental involvement (Vandebosch, et.al., 2012).

The purpose of this Capstone project is to work with the existing evolution of school counseling procedures with more consistent, standardized pathways to ensure student success by addressing the emerging challenges to cyber-bullying.

3 Methods

As part of the Khebrat process, each Saudi member must first undergo intensive language studies in their placement countries. This is a vital step in a multi-layer approach to gleaning the information to successfully formulate a Capstone paper which describes the implementation of a project meant to compliment Vison 2030 (Alayyafi, 2018). Upon successfully learning English, next the goal was to gain ideas which would be translated into Arabic for implementation into the Saudi Arabia's school systems. The goal being to add to the existing transformations being made and improving student engagement and overall scholastic success. This Capstone project, largely, was gained through research and observations made while in an immersion phase within an Orange county, Florida grade school.

The plan is to formulate a workshop with a specific focus on increasing awareness to the deleterious effects of cyberbullying and present a possible initial treatment approach to help the student inform parents when appropriate and assessed as necessary to the process. One such initial therapy which could be used is the Play Therapy modality of Sandtray for family (eg. Garrett, 2015) (see Appendix E). Therapeutic Family Sandtray Therapy work is more practical and portable when it involves a miniature sandbox within the counseling environment. Garrett (2015) cites Sandtray-based counseling interventions as now being

popular in counseling with individuals, couples, families, and groups across the lifespan. The standardized sandtray (roughly 30 by 20 inches and 4 inches deep) is partially filled with wet or dry sand, and presented to the client(s) with a variety of small items or toys that serve as miniature representations of objects and people in a client's life (Garrett, 2015). The counseling process may move to yet other expressive arts such as Play Therapy, Art Therapy, or Puppet Theatre to improve communications with family and counselor. At some later point the counseling may move to psychodrama or a more traditional talk therapy such as Cognitive Behavioral Therapy, Systemic Family

Therapy as indicated by the research to better connect the family in the child's recovery process. The workshop will be designed to fit the level of understanding of its target audience. For example, when

talking with school children, the language should be adjusted to encourage their complete attention and participation (see Appendix B). The same process should be applied toward teachers and school administration (see Appendix C), parents, and the community as a whole (see Appendix D). The 63 Sandtray Therapy ideas will be drawn from the 100 suggestions of Garrett (2015) (see Appendix E). The MoE will be made aware of the design and contents of each workshop format and approve their implementations before proceeding forward along with their intended advantages and possible disadvantages.

Also, similarly as part of the Methodology of this Capstone paper and project, a 5-slide presentation has been designed highlighting personal information about the Capstone developer and presenter as well as the development and purpose of the Capstone project. At the core of a Capstone paper and project is the "uniqueness" or how original the idea is as well as the usefulness of the purpose of the project. The information is being offered through a 15 minute zoom media presentation to 4 other KSA school counselors who will be completing a 6 item mixed method (4 quantitative, 1-5 Likert scale questions, and 2 qualitative questions) survey (See Appendix A) looking at raw data, statistical means, as well as useful qualitative information and word patterns.

4 Results

As stated in the Methodology section of this paper, at the core of a Capstone paper and project is it's "uniqueness" or how original the idea is as well as the usefulness of the purpose of the project. With this, the project idea is tested by being offered through a 15 minute zoom media presentation to 4 other KSA school counselors who will be completing a 6 item mixed method (4 quantitative, 1-5 Likert scale questions, and 2 qualitative questions) survey (See Appendix A) looking at raw data, statistical means (averages), as well as useful qualitative information and word patterns.

The goal of the survey is not to "test" the idea but elicit as much useful insights from fellow school counselors from KSA prior to offering the finished project to others in the Kingdom. From the zoom presentation the results for the quantitative questions using the scale of 1 to 5, where 5 is very much and 1 is not at all, the ratings were averaged from the 4 other school counseling participants' feedback:

- 1) How unique or original is this information for KSA, 1-5? 4 average
- 2) How open to this information do you think relevant people will be to this information, 1-5? 5 averages

3) How well do you see the KSA Ministry of Education accepting this proposal, 1-5? 5 average

4) How useful do you see the Capstone being proposed to your area in KSA, 1-5? 5 average

Qualitative Questions

Write a brief answer that you see helpful to the success of this project:

5) How may this be more accepted by people in KSA? Very needed. Families are challenging sometimes. Opens family to different ways to do counseling. Opens student up in counseling. Workshop and trainings needed.

