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Coping with Cyberbullying: A Systematic Literature Review

Final Report of the COST IS 0801 Working Group 5

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Abstract

The present literature review aims to summarize current knowledge on coping with cyberbullying. Coping strategies are defined as responses (behaviours, but also emotions/cognitions) that are successful (or unsuccessful) against cyberbullying. We differentiate between three different coping domains: reducing risks, combatting the problem, and buffering negative impact. A systematic literature search was conducted yielding 36 relevant papers. Most of these papers report findings regarding general prevention strategies (e.g. anti-bullying policies or cybersafety strategies) and the use of coping strategies such as seeking support, reactions towards cyberbullies (retaliation or confronting), technical solutions and avoidant and emotion-focused strategies. A few studies report on perceived success whereas only a very few studies measure the success of the strategies in relation to cyberbullying, its risks and outcomes. In sum, although there are a number of studies investigating the use of coping strategies, there is a clear lack of evidence concerning the question on what are successful coping strategies. Based on the current lack of sound empirical data, the report suggests future research strategies.

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Appendix 1: List of reviewed articles

Appendix 2: Netq-Questionnaire

Appendix 3: Results (Open answers and conclusions)

1 Background and Aims

Cyberbullying refers to bullying and harassment of others by means of new electronic technologies, primarily mobile phones and the internet. There has been much research and action on traditional forms of bullying in schools, with some success, but cyberbullying has arisen and increased in the last few years. Researchers, pupils, parents, teachers, unions, and local, regional and national authorities, are all in various ways starting to grapple with the issues involved in cyberbullying, in consultation with mobile phone companies and internet service providers. COST Action IS 0801 aims at sharing expertise on cyberbullying in educational settings, and coping with negative and enhancing positive uses of new technologies. Different working groups within the COST-action devoted their time to generate expertise regarding guidelines, successful coping and positive use.

The general aim of one of these working groups (WG5) was to share research on coping strategies, in different countries, and on research that will inform the work on guidelines for cyberbullying. Towards this general aim, we specifically aimed to explore the empirical (scientific) database regarding successful coping strategies against cyberbullying on: (a) Personal level; (b) Family level; (c) School level. This exploration includes a systematic literature review and the preparation of a review of coping measures in relation to cyberbullying. **The current report provides descriptive results on the systematic literature review.**

2 Systematic Literature Search

2.1 Overview of the steps

1. Internal definition of „Coping with cyberbullying“	completed
2. Establishing a set of keywords	completed
3. Systematic searches on different databases	completed
4. Preselection of relevant articles (related to cyberbullying)	completed
5. Inclusion of the hits in Endnote	completed
6. Systematic ratings for relevance (coping with cyberbullying)	completed
7. Search of articles (pdf) > made available to group members through Google docs	completed
8. Establishing a category system for systematic data analysis	completed
9. Systematic rating of relevant articles	completed
10. Summarizing the results of the data analysis	> Final report with descriptive results
11. Joint writing of a review paper	> Manuscript accepted for publication ¹

¹ Perren, S., Corcoran, L., Cowie, H., Dehue, F., Garcia, D., McGuckin C., Smahel, D., Sevcikova, A., Tsatsou, P., Völlink, T. (2012). *Facing cyberbullying: Review of empirical evidence regarding successful responses by students, parents and schools*. International Journal of Conflict and Violence, in press.

2.2 Keywords

Coping strategies are defined by WG5 as responses (behaviors, but also emotions/cognitions) that are successful (or unsuccessful) against cyberbullying

The following keywords and databases to be searched were defined.

001 cyberbullying OR cyber-bullying

002 (cyber OR internet OR online OR mobile OR electronic) AND (bullying)

003 grieving OR cyberstalking OR cyber-stalking

004 (cyber OR internet OR online OR mobile OR electronic) AND (aggression OR harassment OR victimization OR victimisation)

005 1 OR 2 OR 3 OR 4

006 child* OR adolesc* OR school OR kindergarten OR teacher* OR parent*

007 coping OR cope

008 reaction* OR action*

009 response* OR responding

010 Adaptive AND behav*

011 Regulation AND (self OR emotion*)

012 7 OR 8 OR 9 OR 10 OR 11

013 5 AND 6 AND 12

2.3 Databases and number of hits

<i>Database</i>	<i>End of search period</i>	<i>Hits</i>
PsychInfo	17.09.2010	93
ERIC	17.09.2010	65
Medline	17.09.2010	28
Psyndex: Literatur und AV-Medien	17.09.2010	3
IBSS: International Bibliography of the Social Sciences	17.09.2010	7
Web of Science	17.09.2010	38
Francis	17.09.2010	11
SocINDEX with Full Text	17.09.2010	44
Communication & Mass Media Complete	17.09.2010	12
Sociological Abstracts	17.09.2010	616 ¹
PsycARTICLES	17.09.2010	1788 ¹
Science Direct	17.09.2010	10,924 ¹

¹These searches yielded a high number of irrelevant references

All hits were pre-selected regarding match of the articles with our topic cyberbullying (or on-line aggression) in youth / educational settings. Those hits were entered into an Endnote-Database (duplicates removed).

This search resulted in **225 articles**. These hits were twice rated for relevance.

The first round yielded the following number of references²: Relevant (=2): 46; Maybe relevant (=1): 29; Not relevant (=0): 150.

All abstracts rated "not relevant" were double-checked regarding relevance by two other raters³ and excluded from the further steps. This step of the literature search was finished in September 2010 (newer studies are not included).

2.4 Additional references added

In a further step, we added some additional relevant references. Based on a suggestion by some co-authors we did an additional database search (only PsychInfo, ERIC and Medline) regarding "cyberbullying" and parental mediation or parenting. This search resulted in one additional relevant reference, which was included in our database. Some members⁴ sent additional papers, which might be relevant for our research aim. They were added in the database⁵.

This procedure resulted in a preselection of 88 partly or highly relevant references, which were rated with a systematic category system (see **Appendix 1**).

3 Categorization System

Next, we established a category system for systematic data analysis. We systematically collected information on: Source (e.g. kind and quality of article); Research questions; Methods; and Results

A preliminary version of the category system was developed by the first author and discussed in the WG-meeting in Florence and also online. The final categorization system can be seen in **Appendix 2**.

The paper version of the category system was transformed into an electronic data entry system.⁶ Data was entered through an electronic questionnaire (netq).

3.1 Rating procedure

The systematic rating of relevant articles was divided between seven raters⁷. The first author created a list of reference and assigned to the raters (by chance) about 13 articles which the person had to rate. In addition, we assigned each person 3 additional references which they had to rate as a second person

² rated by LC and UR

³ TV and FD

⁴ PT, MF, FD and TV

⁵ Campbell, MA: 2005; Chibbaro, JS: 2007; Eastin, MS, Greenberg, BS, Hofschire, L: 2006; Hensler-Mcginis, N. F. (2008); Li, Q: 2006; Livingstone, S., L. Haddon, A. Görzig, and K. Olafsson (2010); Lodge, J. & Frydenberg, E. (2007); Mason, KL: 2008; Rosen et al., 2008; Slonje, R, Smith, PK: 2008; Stacey, E: 2009, 115; Topçu C., Erdur-Baker O., Capa-Aydin Y. (2008).

⁶ developed by LC.

⁷ HC, FD, DG, TV, AC/HM, AS, PT.

("blind" inter-rater-reliability to ensure the quality of the rating), i.e. every person was responsible for about 16 articles. The raters had to search for the paper or pdf-version of the article through electronic or other public sources or by contacting the authors.

For the descriptive results (see Appendix 3), answers of both raters were aggregated (numerical variables) or combined (open questions). Inter-rater reliability was moderate.

3.2 References included for further analyses

Based on the systematic ratings, articles were re-rated according to their relevance and selected for inclusion or exclusion for the final analyses. The following inclusion criteria were used:

- Empirical studies on cyberbullying (new data and knowledge)
- Published papers only (scientific journal, book chapter, EuKidsOnline, dissertations - exclude conference papers and posters....)
- Who is coping: Parents, Teacher (Schools) or students...
- Paper should include some measures of coping strategies (= listed in the coping model)
- Paper should address at least one of our predefined research questions (prevent, combat, buffer)

4 Results

4.1 General characteristics of the reviewed publications

4.1.1 Number of relevant articles and research questions

36 articles which were rated as being relevant for our research questions fulfil the defined inclusion criteria and are included in the current report (see Table 1). Most of them concern the use of coping strategies, either to prevent or to combat cyberbullying.

