

Illinois State University

ISU ReD: Research and eData

---

University Research Symposium

Research and Sponsored Programs

---

4-1-2022

## SOCIAL MEDIA, MICROAGGRESSIONS, AND ADOLESCENT EFFORTS TO INTERVENE

Keeley Hynes  
*Illinois State University*

Follow this and additional works at: [https://ir.library.illinoisstate.edu/rsp\\_urs](https://ir.library.illinoisstate.edu/rsp_urs)

---

### Recommended Citation

Hynes, Keeley, "SOCIAL MEDIA, MICROAGGRESSIONS, AND ADOLESCENT EFFORTS TO INTERVENE" (2022). *University Research Symposium*. 361.  
[https://ir.library.illinoisstate.edu/rsp\\_urs/361](https://ir.library.illinoisstate.edu/rsp_urs/361)

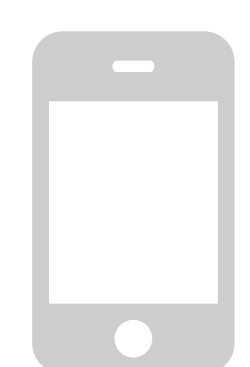
This Poster is brought to you for free and open access by the Research and Sponsored Programs at ISU ReD: Research and eData. It has been accepted for inclusion in University Research Symposium by an authorized administrator of ISU ReD: Research and eData. For more information, please contact [ISURed@ilstu.edu](mailto:ISURed@ilstu.edu).





**Background:**

- **Social media rumination** (SMR; Parris et al., 2020): the tendency to think about one’s and others’ social media activity
  - Individuals who wish to create a certain image online may thoroughly think through the consequences of their actions on social media and how others perceive them (Parris et al., 2020).
- 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.



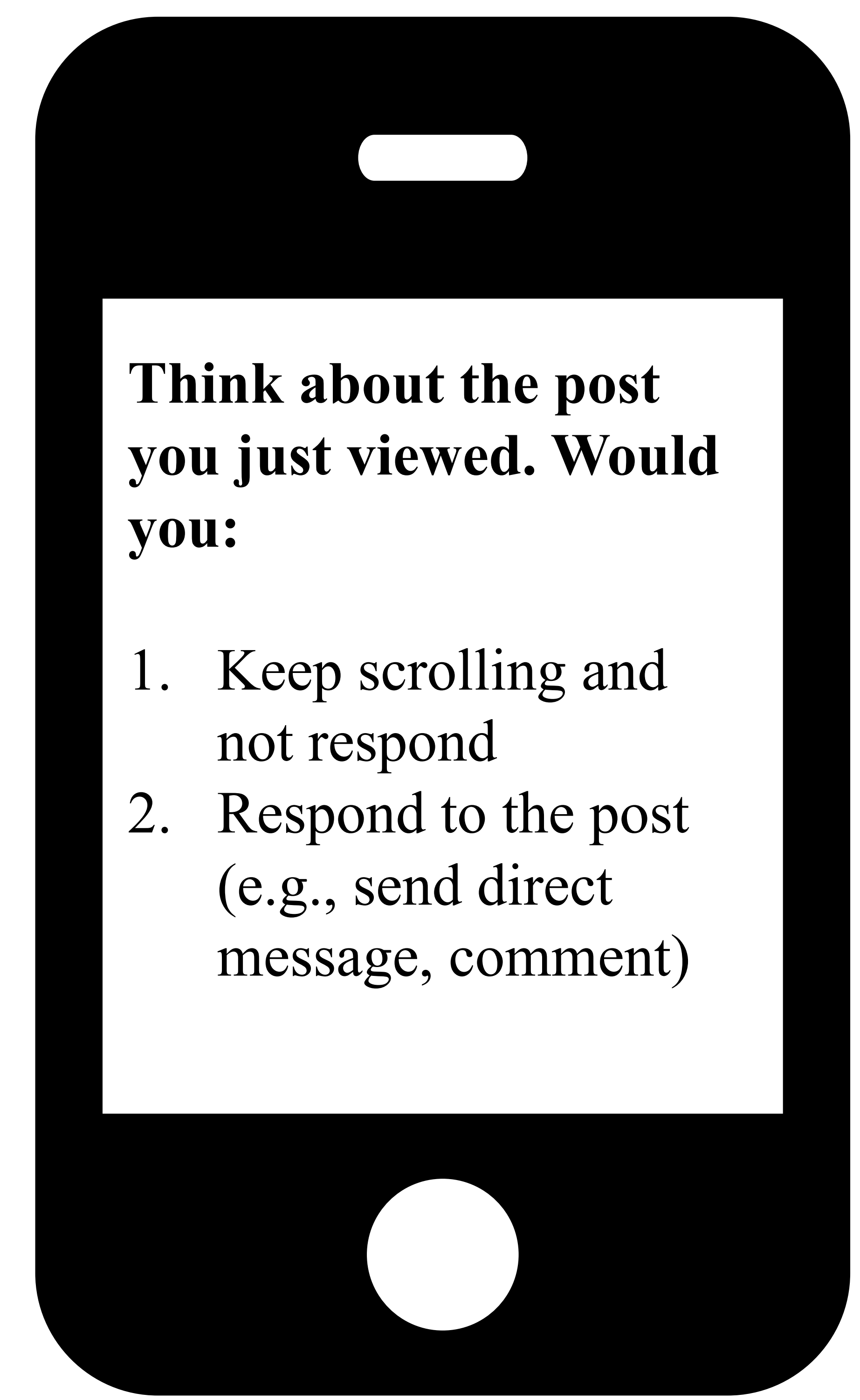
Take a picture to download the full paper

# Perceived offensiveness of microaggressive social media post predicts adolescents’ decision to intervene.

Predictor	B	SE <sub>b</sub>	b	t	p
Offensiveness	.11	.03	.34	4.28	<.001
Policy Awareness	-.04	.04	-.09	-1.09	.35
School Connectedness	.02	.04	.03	0.37	.18
Social Media	.06	.05	.12	1.39	.70

## 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



**Method:**

- *Participants:* 134 students from high schools across the US
- Four microaggressive Instagram “stories”
- *Predictors:*
  - *School Connectedness* subscale of *Georgia School Climate Survey* (La Salle, 2017)
  - *Social Media Rumination Scale* (Parris et al., 2020)
  - *School Policy Awareness Scale* (current authors)
  - *Offensiveness* item
- *Outcome*
  - *Scroll or intervene* item
  - If intervene, *what would you do* item (e.g., direct message the perpetrator, comment publicly)

**Results:**

- Overall Multiple Regression Model:  $R^2 = .17$ ,  $F(4, 129) = 6.78$ ,  $p < .001$ .
- Offensiveness explained most of the variance in participants’ decision to intervene. Specifically, the degree to which participants found the post offensive positively predicted the degree to which they would intervene,  $b = .11$ ,  $t(129) = 4.28$ ,  $p < .001$ .