6) How may this be more accepted by the Ministry of Education? They will need convincing because it is a growing problem that is not specifically addressed in KSA policy. It is relatively low cost as well.

Conclusion

April 25, 2016, Crown Prince Mohammad Bin Salman introduced his Saudi Vision 2030 to the Kingdom of Saudi Arabia (KSA) as a means to address and decrease the country's dependency on oil production (Rashad, 2016). From this goal came the program, Khebrat, which was designed with a specific aim to diversify the Saudi Arabian school system by allowing teachers, school counselors, and school administrators travel to other countries to observe and learn from an immersion program within those school systems (Alayyafi, 2018).

As part of the Khebrat process, each Saudi member must first undergo intensive language studies in their placement countries. This is a vital step in successfully formulating a Capstone paper which describes the implementation of a project meant to compliment Vison 2030 (Alayyafi, 2018). Upon successfully learning English, next the goal was to gain ideas which would be translated into Arabic for implementation into the Saudi Arabia's school systems. The goal being to add to the existing transformations being made and improving student engagement and overall scholastic success.

This Capstone idea came from observations made while in the Khebrat immersion phase in an Orange county, Florida school. The goal of this Capstone is to improve awareness to cyberbullying via workshops and discuss the literature and present a possible initial treatment informed by the research such as Sand Tray Therapy specific to improve connections/communications between the student and his family, the school staff, and increasing community awareness and hope to effectively address cyberbullying. This idea is in line with the Vision 2030 concept, which focuses on promoting the scientific and professional aspects of the craft of school counseling.

At the core of a Capstone paper and project is how unique or original the idea is as well as the usefulness of the purpose of the project. These aspects of this project idea was investigated through a 15 minute zoom media presentation to 4 other KSA school counselors who completed a 6 item mixed method (4 quantitative, 1-5 Likert scale questions, and 2 qualitative questions) survey (See Appendix A) looking at raw data, statistical means (averages), as well as useful qualitative information.

The goal of the survey was to elicit as much useful insights from fellow school counselors from KSA prior to offering the finished project to others in the Kingdom. The results of that zoom

presentation indicated that; 1) The raters felt the idea was very unique or original. 2) The information was relevant to the citizens of KSA. 3) The proposal could be easily accepted by the KSA Ministry of Education. 4) The proposed idea would be useful in each rater's area of KSA. Furthermore, the qualitative questions gathered some useful information such as;

5) How may this be more accepted by people in KSA? The idea is very needed. Families are challenging sometimes. Opens family to different ways to do counseling. Opens student up in counseling. Workshop and trainings needed. 6) How may this be more accepted by the Ministry of Education? They will need convincing because it is a growing problem that is not specifically addressed in KSA policy. It is relatively low cost as well.

From these points, we can clearly see that counselors have a big role in the education process, especially concerning student mental health, education statues, and problem solving. When the counselors are well educated and well prepared, students find themselves in safer, more competent hands. Getting others involved in the process helps to offered people a sense of pride and involvement and may ease the workload of the existing staff.

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Appendix A

2020 Capstone Result Data Survey

Quantitative Questions

On a scale of 1 to 5, where 5 is very much and 1 is not at all, rate the following:

- 1) How unique or original is this information for KSA, 1-5?
- 2) How open to this information do you think relevant people will be to this information, 1-5?
- 3) How well do you see the KSA Ministry of Education accepting this proposal, 1-5?
- 4) How useful do you see the Capstone being proposed to your area in KSA, 1-5?

Qualitative Questions

Write a brief answer that you see helpful to the success of this project:

- 5) How may this be more accepted by people in KSA?
- 6) How may this be more accepted by the Ministry of Education?