Table 1: Research questions addressed in the empirical studies

	What coping strategies are used against cyberbullying?	What is the success of coping strategies?		Total
	(reported or observed)	(Perceived)	(Measured)	
preventing cyberbullying	14	4	5	23
combating cyberbullying	23	5	0	28
buffering negative impact	10	3	1	14

4.1.2 Methodological approach

Most studies include data from cross-sectional studies with student reports (30 studies), only one study had longitudinal data. More than half of the articles also address traditional bullying besides cyberbullying. About one third of the studies also assessed other online risks. Most articles concern students' coping strategies, some also schools' and parents' responses to cyberbullying or general anti-bullying strategies. The most frequently investigated coping strategy is "support" (e.g. telling friends, parents, teachers). Technical solutions, retaliating/confronting the bully and ignoring were also discussed in several studies.

4.2 Preventing cyberbullying

4.2.1 Description of publications

Before discussing the literature reporting on prevention strategies for both traditional and cyber or electronic bullying, it is important that we outline the main characteristics of this literature and related literature gaps. Firstly, most of the literature reporting strategies to prevent cyberbullying refers to journal articles (14 out of 21 articles) and only a couple of literature outputs are in a book or book chapter format. Secondly, most of the literature on prevention strategies examines both perpetration and victimisation aspects of cyberbullying, whereas some greater emphasis on victimisation aspects seems to be placed by certain parts of the existing literature evidence.

Regarding the forms of cyberbullying and who is coping with it, most literature on prevention of cyberbullying examines both mobile phone and Internet bullying and it usually explores students' coping with it, followed by parents' and teachers' strategies to protect children/students. Finally, regarding the quality of the reported data, most of the literature has some research/methodological limitations (5), while some literature outputs exhibit either strong methodological design (5) or report no new empirical data at all (4). Such reflections on the quality of research literature and its methodological ramifications are important as they can shed some light on the breadth and quality of the results reported by the literature on cyberbullying prevention and on whether such results are supported by sufficient data and evidence or not.

4.2.2 Use of coping strategies

Regarding the prevention strategies reported in the literature, one could argue that some strategies concern traditional bullying and some others cyberbullying, with one category of prevention strategies often overlapping with and feeding the other. In what follows we report on these two categories separately, while we base our discussion on the distinction between prevention categories supported by research data and evidence and those relying more on researchers' observations and conclusions.

4.2.2.1 Measures to prevent bullying (or antisocial behaviour in general)

Regarding traditional bullying, five articles of the reviewed literature outputs report on prevention measures (including social skills training). This literature puts forward results on the usage of measures to prevent traditional bullying as well as a range of relevant suggestions and implications for future strategies.

Specifically, the literature reports on the following prevention strategies used for traditional bullying:

1. Teachers consider it important to engage in discussion and communication with students at school, also involving social workers or parents (teacher/counselor perspective) (DiBasilio, 2008);
2. Students feel safe at school and assess teachers' interventions to prevent bullying quite positively. Students feel that the school environment is important for their protection (DiBasilio, 2008);
3. At the same time, there is some literature that finds that over a third of the students have a negative perception of the school's prevention strategies (Genz, 2010);
4. Peer-help for preventing bullying is considered important among students and it can be based on student-leaders and bystanders (DiBasilio, 2008).

On the other hand, the literature reaches conclusions, points to implications and makes suggestions for preventing traditional bullying. Most of these observations and arguments refer to the role of schools and make relevant suggestions concerning teaching, curriculum, policies in place and so on:

1. Curriculum programs to incorporate the direct teaching of values education, empathy training and the use of stories and drama (Campbell, 2005);
2. Need for more effective programs for students including specific social skills training that are part of the school curriculum (Dranoff, 2008);
3. Need for classroom interventions that incorporate lessons on bullying into life skills and bullying prevention classes and also implement effective social skills, empathy training and conflict resolution education (Mason, 2008);
4. There is literature that makes recommendations for strategies to prevent bullying at middle school including an intensified whole school approach that requires full commitment from all stake holders and focuses on ongoing education for adults in identifying and responding to bullying (Dranoff, 2008);
5. Also, some literature makes concrete suggestions for anti-bullying programmes such as the Olweus Bullying Prevention Program (Willard, 2007);
6. Some othe literature brings up the importance of community activities (Willard, 2007) to bring together family, educational, third sector and policymaking ideas within and throughout the community context;
7. Finally, the literature suggests that questions about Internet experiences should be included in routine well-being checks as well as more intensive therapeutic conversations and risk assessments. Along these lines, the literature suggests that professionals should arguably emphasize general positive parenting styles to prevent and address bullying (Ybarra and Mitchell, 2004).

4.2.2.2 Measures regarding Internet use and online communication

On the other hand, most of the reviewed literature (14) reports on prevention measures for cyberbullying. Most of this literature actually puts forward conclusions about and implications for

prevention measures rather than actual empirical data and related findings regarding the usage and success of such measures (see section 3.2.2 for more information on success). In this sense, part of this literature does not present a significant volume of new data, nor does it put forward systematic and thorough conclusions about or implications for preventing cyberbullying in the future.

Specifically, the literature reports the following findings and results on strategies for preventing cyberbullying:

1. Peer-intervention (i.e. peer support by trained student leaders) is used in school to prevent cyberbullying in school by:
 - Creating bullying awareness in the school;
 - Developing leadership skills among students;
 - Developing intervention practices in the student community to prevent bullying;
 - Developing team-building initiatives in the student community;
 - By students behaving proactively as bystanders (DiBasilio, 2008):
2. Technology enabled prevention strategies in use: switching a screen name, blocking a particular name and sending a warning to someone to prevent cyberbullying are some of the technology enabled strategies reported in research (Juvonen and Gross, 2008). Also, some students/youth argue that they know about safety strategies in cyberspace (Li, 2007).
3. Parental supervision (Rosen, Cheever and Carrier, 2008):
 - The literature reports that parents set limits on computer and online use and monitor their pre-teens and young teens more than their older teens. The literature finds that parenting styles are related to experiences, behaviors and attitudes.
 - Also the literature finds that teens with authoritative parents have limits and are monitored more than those with authoritarian and permissive parents. Specifically, neglectful parents set fewer limits and monitor their teens the least, while authoritative and authoritarian parents are more likely to set limits on computer behavior than permissive and neglectful parents. In the same way, authoritative and authoritarian parents are more likely to set limits on MySpace use and less likely to allow computers in teens' bedrooms.
4. In addition, the literature reports on a number of other prevention tactics (Stacey, 2009) such as:
 - trying to sort out issues face to face rather than online;
 - better education about the Internet, something widely favoured by parents and teachers as much as by students themselves;
 - a code of conduct for better communication amongst students, something arguably supported more and viewed less critically and less as a challenge to defy by students than introducing rules and bans at school.

However, in some of the literature students appear pessimistic about the possibility of preventing cyberbullying, arguing that it is unlikely to be 'eradicated' (Smith et al., 2008).

In addition to reporting results, the literature puts forward a series of conclusions about and implications for preventing Internet/online bullying in future. Overall the literature (Campbell, 2005) argues that we should draw upon previous experience from face-to-face bullying prevention strategies so as to apply prevention of cyberbullying along the following lines:

1. Awareness raising initiatives in order that teachers, parents and students be made aware of cyber bullying. More specifically:
 - Professional development for teachers is needed, explaining what cyber bullying is and the real consequences of severe and continuous cyberbullying (Campbell, 2005);
 - Parents also need to be made aware of cyber bullying methods, such as student texting on mobile phones under the bedcovers in the middle of the night and sending hurtful emails from the computer in their bedroom (Campbell, 2005);
 - The literature also notes the adults' responsibility for making youth aware of the possible consequences of sharing personal information online (Young, Young and Fullwood, 2007).
 - Along these lines, the literature argues that awareness raising can be developed through training and through parent education about the risks associated with online communication and training of youth in strategies to prevent cyberbullying incidents (Juvonen and Gross, 2008; Li, 2007; Wright et al., 2009).
2. School policies to respond to the challenge of cyberbullying and implement a range of prevention policies accordingly (Campbell, 2005; Dranoff, 2008; Mason, 2008; Stacey, 2009). More specifically, the literature suggests:
 - An intensified whole school approach that requires full commitment from all stake holders and focuses on ongoing education for adults in identifying and responding to bullying;
 - Schools to include the issue of cyberbullying into the whole school policy, including specific social skills training and more effective disciplinary efforts such as restrictions of usage of mobile phones, email, chat sites and social networking.
3. School programmes are at the core of the suggestions of some literature and they are outlined as frameworks to incorporate the direct teaching of values education, empathy training and the use of stories and drama in the curriculum. Also, according to the literature, direct teaching of 'netiquette' and other classroom and teacher interventions could help to prevent cyberbullying (Campbell, 2005).
4. More broadly, social programmes and curriculum programmes are suggested by the literature as means to motivate students towards taking action against cyberbullying. Some of the suggested programmes include peer support programmes, buddy programmes teaching values in education, empathy training, teaching of 'netiquette' and other anti-cyberbullying elements integrated into teaching (Campbell, 2005).
5. Adult supervision is also identified by the literature (Campbell, 2005) as an important prevention strategy that consists of the following guidelines:

- Teachers must be vigilant with students and supervise them when using computers;
 - Parents must have a greater role to play in supervision to prevent bullying by technology; Parents need to take back the power to control the technology and should pay attention to where the home computer is located;
 - Schools could assist in parent education to this end and encourage parents to talk to young people about the technology.
6. More specifically, regarding parental intervention, the literature suggests the following (Rosen, Cheever and Carrier, 2008):
- Parents should set limits and monitor their child's use of computers;
 - It is not recommended that children have computers in their bedrooms;
 - Parents should be involved in their children's use of the internet and should avoid neglecting their parenting role in this domain.

