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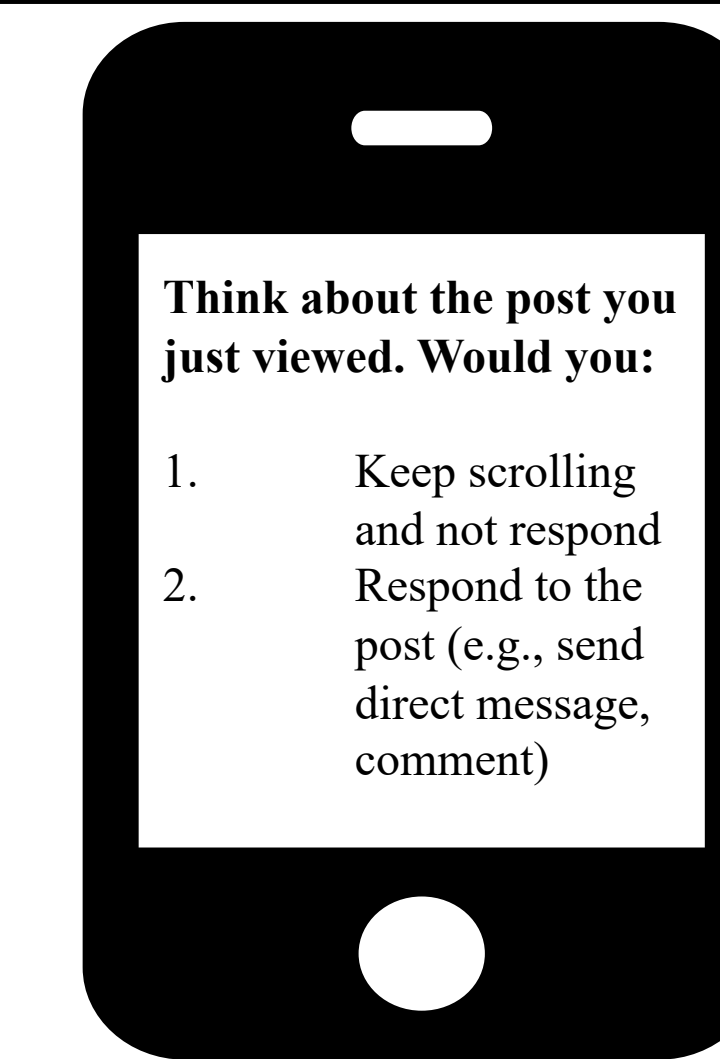
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Adolescent Strategies to Intervene on Microaggressive Social Media Posts

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Research Question
What are strategies do adolescents use in response to microaggressive social media posts?

Microaggressions:
Intentional or unintentional verbal, behavioral, or environmental slights (Sue et al., 2007)

Introduction

- Adolescents who have greater feelings of needing to belong may present differently on social media than their counterparts who do not (Baumeister & Leary, 1995; Wang et al, 2018).
- If adolescents interpret the post as offensive enough to be an emergency, they may choose to intervene (Darley and Latané, 1968).
- Assuming responsibility is part of one's thought process when deciding whether to intervene (Darley and Latané, 1968).
- Adolescents who feel more connected to school may feel responsible for helping others experience a positive school climate.
- Students' awareness of policy may address confusion about responsibility in microaggressive or bullying situations, particularly if the policy lists consequences and steps students can take in response (Bauman et al., 2020), which may lead them to be more likely to intervene when witnessing wrongdoing online.
- Little is known about if adolescents recognize microaggressions, how adolescents handle microaggressions online, and thought processes about intervening.

Sample

128 responses from adolescents ages 14-18
The overall sample for the broader study included participants who identify as Black (12%), Latino/x/Hispanic (9%), Asian (9%), multiracial (11%), and white (56%)

Implications

- Importance of:
 - Prevention and intervention efforts that include trainings on microaggressions for students and staff
 - Examining school policy and efforts to encourage students and staff to be aware of their school policy
 - Talking with adolescents about what they do on social media
 - Familiarizing school psychologists and other service providers with how to address microaggressions

Directly Respond

Educate (n = 30)	• “Would point out that adhering to colorblind standards, it invalidates every person of color’s experience with racism or prejudice.”
Argue (n = 4)	• “Argue with those in the comment section who think that being gay is a <i>phase</i> when it’s not.”
Ask to remove post (n = 6)	• “I would ask the person to take the story down.”
Express opinion to either agree or disagree with poster (n = 38)	• “Tell them [the poster] their post was extremely homophobic and rude.”
Repost (n = 3)	• “Repost and try to make other people comment.”
Use humor (n = 1)	• “Most likely to send a message that is humorous but still telling them to stop.”

Talking to someone outside of social media

Family (n = 1)	• “Honestly I would probably complain about it to my family.”
Friends (n = 9)	• “Share it with my friends and discuss how [wrong] we think it is privately with each other.”
School Personnel (n = 3)	• “Would tell them it’s not cool and then would tell my school staff.”

Check Poster’s Page

(n = 2)	• “Would probably see [their] other medias, collecting evidence of racism to ban their account.”
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Some adolescents responded with “no,” “nothing,” or “N/A” or simply “yes”

Note: Responses were analyzed and categorized using constant comparative method (Corbin & Strauss, 2015)

Indirect Action

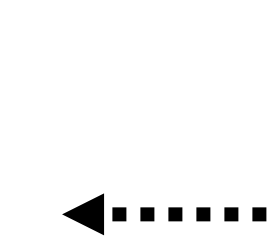
Block (n = 10)	• “Most likely block the person after I respond.”
Unfollow (n = 23)	
Report to application (n = 1)	• “Bring further attention to it, targeting people who have the same agenda to bring people together”

Feelings/Opinions Expressed and No Action

General Opinion (n = 7)	• “Feel like this depends on who the person is and whether or not they actually think it is a phase.”
Unsupportive Opinion (n = 4)	• “Question why I follow them.”

Action After Repeated Offense

(n = 2)	• “If the behavior continued or the poster was unresponsive to my feedback, I would most likely unfollow/unfriend them.”
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Contact Information

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