Appendix B

Cyberbullying and the Use of Play Therapy Techniques to Connect with Those Children Negatively Affected by It

TARGET AUDIENCE: SCHOOL CHILDREN

Slide 1: What is Cyberbullying?

- Involves the use of the internet by an individual or group of individuals via social media and public forums with the common goal of debasing an intended victim(s)
- Common behavior among children, adolescent, and adults worldwide
- Involves repeated physical and/or mental harassment indicating an imbalance of power
- Can be in the form of fear, anticipatory, or manipulative of peer relationships intended to cause harm

- 1) Slide 2: Who bullies and why?

- Although bullying has been extensively looked at in classical forms and increasingly as a social media phenomena, the motivations are varied and not well defined
- some common characteristics of those who bully are perpetuating or continuing what has been done to them, repressed anger and resentments, control issues, and psychological and/or social issues.
- cyberbullying has the distinction from classical bullying as offering anonymity, the person(s) technological skills, and ability to invade the victim's cyber-domain

-cyberbullying perpetuates a ‘piling on’ or group victimization as a result of the above. Because of minimal or no feedback, cyberbullying may have the effect of ‘lack of empathy’ and distance from understanding the consequences experienced by the victims

2) Slide 3: Who are being bullied?

-More males than females in KSA and generally worldwide (although not confined to just males)

-lack of or feeling a lack of family and social support (no one understands, listens or helps)

-those who are perceived as different, isolated/loner, have made another person mad, or simply targeted by someone who wants to be seen as “bigger” than what they are

3) Slide 4: What are some consequences to cyberbullying?

-Behavioral challenges (there have been reports of victims harming themselves or seeking retribution against those who have harmed them)

-Other behavioral challenges experienced may be isolation or outcast behaviors, social awkwardness, lack of self-care, reduced scholastic involvement and failing grades

-Psychological challenges such as depression, anxiety, and stress

5) Slide 5: What should I do if I am a victim of cyberbullying?

-Find someone that you trust and tell them

-Talk to your teacher, school administrator, and school counselor about it

-Your parents or guardians are the most important so let them know or ask that your school counselor help you with letting them know

Appendix C

Cyberbullying and the Use of Play Therapy Techniques to Connect with Those Children Negatively Affected by It

TARGET AUDIENCE: SCHOOL FACULTY AND ADMINISTRATION

1) Slide 1: What is Cyberbullying?

-Involves the use of the internet by an individual or group of individuals via social media and public forums with the common goal of debasing an intended victim(s)

-Common behavior among children, adolescent, and adults worldwide

-Involves repeated physical and/or mental harassment indicating an imbalance of power

-Can be in the form of fear, anticipatory, or manipulative of peer relationships intended to cause harm

2) Slide 2: Who bullies and why?

-Although bullying has been extensively looked at in classical forms and increasingly as a social media phenomena, the motivations are varied and not well defined

-some common characteristics of those who bully are perpetuating or continuing what has been done to them, repressed anger and resentments, control issues, and psychological and/or social issues

-cyberbullying has the distinction from classical bullying as offering anonymity, the person(s) technological skills, and ability to invade the victim’s cyber-domain