Hence, the literature stresses the importance of both family and education/school (Smith et al., 2008) and points out to the role that community/authority wide interventions can play in preventing and stopping cyberbullying (e.g. legal issues/rulings) (Willard, 2007). In this respect it becomes apparent how many of the suggested and reported prevention strategies are common or at least similar between traditional bullying and cyberbullying. At the same time, there is cyberbullying specific literature that stresses the need for empowering children and making them the key actors deciding about and implementing prevention strategies through appropriate cyberspace usage and youth's input into relevant psychosocial interventions (Ybarra and Mitchell, 2004; Young, Young and Fullwood, 2007).

4.2.3 Success of coping strategies

Regarding some of the above 'in use' strategies reported in the literature, there is some, although limited, evidence concerning their success and level of effectiveness in actually preventing cyberbullying. First, the literature evaluating the success of peer support strategies has argued that this type of intervention has led, according to teachers, to some decrease in school bullying. School staff claimed that reports of electronic bullying decline, while students' perceptions of bullying widened. Also, the number of students who did not participate in electronic bullying increased (DiBasilio, 2008). The literature suggests that the decrease in bullying may have been a result of student-leaders going into classes to discuss bullying and reporting back. So, education is key (DiBasilio, 2008).

As far as parental strategies are concerned, the literature has found that parenting styles and parental limit-setting influence the coping. Specifically, parental monitoring of sites is a factor in reducing the amount of time children spent online (Rosen, Cheever and Carrier, 2008). Also, research has found that higher parental support is negatively associated with involvement in bullying (Willard, 2007). On the other hand, infrequent parental monitoring is significant in the odds of reporting aggressor/target behavior, with a threefold increase in likelihood for youth indicating poor parental monitoring (Ybarra and Mitchell, 2004).

At the same time, some literature concludes that prevention strategies which are in place in school are not effective and that additional prevention strategies are warranted to create an open line of communication between students and school adults (Genz, 2010).

4.3 Combating cyberbullying

4.3.1 Technical strategies

The literature review identified 15 articles that discussed the strategy of blocking a sender and 9 published works mentioning the report abuse button (including theoretically focused papers as well). It is worth noting that no codes were developed for other technical strategies. Based on our detailed analysis, other technologically related actions which were measured or at least discussed at the level of recommendations were recognized:

- a) blocking a sender (Aricak et al., 2008; Juvonen & Gross, 2008; Price, & Dalgleish, 2010; Smith et al., 2008; Stacey, 2009; Staksrud & Livingstone, 2009)
- b) restricting particular screen names from their buddy list (Juvonen & Gross, 2008)
- c) changing (online) identity - the username (Aricak et al., 2008; Juvonen & Gross, 2008), e-mail address (Smith et al., 2008), one's avatar/mobile phone number (Price, & Dalgleish, 2010)
- d) deleting harmful messages (Chesney et al., 2009; Staksrud & Livingstone, 2009)
- e) using a report abuse button (Chesney et al., 2009; Willard, 2007; Wright et al., 2009)
- f) tracing an aggressor to identify his/her identity (Stacey, 2009)

In terms of preferences of technical strategies, the study findings show that blocking the sender was the most prevalent (Aricak et al., 2008; Juvonen & Gross, 2008; Smith et al., 2008). Furthermore, deleting messages was considered to be a common action that cybervictims had taken (Chesney et al., 2009; Staksrud & Livingstone, 2009). Similarly, changing (online) identity and restricting particular screen names from their buddy list were used by children and adolescents as well (Aricak et al., 2008; Juvonen & Gross, 2008; Price & Dalgleish, 2010; Smith et al., 2008). On the other hand, tracing an aggressor to identify his/her identity (Stacey, 2009) was found to be the least common.

Although a large number of technical strategies and variability in preferences is apparent, their effects have been measured only in a single study which was included in the present literature overview. Specifically, according to Price and Dalgleish (2010), blocking a sender has been found to be the most helpful.

4.3.1.1 Recommendation

Apart from the above-mentioned empirically based findings, many authors make several recommendations. They call for systematic education about safety strategies (Li, 2007), ensuring support from IT specialists for children and adolescents (e.g., tracing harassers, blocking unwanted messages) (Stacey, 2009). Willard develops these recommendations into more detailed suggestions, specifically into a list of technical actions that victimized individuals can consider:

1. Contact the mobile phone company when dealing with mobile phone bullying
2. Contact the ISP of the bully and look on the ISP's site for a "Contact us" e-mail address when cyberbullying occurs by e-mail:
3. Contact the relevant webmaster when cyberbullying takes place online - or go to the host company's website and file a complaint through the "Contact us" e-mail address
4. Try to identify the cyberbully if possible (to be able to take further/legal action if needed)

However, as suggested above, some recommendations lack research evidence. Sometimes the proposed strategies seem to be in contradiction with those that cybervictims are more likely to adopt.

For instance, on one the hand Willard (2007) stresses the need to save the evidence in order to keep online material proving the act of cyberbullying, yet on the other hand victimized internet users tend to delete them. To sum up, it remains unknown what effect deleting harmful materials may have on combating cyberbullying, which in turn can question the necessity to save the evidence. On this single example we aimed to show the necessity of examining outcomes of technical strategies that would help us provide young internet users with more accurate recommendations on how to deal with cyberbullying.

4.3.2 Confronting a bully

Confrontation with the cyberbully was defined in two different ways: retaliation and non-aggressive confrontation. Based on pre-established categories, the literature overview identified 14 articles discussing the issue of retaliation and 12 articles on confronting the cyberbully.

4.3.2.1 Retaliation

Six articles included in the present literature overview report studies which empirically explored retaliation on two distinct levels: retaliation offline and online. Juvonen and Gross (2008) found that cybervictims were more likely to retaliate offline (60%) than online (28%). Furthermore, there were observed gender differences regarding the preferences of the place for retaliation. Specifically, males' responses revealed more active and physical retaliatory behavior (by physical assault), whereas females' responses indicated more passive and verbal retaliatory behavior (by changing her e-mail address or screen name and sending a message back) (Hoff & Mitchell, 2009). However, other studies provide evidence that retaliation offline or online was less prevalent than other coping strategies (DiBasilo, 2008; Hensler-McGinnis, 2008; Price & Dalgeish, 2010). To sum up, the findings on the place of retaliation do not unequivocally support the assumption that victimized adolescents take advantage of the anonymity of cyberspace for revenge. Instead, they only show that adolescent girls seem to be more likely to turn to the internet to retaliate.

4.3.2.2 Recommendation

When it comes to the measured effect of this coping strategy, Hoff and Mitchell's (2009) studies warn against the risk which retaliatory behaviour might produce; specifically, this behavior may provide temporary relief but is unlikely to deter the cyberbully and may even escalate the situation further. In the literature overview, 3 works elaborated recommendations regarding retaliatory behavior even though they were not based on any research evidence. Specifically, the authors of those contributions recommended:

- on the peer-to-peer level children should be informed about the dangers and consequent legal risks of retaliation (Manson, 2008) or undergo training that focuses on reducing retaliatory cyberbullying and impulsive behavior that may be causing the retaliatory behavior (Bhat, 2008)
- on the level of professional help counselors, psychologist and administrators should pay greater attention to whether a target intends to retaliate (Willard, 2007)

4.3.2.3 Confronting

Apart from retaliation, it has been found that some cybervictims tried to non-aggressively confront their cyberbullies. Based on used samples, the percentage of adolescents who took this action varied from 16.4% (Arıcak et al., 2008) to 25% (Juvonen & Gross, 2008).

In terms of effects by coping strategy on combating cyberbullying, there seems to be insufficient evidence. Only the study conducted by Price and Dalgleish (2010) has found that confronting a bully offline was the most often used action against bullying, and yet also the least helpful one. On the other hand, Huang and Chou (2010) have documented that personal confrontation was well accepted among younger children (10-13 years) in cases where students were harassed by someone they knew.

4.3.2.4 Recommendation

From the perspective of recommendations, those studies that focused on this issue emphasize that the target should be instructed to send the cyberbully a very clear, unemotional, strong message demanding the cyberbullying to stop (Willard, 2007). Furthermore, DiBasilio (2008) documented that the students' reluctance to confront the cyberbully may be diminished by long-term training. However, further research on the impact of confrontation on combating cyberbullying is necessary before more specific recommendations can be provided.

4.3.3 Doing nothing or ignoring

Based on pre-established categories, we identified 17 research works that concerned the coping strategy - doing nothing/ignoring. Doing nothing or ignoring may be also represented by actions such as to stop looking at websites where the events happened or just staying offline (Price, & Dalgleish, 2010). Apart for some exceptions, doing nothing or ignoring was a relatively often used strategy and was generally proposed by students (Hoff & Mitchell, 2009; Price & Dalgleish, 2010; Smith 2008; Wright et al., 2009). According to Stacey (2009), younger internet users aged between 13 and 15 years were more likely to approve avoiding "fuss".

However, despite the preference of this strategy, two studies have documented its ineffectiveness (Hoff & Mitchell, 2009; Price & Dalgleish, 2010). More specifically, Hoff and Mitchell (2009) came to the conclusion that the victims simply did not know what else to do, since "doing nothing" resulted in an escalation of cyberbullying.

4.3.4 Instrumental and Emotional Support

In our literature overview, we reviewed papers that addressed support from adults, teachers, peers or friends and other types of support or help. Some papers included empirical data regarding these different types of supports but others are more theory-based papers that give suggestions/advice about what different providers of support can do about cyberbullying. Initially, for the literature review we distinguished between instrumental and emotional support where instrumental support was defined through "the most concrete direct form of social support, encompassing help in the form of money, time, in-kind assistance, and other explicit interventions on the person's behalf", while emotional support captured support from family and close friends including empathy, concern, caring, love, and trust (House, 1981). However, the findings from our literature overview have shown that studies lack this approach and seem not to distinguish between asking for help and asking for support. Therefore, in this report we decided to address them together.

Cyberbullying has a serious emotional impact and it has been found that telling others about it, such as parents, carers and teachers, is helpful (Price & Dalgleish, 2010). However, studies point to the fact that over quarter of victims did not seek this support and that the majority of them lack coping strategies to deal with cyberbullying (Li, 2006; Price & Dalgleish, 2010).

4.3.4.1 Adults Support and Help from Parents, Teachers and Other Adults

Some studies report that telling a parent about cyberbullying is one of the most popular coping strategies (Smith et al., 2008). However, others show that seeking support from adults was not popular although it was effective regarding helpfulness (Price & Dalgleish, 2010). In fact only a very modest percentage of cybervictims and of students that knew about cyberbullying told their parents or adults about it (e.g. Aricak et al., 2008; Li, 2006, 2007). There are also empirical findings providing evidence that telling a teacher or principal was relatively effective. However, this also was not a popular strategy (Price & Dalgleish, 2010). Empirical studies found that the percentage of cybervictims that told their teachers about the abuse was minimal (Aricak et al., 2008;). In a focus group study, students reported that they would discuss cyberbullying with their school counselor (Wright, Burnham, Inman, & Ogorchock, 2009). But the truth is they usually do not talk with their parents or other adults, including from school, about cyberbullying (Hoff & Mitchell, 2009; Juvonen & Gross, 2008; Li, 2006, 2007; Mishna, Saini, & Solomon, 2009).

Students have a perception that adults are quite unaware of what cyberbullying is (Mishna, Saini, & Solomon, 2009) and only a few tell adults (from school or outside of it) about bullying and ask their help (DiBasilio, 2008). Even so, they seem to be less prone to talk with their school leaders and more likely to tell their parents (DiBasilio, 2008; Hoff & Mitchell, 2009). In the retrospective study developed by Hoff and Mitchell (2009), only a small percentage of students (16.7%) informed school authorities about cyberbullying incidents. From these students, 70.7% claimed that the school authorities frequently did nothing to help them. Students considered that schools would not take these incidents seriously, would not protect their privacy or would simply not take action. Most of them perceived that schools wanted distance from this problem. When asked about anti-cyberbullying school policies 36.1% reported that their school had a policy, 15.4% reported that their school did not have one and 48.6% of students reported that if there was such a policy in their school they were not aware of it (Hoff & Mitchell, 2009). In contradiction, Li (2006) notes that only 64.1% of students believed that adults from their schools would try to put an end to cyberbullying after becoming aware of it.

However, the reasons presented for not reporting cyberbullying incidents to their parents and other adults are varied and include the fact that students believed that they need to learn how to deal with cyberbullying themselves, the fear that this would complicate their problems even further since adults rarely understood their online world, the fear of being advised to ignore the situation, the perception that school adults do not take action against cyberbullying, the wish to be independent, the need to avoid worrying or angering parents, and the desire to avoid the loss of their computer or cell phone privileges (which they perceive as a sort of punishment) or to hide embarrassing behavior (Genz, 2010; Hoff & Mitchell, 2009; Juvonen & Gross, 2008; Mishna et al., 2009).

The fact is that students do have a perception that bullying is ignored or not noticed by school staff for almost half of the time (Genz, 2010). Some also perceive negatively the prevention strategies carried

out by the school and believe that, because cyberbullying occurs *outside* school, teachers cannot do anything (Genz, 2010; Mishna et al., 2009). But others believe that, even if it occurred outside school, school authorities should and would deal with cyberbullying (Mishna et al., 2009). Students aged between 13 and 15 expressed their preference for dealing with problems themselves and the older ones (16-17yrs) relied even more on themselves (Stacey, 2009). They used various strategies to be safe on the cyberspace and considered that it was only necessary to involve adults in exceptional circumstances (Stacey, 2009).

Although teachers and counsellors can take several actions or measures (e.g. disciplining the bully or the bully-victim; ignoring the bullying; calling the parent; bringing bullying to the attention of the school administration; addressing their class about bullying; using one specific method for reducing bullying; teachers bringing bullying to the attention of counselors and teachers helping students work it out themselves), none of the victims from DiBasilio's (2008) study would tell their teacher about the victimization as they did not agree that it was right to punish the bully.

4.3.4.2 Recommendations

Research shows that cyberbullying bullies/victims are more infrequently monitored than non-harassed children and are also more likely to have poor parents or caregivers than non-harassed children (Ybarra & Mitchell, 2004). Parents also supervised their older children less than their younger ones (Rosen, Cheever, & Carrier, 2008). Authoritative parents limited and monitored their children more when compared to authoritarian, permissive or neglectful parents (whose children were the least supervised). On the other hand, children with authoritative or authoritarian parents were the most likely to be supervised (e.g. on MySpace) and less likely to have computers in their bedrooms (Rosen et al., 2008).

Increased parental awareness may reduce cybervictimization. However, one empirical study has found that not all parental supervision seems to be effective. When parents controlled the time their children spent online, the location of the computer and the information that they shared with others, that did not influence the probability of their child being a victim of cyberbullying (Mesch, 2009). Similarly, neither measures such as blocking access to websites or recording online activities reached significance in terms of their effectiveness. Only monitoring the sites visited had an impact on the risk of being cyberbullied, but only for boys (Mesch, 2009).

A more theoretical article recommends that parents should: advise their children not to reveal information on the internet, limit and monitor the time they spend online or share evidence with the school when facing a cyberbullying situation (Kowalski, Limber, Agatston, & Corporation, 2008).

In another literature review article, recommendations are made to schools which might be relevant but which need to be supported by evidence. These recommendations include: a whole-school policy to counteract cyberbullying; up-to-date knowledge about legal sanctions with regard to cyberbullying ; responsibilities and rights of all in the school community should be established; school policies on cyberbullying should be monitored regularly; and boundaries of school policies to capture all internet use should be changed, including classrooms, home and cell phones (Brown, Jackson, & Cassidy, 2006). As an example, in Illinois, action against cyberbullying taken by public school principals, ranged from conferences with the victim and with the bully to no action. These were classified into four categories: a) action taken with the student, b) counseling, c) parent involvement, d) law

enforcement and legal action, e) consequences versus restorative action, f) actions employing internal and/or external (outside the school) resources, and g) actions incurring additional expenditures/costs (e.g. seeking legal advice). The most frequent action taken was conferences with the victim and with the bully. The least frequent action taken was requiring counseling with an outside agency for bullying (Roskamp, 2009). School principals more often utilized internal sanctions (e.g. detention, in school suspension, and out of school suspension) to combat cyberbullying than external resources/agencies (e.g. community service, and legal action taken) for assistance and intervention (Roskamp, 2009).