- cyberbullying perpetuates a ‘piling on’ or group victimization as a result of the above
 - Because of minimal or no feedback, cyberbullying may have the effect of ‘lack of empathy’ and distance from understanding the consequences experienced by the victims
- 3) Slide 3: Who are being bullied?
- More males than females in KSA and generally worldwide (although not confined to just males)
 - lack of or feeling a lack of family and social support (no one understands, listens or helps)
 - those who are perceived as different, isolated/loner, have made another person mad, or simply targeted by someone who wants to be seen as “bigger” than what they are
- 4) Slide 4: What are some consequences to cyberbullying?
- Behavioral challenges (there have been reports of victims harming themselves or seeking retribution against those who have harmed them)
 - Other behavioral challenges experienced may be isolation or outcast behaviors, social awkwardness, lack of self-care, reduced scholastic involvement and failing grades
 - Psychological challenges such as depression, anxiety, and stress
- 5) Slide 5: What should I do if I am a victim of cyberbullying?
- Find someone that you trust and tell them
 - Talk to your teacher, school administrator, and school counselor about it
 - Your parents or guardians are the most important so let them know or ask that your school counselor help you with letting them know
- 6) Slide 6: Initiating Family Involvement.
- An initial therapy which could be used is the Play Therapy modality of Sandtray for family (see Appendix D). Practical and portable (roughly 30 by 20 inches and 4 inches deep partially filled with wet or dry sand), presented to the client(s) with a variety of small items or toys that serve as miniature representations of objects and people in a client’s life when it involves a miniature sandbox within the counseling environment.
- 7) Slide 7: Transitioning to other counseling modalities
- The counseling process may move to yet other expressive arts such as Play Therapy, Art Therapy, or Puppet Theatre to improve family communications and counselor
 - Counseling may move to psychodrama or a more traditional talk therapy such as Cognitive Behavioral Therapy, Systemic Family Therapy as indicated by the research to better connect the family in the child’s recovery process.

Appendix D

Cyberbullying and the Use of Play Therapy Techniques to Connect with Those Children Negatively Affected by It

TARGET AUDIENCE: PARENTS AND COMMUNITY

1) Slide 1: What is Cyberbullying?

- Involves the use of the internet by an individual or group of individuals via social media and public forums with the common goal of debasing an intended victim(s)
- Common behavior among children, adolescent, and adults worldwide
- Involves repeated physical and/or mental harassment indicating an imbalance of power
- Can be in the form of fear, anticipatory, or manipulative of peer relationships intended to cause harm

2) Slide 2: Who bullies and why?

- Although bullying has been extensively looked at in classical forms and increasingly as a social media phenomena, the motivations are varied and not well defined
- some common characteristics of those who bully are perpetuating or continuing what has been done to them, repressed anger and resentments, control issues, and psychological and/or social issues
- cyberbullying has the distinction from classical bullying as offering anonymity, the person(s) technological skills, and ability to invade the victim's cyber-domain
- cyberbullying perpetuates a 'piling on' or group victimization as a result of the above
- Because of minimal or no feedback, cyberbullying may have the effect of 'lack of empathy' and distance from understanding the consequences experienced by the victims

3) Slide 3: Who are being bullied?

- More males than females in KSA and generally worldwide (although not confined to just males)
- lack of or feeling a lack of family and social support (no one understands, listens or helps)
- those who are perceived as different, isolated/loner, have made another person mad, or simply targeted by someone who wants to be seen as "bigger" than what they are

4) Slide 4: What are some consequences to cyberbullying?

- Behavioral challenges (there have been reports of victims harming themselves or

seeking retribution against those who have harmed them)

-Other behavioral challenges experienced may be isolation or outcast behaviors, social awkwardness, lack of self-care, reduced scholastic involvement and failing grades

-Psychological challenges such as depression, anxiety, and stress

5) Slide 5: What should I do if I am a victim of cyberbullying?

-Find someone that you trust and tell them

-Talk to your teacher, school administrator, and school counselor about it

-Your parents or guardians are the most important so let them know or ask that your school counselor help you with letting them know

6) Slide 6: Initiating Family Involvement.

- An initial therapy which could be used is the Play Therapy modality of Sandtray for family (see Appendix D). Practical and portable (roughly 30 by 20 inches and 4 inches deep partially filled with wet or dry sand), presented to the client(s) with a variety of small items or toys that serve as miniature representations of objects and people in a client's life when it involves a miniature sandbox within the counseling environment.

7) Slide 7: Transitioning to other counseling modalities

-The counseling process may move to yet other expressive arts such as Play Therapy, Art Therapy, or Puppet Theatre to improve family communications and counselor

- Counseling may move to psychodrama or a more traditional talk therapy such as Cognitive Behavioral Therapy, Systemic Family Therapy as indicated by the research to better connect the family in the child's recovery process.