4.3.4.3 Peers/Friends Support

Although help from parents and teachers is positively perceived by younger children (10-13yrs), many of them demonstrate that they are more likely to get help from peers (Stacey, 2009). In fact, empirical results showed that cybervictims actually ask for help after a cyberbullying experience mostly from peers/friends and less from parents and teachers (Topçu, Erdur-Baker, & Capa-Aydin, 2008)

Many students admit that they would tell a peer about cyberbullying and prior research suggests that peers can help combating and preventing this phenomenon, in particular peer supporters and bystanders (DiBasilio, 2008). Research shows that victims are more likely to ask help from peers or friends than from parents and teachers. In fact, 43.6% of students from private schools and 28.6% from public schools asked help from their friends (Topçu et al., 2008). Another study reports that 15% of cyberbullied students told their friends (Aricak et al., 2008).

Disclosing to a friend is the most helpful strategy to deal with victimization and it is also the second most frequent reaction to it after confronting the bully (Price & Dalgleish, 2010). When asked about their possible reaction to cyberbullying participants reported that they most probably seek help from friends (Wright, Burnham, Inman, & Ogorchok, 2009).

Although younger students (10-13yrs) believed that help from adults was a positive solution they were more favorable to the idea of peer mediation to combat cyberbullying than to an adult intervention (Stacey, 2009). Early adolescent students (13-15yrs) also expressed their preference for the peer group, in particular the possibility of discussing cyberbullying with older peers. The older students considered that they had a responsibility to younger peers, in advising them, discussing their cyberbullying experiences and helping them with strategies to combat it (Stacey, 2009).

Peer-intervention (i.e. peer support) can reduce (cyber)bullying in school by: creating bullying awareness in the school, developing leadership skills among students, developing intervention practices and team-building initiatives in the student community; and by encouraging bystanders to behave more proactively (DiBasilio, 2008). After this type of intervention, the counselors needed to challenge the bully more often as a consequence of teachers reporting bullying more than before and because the number of teachers that advised students to work it out themselves decreased. More witnesses of bullying were committed to get someone to stop bullying or tell a teacher. The number of victims who reported joking about it also increased as did the number of those who said they retaliated (DiBasilio, 2008).

4.3.4.4 Other Support

With regard to asking for help from others, a study developed by Topçu and colleagues (2008) showed that 12.8% of private school students and 17.1% of public school students disclose to their siblings;

6.4% of private school students and 10.5% of public school students resort to the support from relatives; and 51% of private school students and 14.4% of public school students asked for help from acquaintances. In another study, 13.1% told mainly friends, family members, room-mates and peers about cyberstalking (Hensler-McGinnis, 2008).

4.4 Buffering negative impact

4.4.1 Emotional coping

4.4.1.1 Unhealthy coping and self-blame

Bullying has a strong relationship with experiencing negative emotions and with actual and contemplated self-harm (Hay & Meldrum, 2010). In a study conducted by Price and Dalgleish (2010) 3% of participants reported they had suicidal ideation and 2% reported that they had harmed themselves as a consequence of being cyberbullied. Another empirical study reports cyberbullies and victims had higher scores on the suicidal ideation scale and had more probability of having attempted suicide than those not-involved in cyberbullying. But being a victim (bullying and cyberbullying) seems to predict suicidal ideas and behaviors more strongly than being a bully (Hinduja & Patchin, 2010). It is important, however, to stress that only a small percentage of suicidal ideas are explained by being involved in bullying (Hinduja & Patchin, 2010).

Cyberbullying has other negative psychological effects such as anger, powerlessness, sadness, and fear (Hoff & Mitchell, 2009). With the experience of these negative effects students become withdrawn, their confidence decreases and they become uneasy and alienated from school and friends (Hoff & Mitchell, 2009). The situation becomes more serious when victims do not know who was responsible for the bullying since this increases feelings of powerlessness and fear. Those who had high anger levels were more likely to resort to aggressiveness (Hoff & Mitchell, 2009).

Cyberbullying is also related to other behaviour problems (44%), drinking alcohol (26%) and smoking cigarettes (23%) frequently, and depressive symptoms (16%) (Ybarra & Mitchell, 2004). Bullies/victims drink significantly more than non-harassed youth, and bullies drink more than victims and non-harassed. Bullies/victims also, along with bullies, smoke significantly more than non-harassed youth, bullies/victims have more depressive symptoms than non-harassed and are also the ones who exhibit more problematic behaviours. When compared to victims and non-harassed, bullies behave more problematically and, when compared with non-harassed, victims have more emotional and behavioural difficulties (Ybarra & Mitchell, 2004).

4.4.1.2 Healthy coping

Healthy coping strategies for dealing with bullying include self-control and good parenting. Hay and Meldrum (2010) proposed that the association between bullying and negative outcomes is moderated by higher self-control. This finding was also confirmed by an association between parenting style and children's MySpace experiences, behaviors and attitudes. The parenting style adopted and the limit-setting influenced children's coping. In particular, when parents monitored the sites that their children accessed, this was a contributing factor to reduction in the time they spent online (Rosen et al., 2008).

4.4.2 Other type of coping

Among other strategies for coping with bullying, young people changed their avatar or mobile number, they told a sibling, stopped looking, stayed offline, changed their usernames and did not tell anyone (Aricak et al., 2008; Juvonen & Gross, 2008, Price & Dalgleish, 2010). Other students resorted to other strategies, such as considering cyberbullying a joke/joking or calling the police (DiBasilio, 2008; Topçu et al., 2008).

The coping strategies most frequently used by University students for dealing with cyberstalking were actions/behaviors such as ignoring or avoiding, behaving more cautiously, limiting the personal information that is disclosed on the internet, blocking electronic accessibility, minimizing or denying the problem, decreasing the use of internet and cell phone and confronting the pursuer in writing (Hensler-McGinnis, 2008).

Young people seem to agree that education about Internet usage is a valuable resource for students, parents and teachers. For older students this could be the way to enlighten adults about social networking and to support systems at school, such as a code of conduct for better communication (Stacey, 2009). However, introducing rules and bans at school was viewed critically and as a motivation to defiance (Stacey, 2009). Teachers and counselors considered that education, discussion with students, involvement of parents and encouragement of bystanders to get involved were very important strategies for coping with bullying (DiBasilio, 2008).

5 Conclusions

Our literature review resulted in 36 partly or highly relevant studies. Most studies (if they collected their own data) report cross-sectional data and remain on a rather descriptive level concerning the use of coping strategies. The question about the **success** or otherwise of the coping strategies has been investigated very rarely and with serious methodological flaws. In many studies, authors recommend practical applications but often those conclusions are not grounded in the empirical data of their own study.

However, certain themes emerged which offer scope for future research that specifically evaluates the effectiveness or otherwise of different coping strategies. In this section, we propose a number of research questions that have arisen from the literature review.

1. **Are authoritative, child-centred parenting styles more effective than either authoritarian or permissive parenting styles in preventing and reducing cyberbullying and in buffering its negative impact?** At a general level, the evidence supports the view that consultative, person-centred approaches both within the family and at school are more effective in addressing the issue of cyberbullying than are autocratic, punitive approaches. At home, child-centred, authoritative parents seem to have a positive influence, for example, by reducing the actual time spent online, by monitoring internet use, by negotiating boundaries and by demonstrating a helpful interest in the interpersonal and social lives of their offspring. In these environments, children and young people are more likely to tell a family member when they are being cyberbullied. Furthermore, where young people express reluctance to tell parents about being bullied online, the reasons given often relate to fear of punishment, removal of

privileges or confiscation of phones and computers. Researchers need to ask questions about the parenting practices adopted within families before making generalisations about the role of parents in prevention, reduction and protection against negative effects.

2. **Should educators integrate anti-cyberbullying strategies into a wider whole-school approach to social-emotional literacy?** Some evidence from the literature review indicated that, where there was an whole-school approach to all forms of bullying, including cyberbullying, and a climate that fostered dialogue about relationships and promoted restorative practices with regard to conflict resolution, it was more likely that students would feel safe enough to tell someone when they were being cyberbullied and to feel confident that the school would take action. However, we need to take account of the fact that many children and young people were reluctant to tell adults, whether parents or teachers when they were being cyberbullied. The reasons for this varied but a common reason given by students was that adults were unlikely to help them and that part of the reason was the adults' lack of familiarity with such arenas as social networking sites. They also reported that they wanted to sort out the problem themselves, independently of adults. Research that investigates the impact of an emotionally literate climate at home and at school would help to clarify the conditions that are most helpful.
3. **Should schools make greater use of peer support systems in order to heighten awareness of the damage caused by cyberbullying and to facilitate pro-active defence of cybervictims?** Some evidence from the literature review indicated that peer support in a range of forms is an intervention that children and young people value. In fact some studies indicated that young people were more likely to confide in a friend or sibling than an adult when they were being cyberbullied. Additionally, when schools trained young people as peer supporters or peer leaders, cyberbullying was reduced and cybervictims reported access to a greater number of coping strategies. Where peer leaders engaged in some form of awareness-raising and education about cyberbullying with younger students, there appeared to be reduction in the incidence of cyberbullying and greater protection for victims through buffering of the negative effects. There was also evidence of a greater likelihood that cyberbullies' actions would be challenged, either by the victims themselves or by bystanders. Researchers need to ask specific questions about what forms of peer support work and what contexts are most conducive to the training and supervision of peer leaders.
4. **What are the most effective technology enabled prevention strategies?** A number of preventative strategies were reported by young people in the literature review, with blocking the sender, deleting offensive messages and changing screen identities appearing to be the most common. Education in e-safety was also shown to be important as a preventative strategy. Strategies such as making use of panic buttons and reporting abuse to providers were also discussed. However, there is mixed evidence about whether these coping strategies work. There is a need for researchers to evaluate the outcomes of a range of technology enabled strategies in order to give children and adolescents age-appropriate advice on how to deal with cyberbullying.
5. **What are the most healthy (and unhealthy) individual coping strategies and in what contexts do they work?** The literature review revealed a range of coping strategies commonly adopted by cybervictims to include: retaliation, confronting the bully either online or face-to-

face, doing nothing, telling someone. The findings were mixed, indicating that the contexts in which the victim's response occurs is likely to be a crucial factor. For the most part, retaliation was found to be ineffective and often dangerous. Telling someone was generally viewed as an effective strategy but a large proportion of cybervictims seem to be reluctant to use this method. Some studies recommended training for victims, for example in assertiveness and other non-aggressive behaviours. Additionally, the evidence suggests that it is less useful to evaluate coping strategies in isolation than to consider them in the wider context of a whole-school approach that fosters emotional health and well-being and demonstrates a concern for the rights of all students in a school community. Researchers need to draw on the existing literature on coping with traditional forms of bullying as well as evaluating strategies that are specifically related to the cyberbullying issue.

Finally, the diversity of findings in this literature review leads us to recommend at least three types of research design. First, there is a need for *experimental* studies where schools are randomly assigned to different conditions in order to evaluate the effectiveness or otherwise of different types of coping strategy. In the present situation where we lack randomised control studies, researchers are not in a position to take account of such variables as school climate (whether, for example, child-centred or authoritarian), community characteristics (for example, deprived or privileged, urban or rural) or student aspects (for example, concerning age, gender, sexual orientation, ethnicity, disability) which may confound the findings. Second, there is a need for detailed *longitudinal* (studies where the impact of particular coping strategies is evaluated and related to the outcome. Third, there is a need for in-depth *qualitative* studies that systematically investigate the thoughts and emotions of children and young people in a range of participant roles, including cyberbullies, cybervictims, bystanders and defenders.

The effectiveness of certain coping strategies is likely to be influenced by other components in a social context so that what works in one setting (for example, retaliation) may be totally ineffective in another. Similarly, it is possible that there is a cumulative outcome where coping strategies flourish in combination with other factors (for example, a concern on the part of the school to promote the rights of the child) but in isolation have minimal effect. In summary, the experience of carrying out this literature review has revealed a large gap in knowledge about how to guide schools, families and young people in the best ways of coping with cyberbullying with resultant limitations for policy-makers. The findings reported here suggest directions for further research and, it is hoped, for future developments for educators, policy-makers and even providers in our mission to reduce and prevent cyberbullying and to buffer its negative impact on young people.

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⁸ For the final analyses the full findings report (2011) was analysed

Appendix 1: List of reviewed articles

All preselected articles (N=88) which were included for the systematic categorization		Relevant articles (N=36)
A1	Agatston, P. W., Kowalski, R., & Limber, S. (2007). Students' Perspectives on Cyber Bullying. <i>Journal of Adolescent Health, 41</i> (6, Supplement 1), S59-S60.	
A2	Aricak, T., Siyahhan, S., Uzunhasanoglu, A., Saribeyoglu, S., Ciplak, S., Yilmaz, N. et al. (2008). Cyberbullying among Turkish adolescents. <i>CyberPsychology & Behavior, Vol.11</i> (3), pp.	x
A3	Beale, A. V., & Hall, K. R. (2007). Cyberbullying: What School Administrators (And Parents) Can Do. <i>SO - Clearing House: A Journal of Educational Strategies, Issues and Ideas, 81</i> (1), 8-12.	
A4	Berson, I. R., & Berson, M. J. (2006). Privileges, Privacy, and Protection of Youth Bloggers in the Social Studies Classroom. <i>Social Education, 70</i> (3), 124-128.	
A5	Bhat, C. S. (2008). Cyber bullying: Overview and strategies for school counsellors, guidance officers, and all school personnel. <i>Australian Journal of Guidance & Counselling, Vol.18</i> (1), pp.	
A6	Brown, K., Jackson, M., & Cassidy, W. (2006). Cyber-Bullying: Developing Policy to Direct Responses that are Equitable and Effective in Addressing This Special Form of Bullying. <i>SO - Canadian Journal of Educational Administration and Policy, 57</i> , 1-36.	
A7	Bryce, J., & Klang, M. (2009). Young people, disclosure of personal information and online privacy: Control, choice and consequences. <i>Information Security Technical Report. The Changing Shape of Privacy and Consent, 14</i> (3), 160-166.	
A8	Calvert, S. L., & Wilson, B. J. (2008). <i>The handbook of children, media, and development. (2008), The handbook of children, and development.</i>	
A9	Campbell, M. A. (2005). Cyber bullying: An old problem in a new guise? <i>Australian Journal of Guidance and Counselling, 15</i> (1), 68-76.	x
A10	Chesney, T., Coyne, I., Logan, B., & Madden, N. (2009). Griefing in virtual worlds: causes, casualties and coping strategies. <i>Information Systems Journal, 19</i> (6), 525-548.	x
A11	Chi, C. W., & Frydenberg, E. (2009). Coping in the Cyberworld: Program Implementation and Evaluation - A Pilot Project. <i>Australian Journal of Guidance and Counselling, 19</i> (2), 196-215.	x
A12	Chibbaro, J. S. (2007). School counselors and the cyberbully: Interventions and implications. <i>Professional School Counseling, 11</i> (1), 65-68.	
A13	Conn, K. (2004). <i>Bullying and Harassment: A Legal Guide for Educators.</i>	
A14	Coyne, I., Chesney, T., Logan, B., & Madden, N. (2009). Griefing in a Virtual Community: An Exploratory Survey of Second Life Residents. <i>Zeitschrift fur Psychologie/Journal of Psychology, 217</i> (4), 214-221.	
A15	DeHue, F., Bolman, C., & Völlink, T. (2008). Cyberbullying: Youngsters' experiences and parental perception. <i>CyberPsychology & Behavior, 11</i> (2), 217-223.	x
A16	DiBasilio, A. (2008). Reducing Bullying in Middle School Students through the Use of Student-Leaders.	x
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⁹ For the final analyses the full findings report (2011) was analysed

Appendix 2: Netq-Questionnaire

Table

Hauptabschnitt.....1

Variables.....19

Hauptabschnitt

GENERAL INFORMATION.

[!USERNAME!]

[!INITIALS!]

[!LASTNAME!]

[Check that this is the correct article.](#)

What type of article is this?

- Journal article
- Book
- Book chapter
- Dissertation/Thesis
- Other

RESEARCH QUESTIONS

Which research questions are addressed in this article?

	What coping strategies are used against cyberbullying (reported or observed)?	What is the success of coping strategies (perceived by study participants)?	What is the success of coping strategies (measured or suggested by data analysis)?	Other
Preventing cyberbullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Combating cyberbullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Buffering negative impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Remember: The research question for our literature review is: What coping strategies (technical, behavioural, emotional) are used against cyberbullying and are they successful? This includes coping strategies on personal, family or school level related to hindering or stopping cyberbullying and buffering negative effects for the victim.

How relevant is this article? If not relevant please explain why.

- Highly relevant
- Partly relevant
- Not relevant

If Relevance(nr) Equals 3 → [Thank you](#)

What was the study design?

- The author did not carry out an empirical study
- Cross-sectional
- Longitudinal
- Other
-
- ++++++

If Design(nr) Equals 1 → MEASUREMENT

SAMPLE AND RECRUITMENT

Please provide details of the sample.