Appendix E

Directed Sandtray Ideas

1. Build a genogram/family tree (e.g., focusing on the member characteristics and/or relationships; using only animals, that have personal meaning to you.).
2. Create your world, create a tray about your life (at school and/or at home).
3. Create a tray that describes your beliefs, thoughts, or feelings about cyberbullying.
4. Create a tray that describes how you feel right now.
5. Create a tray about the emotions you experience at home and at school.
6. Create a scene about what keeps you up at night.
7. Create a tray about the challenges you have face in your life.
8. Build a scene that describes your relationship with each other (family session)

9. Create an average day with friends.
10. Build a tray to show the meaning of family.
11. Build a tray to show the meaning of friends.
12. Build a tray to show the meaning of school, teachers, administration, counselor, others at school.
13. Build a scene that describes a time in your life when you felt ashamed or embarrassed.
14. Build a tray about the decision you made to someone about cyberbullying.
15. Create a tray that shows what it means to be a good mother, father, son, daughter.
16. Create a tray that shows what it means to be a good student.
17. How/where do you see yourself/your life in 5 years? 10 yrs.
18. Create a tray that describes your journey/path of how you are getting through the effects of cyberbullying.
19. What would your life look like if you solved your issue or problem in the sandtray?
20. Create a scene about what your life would look like without the effects of cyberbullying?
21. Recreate a scene or memory from your past/a specific scene of interest.
22. Create a scene about where you would like to go if you could take a vacation this week.
23. Create a tray that describes your current home/living situation.
24. Create a tray that describes your ideal home/living situation.
25. Create a tray that shows how you are similar (or different) from other family members, friends, students, parents...
26. Create a tray about your ideal job (future or now for parents).
27. Make a tray about your happiest/saddest childhood memory (student).
28. Make a tray about your happiest/saddest adult memory (parents).
29. Create a tray that shows what you want out of your current/future family relationship.
30. Create a tray showing the goals you have for each family member in your recovery.
31. How do you think your kids/spouse/friends/parents see(s) you?
32. Create a scene about the first thing you would change about yourself or your life if you had a magic wand/magic powers.
33. Create a tray to introduce me to someone who you have lost in your life.
34. Create a tray about a dream you have had.
35. Create a scene from your local area/town (family activity).
36. Use the tray to show how you would design your room, home, garden or yard (if you had

- unlimited time, resources, or gardening skill).
37. Create a tray using various miniature figures that shows what you see when you look in the mirror/what you think others see when they look at you.
 38. Create a tray about what an ideal family would look like.
 39. Do a scene about your interactions with your sisters/brothers/parents/children.
 40. What would your life look like if you didn't have to follow your parents' rules?
 41. What would your life look like if you didn't have to go to school?
 42. Make a scene of your family doing something you all like or enjoy.
 43. Make a tray about what you would do if you had one "free" day to spend with your parents.
 44. Make a tray showing 3 things you would wish from a genie.
 45. Make a tray that shows the things you want to do/will be able to do once you are officially an adult.
 46. Create a tray that describes your spiritual journey/path (in childhood, so far in life, projecting into the future, etc.).
 47. Create a tray about behaviors that get you into trouble at school.
 48. Create a tray about behaviors that get you into trouble at home.
 49. Build a tray to show how you use prayer to overcome the emotions from cyberbullying.
 50. Build a scene that describes a time when your religious beliefs influenced your decision(s).
 51. Make a scene of when your mom/dad comes home.
 52. Show me life with mom/dad not home.
 53. Make a picture/scene of your favorite house/places you've lived.
 54. Show me life at your new school compared to your old school.
 55. Using Art Therapy, create a picture of you and all your friends and family using animals to represent friends and family.
 56. Create a series of trays depicting all the places he/she has lived and how his/her life has changed with each move.
 57. Build a tray about your fears or dreams related to being cyberbullied.
 58. Create a scene about the best or worst place you've ever lived or worked.
 59. Create a tray that describes your feelings about the people who are cyberbullying you.
 60. Recreate the scene when you decided to tell someone of how you were being cyberbullied.
 61. Create a scene of the people you get support from in times of stress.

62. Create a scene of who you would like to be supported by through stressful periods.
63. Create a scene of how you see yourself coping with the effects of cyberbullying.