	Sample size	Age	Gender (% female)
Students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parents	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Others	<input type="text"/>	<input type="text"/>	<input type="text"/>

How were participants recruited?

- There were no participants
- Offline
- Online
- Representative sample
- Systematic recruitment (e.g. selected schools)
- Convenience sample (self-selected participation)
- Other
-
- ++++++

What was the assessment procedure?

- There was none
- Online questionnaire
- Paper-pencil questionnaire
- Open questions
- Standardized scales
- Qualitative interviews
- Focus groups
- Other
-
- ++++++

How was the data analysed?

- There was no data analysis
- Descriptive statistics
- Qualitative description/case studies
- Inferential statistics
- Other
-
- ++++++

MEASUREMENT

What aspect of cyberbullying does the study focus on?

- Cyberbullying (perpetration)
- Cyberbullying (victimization)
- Both
- Other
-
- ++++++

How was cyberbullying assessed?

- It was not assessed
- One-item scale
- Multiple-item scale
- Cut-off for categorisation (please specify)
-
- Other
-
- ++++++

What forms of cyberbullying were reported on?

- Unspecified
- Mobile phone bullying
- Internet bullying
- Other
-
- ++++++

Who is coping with cyberbullying in the article?

- Students
- Teachers/Schools
- Parents/Family
- Larger community/society/law, etc.
- Other
-
- ++++++

How is traditional bullying addressed in this article?

- It is not addressed
- Traditional bullying (perpetration)
- Traditional bullying (victimization)
- Both perpetration and victimization
- Other
-
- ++++++

Does this study include any measures of psychosocial adjustment?

- No it does not
- Mental health/well-being
- Anti-social behaviour
- Other
-
- ++++++

Does this study address any other online risks?

- No it does not
- Content risks (Advertising, harmful sexual content, hateful content, biased information)
- Contact risks (Grooming, misuse personal information, grooming, harmful persuasion)
- Conduct risks (Gambling, hacking, uploading pornographic material, giving harmful advice)
- Other
-
- ++++++

Are any other measures used, e.g. social context?

- No
- Yes – Family
- Yes – School
- Yes – Peer groups
- Yes – Media use
- Yes – Other
-
- ++++++

What is the quality of the empirical data?

- Strong methodological design (and peer reviewed)
- Some study limitations
- Significant study limitations
- No (new) empirical data presented
- Other
-
- ++++++

COPING STRATEGIES

How were coping categories defined in this article?

- (Some) categories were predefined by the author
- (Some) categories were developed based on the current data
- Other
-
- ++++++

What coping strategies did the author refer to in this article?

- General (traditional) anti-bullying strategies
- Traditional bullying prevention (including social skills training)
- School climate
- Support/help by adults
- Support/help by peers/friends
- Support/help by teachers
- Other support/help
-
- ?Report abuse? button (Internet)
- Retaliation
- Confronting bully
- Blocking sender
- Nothing/ignoring
- Self-blaming
- Unhealthy emotion focused coping strategies (e.g drugs)
- Healthy emotion-focused coping strategies (e.g. stress management, therapy)
- Other 1
-
- Other 2
-

Other 3

++++++

++++++

Please pay close attention to the wording of the next questions. "Results" refer only to empirical findings discussed in the article. Conclusions/implications are separate.

If any of the questions are not relevant to your article then simply type None in the space provided.

Please provide the article's **results** with regard to **general (traditional) anti-bullying strategies.**

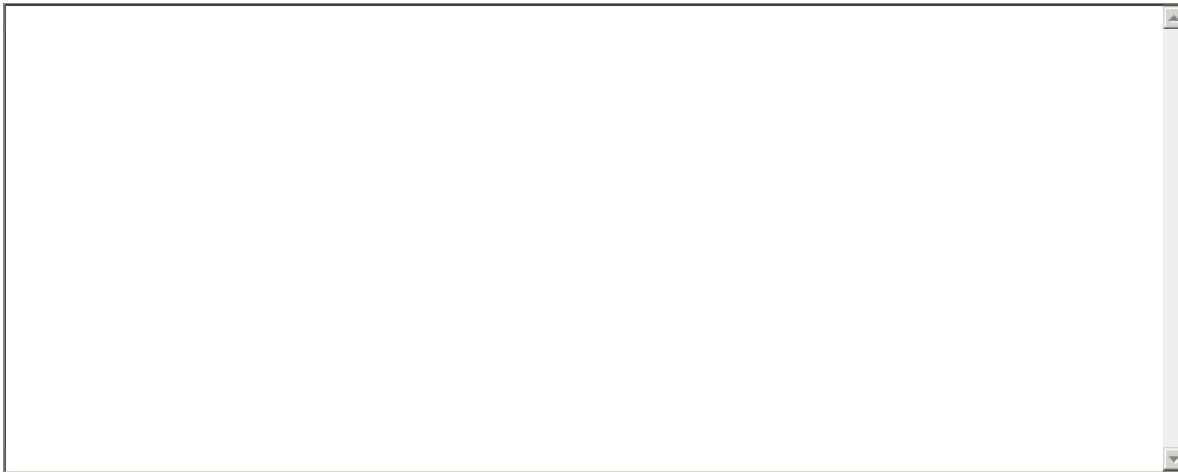
Please provide the article's **conclusions/implications** with regard to **general (traditional) anti-bullying strategies.**

Please provide the article's **results** with regard to **traditional bullying prevention (including social skills training).**

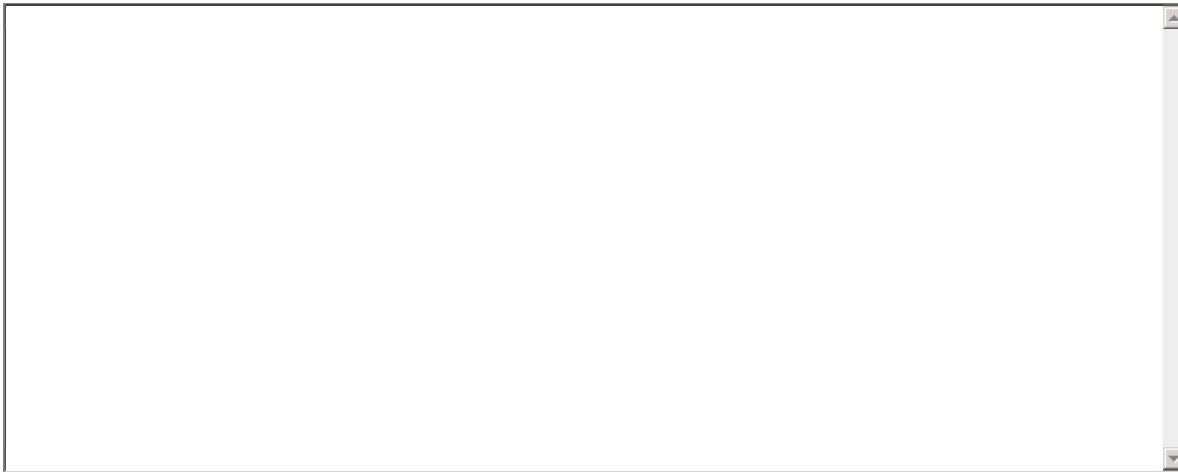
Please provide the article's **conclusions/implications** with regard to **traditional bullying prevention (including social skills training)**.

A large, empty rectangular text box with a thin black border and a vertical scrollbar on the right side, intended for the user to provide the article's conclusions and implications regarding traditional bullying prevention.

Please provide the article's **results** with regard to **school climate/environment**.

A large, empty rectangular text box with a thin black border and a vertical scrollbar on the right side, intended for the user to provide the article's results regarding school climate and environment.

Please provide the article's **conclusions/implications** with regard to **school climate/environment**.

A large, empty rectangular text box with a thin black border and a vertical scrollbar on the right side, intended for the user to provide the article's conclusions and implications regarding school climate and environment.

Please provide the article's **results** with regard to **support/help from adults**.

A large, empty rectangular text box with a thin black border and a vertical scrollbar on the right side, intended for the user to provide the article's results regarding support and help from adults.

Please provide the article's **conclusions/implications** with regard to **support/help from adults.**

Please provide the article's **results** with regard to **support/help from peers/friends.**

Please provide the article's **conclusions/implications** with regard to **support/help from peers/friends.**

Please provide the article's **results** with regard to **support/help from teachers.**

Please provide the article's **conclusions/implications** with regard to **support/help from teachers.**

Please provide the article's **results** with regard to *other* **support/help.**

Please provide the article's **conclusions/implications** with regard to *other support/help*.

Please provide the article's **results** with regard to **"Report Abuse" button**.

Please provide the article's **conclusions/implications** with regard to **"Report Abuse" button**.

Please provide the article's **results** with regard to **retaliation.**

Please provide the article's **conclusions/implications** with regard to **retaliation.**

Please provide the article's **results** with regard to **confronting the bully.**

Please provide the article's **conclusions/implications** with regard to **confronting the bully.**

Please provide the article's **results** with regard to **blocking the sender.**

Please provide the article's **conclusions/implications** with regard to **blocking the sender.**

Please provide the article's **results** with regard to **doing nothing/ignoring.**

Please provide the article's **conclusions/implications** with regard to **doing nothing/ignoring.**

Please provide the article's **results** with regard to **self-blaming.**

Please provide the article's **conclusions/implications** with regard to **self-blaming.**

Please provide the article's **results** with regard to **unhealthy emotion focused coping strategies (e.g. drugs).**

Please provide the article's **conclusions/implications** with regard to **unhealthy emotion focused coping strategies (e.g. drugs).**

Please provide the article's **results** with regard to **healthy emotion focused coping strategies (e.g. stress management, therapy).**

Please provide the article's **conclusions/implications** with regard to **healthy emotion focused coping strategies (e.g. drugs).**

Please provide the article's **results** with regard to **any other coping strategy** (i.e. not mentioed already).

Please provide the article's **conclusions/implications** with regard to **any other coping strategy** (i.e. not mentioned already).

FINAL SUMMARY

If any of the final questions are not relevant to the article please type "None" in the space provided.

Please summarise the article's **results** with regard to **preventing** cyberbullying.

Please summarise the article's **conclusions/implications** with regard to **preventing** cyberbullying.

Please summarise the article's **results** with regard to **combating** cyberbullying.

Please summarise the article's **conclusions/implications** with regard to **combating** cyberbullying.

Please summarise the article's **results** with regard to **buffering the negative effect** of cyberbullying.

Please summarise the article's **conclusions/implications** with regard to **buffering the negative effect** of cyberbullying.

Thank you for completing the questionnaire. Your data has been saved.

Please close now the browser!

If you want to add or change the data you entered, you can login with the same login/password and then by using the "back" button to review and change the data.

Please **never click** on "Send" button!!!!

Simply close the browser window so that this article information can be entered or reviewed again.

Variables

Variable	Description	Values
Articletype	What type of article is this?	{1,Journal article} {2,Book} {3,Book chapter} {4,Dissertation/Thesis} {5,Other}
Articletype5	What type of article is this? – Other (Open)	
ResearchqA1	Which research questions are addressed in this art – Preventing cyberbullying (What coping strategies are used ag)	{1,Yes} {0,No}
ResearchqA2	Which research questions are addressed in this art – Preventing cyberbullying (What is the success of coping stra)	{2,Yes} {0,No}
ResearchqA3	Which research questions are addressed in this art – Preventing cyberbullying (What is the success of coping stra)	{3,Yes} {0,No}
ResearchqA4	Which research questions are addressed i – Preventing cyberbullying (Other) (Open)	
ResearchqB1	Which research questions are addressed in this art – Combating cyberbullying (What coping strategies are used ag)	{1,Yes} {0,No}
ResearchqB2	Which research questions are addressed in this art – Combating cyberbullying (What is the success of coping stra)	{2,Yes} {0,No}
ResearchqB3	Which research questions are addressed in this art – Combating cyberbullying (What is the success of coping stra)	{3,Yes} {0,No}
ResearchqB4	Which research questions are addressed i – Combating cyberbullying (Other) (Open)	
ResearchqC1	Which research questions are addressed in this art – Buffering negative impact (What coping strategies are used ag)	{1,Yes} {0,No}
ResearchqC2	Which research questions are addressed in this art – Buffering negative impact (What is the success of coping stra)	{2,Yes} {0,No}
ResearchqC3	Which research questions are addressed in this art – Buffering negative impact (What is the success of coping stra)	{3,Yes} {0,No}
ResearchqC4	Which research questions are addressed i – Buffering negative impact (Other) (Open)	
ResearchqD1	Which research questions are addressed in this art – Other (What coping strategies are used ag)	{1,Yes} {0,No}
ResearchqD2	Which research questions are addressed in this art – Other (What is the success of coping stra)	{2,Yes} {0,No}
ResearchqD3	Which research questions are addressed in this art – Other (What is the success of coping stra)	{3,Yes} {0,No}
ResearchqD4	Which research questions are addressed i – Other (Other) (Open)	
Relevance	How relevant is this article? If not relevant please explain why.	{1,Highly relevant} {2,Partly relevant} {3,Not relevant}
Relevance3	How relevant is this article? If not relevant please explain why. – Not relevant (Open)	
Design	What was the study design?	{1,The author did not carry out an empirical study} {2,Cross-sectional} {3,Longitudinal}

		{4,Other} {5,+++++++}
Design4	What was the study design? – Other (Open)	
SampleA1	Please provide details of the sample. – Students (Sample size) (Open)	
SampleA2	Please provide details of the sample. – Students (Age) (Open)	
SampleA3	Please provide details of the sample. – Students (Gender (% female)) (Open)	
SampleB1	Please provide details of the sample. – Parents (Sample size) (Open)	
SampleB2	Please provide details of the sample. – Parents (Age) (Open)	
SampleB3	Please provide details of the sample. – Parents (Gender (% female)) (Open)	
SampleC1	Please provide details of the sample. – Teachers (Sample size) (Open)	
SampleC2	Please provide details of the sample. – Teachers (Age) (Open)	
SampleC3	Please provide details of the sample. – Teachers (Gender (% female)) (Open)	
SampleD1	Please provide details of the sample. – Others (Sample size) (Open)	
SampleD2	Please provide details of the sample. – Others (Age) (Open)	
SampleD3	Please provide details of the sample. – Others (Gender (% female)) (Open)	
SamplerecruitA	How were participants recruited? – There were no participants	{1,Yes} {0,No}
SamplerecruitB	How were participants recruited? – Offline	{2,Yes} {0,No}
SamplerecruitC	How were participants recruited? – Online	{3,Yes} {0,No}
SamplerecruitD	How were participants recruited? – Representative sample	{4,Yes} {0,No}
SamplerecruitE	How were participants recruited? – Systematic recruitment (e.g. selected	{5,Yes} {0,No}
SamplerecruitF	How were participants recruited? – Convenience sample (self–selected par	{6,Yes} {0,No}
SamplerecruitG	How were participants recruited? – Other	{7,Yes} {0,No}
SamplerecruitG1	How were participants recruited? – Other (Open)	
SamplerecruitH	How were participants recruited? – ++++++	{8,Yes} {0,No}
AssessmentprocedureA	What was the assessment procedure? – There was none	{1,Yes} {0,No}
AssessmentprocedureB	What was the assessment procedure? – Online questionnaire	{2,Yes} {0,No}
AssessmentprocedureC	What was the assessment procedure? – Paper–pencil questionnaire	{3,Yes} {0,No}
AssessmentprocedureD	What was the assessment procedure? – Open questions	{4,Yes} {0,No}
AssessmentprocedureE	What was the assessment procedure? – Standardized scales	{5,Yes} {0,No}
AssessmentprocedureF	What was the assessment procedure? – Qualitative interviews	{6,Yes} {0,No}

AssessmentprocedureG	What was the assessment procedure? – Focus groups	{7,Yes} {0,No}
AssessmentprocedureH	What was the assessment procedure? – Other	{8,Yes} {0,No}
AssessmentprocedureH1	What was the assessment procedure? – Other (Open)	
AssessmentprocedureI	What was the assessment procedure? – ++++++++	{9,Yes} {0,No}
DataanalysisA	How was the data analysed? – There was no data analysis	{1,Yes} {0,No}
DataanalysisB	How was the data analysed? – Descriptive statistics	{2,Yes} {0,No}
DataanalysisC	How was the data analysed? – Qualitative description/case studies	{3,Yes} {0,No}
DataanalysisD	How was the data analysed? – Inferential statistics	{4,Yes} {0,No}
DataanalysisE	How was the data analysed? – Other	{5,Yes} {0,No}
DataanalysisE1	How was the data analysed? – Other (Open)	
DataanalysisF	How was the data analysed? – ++++++++	{6,Yes} {0,No}
mBullyCvictim	What aspect of cyberbullying does the study focus on?	{1,Cyberbullying (perpetration)} {2,Cyberbullying (victimization)} {3,Both} {4,Other} {5,+++++++}
mBullyCvictim4	What aspect of cyberbullying does the study focus on? – Other (Open)	
mAssessmentA	How was cyberbullying assessed? – It was not assessed	{1,Yes} {0,No}
mAssessmentB	How was cyberbullying assessed? – One–item scale	{2,Yes} {0,No}
mAssessmentC	How was cyberbullying assessed? – Multiple–item scale	{3,Yes} {0,No}
mAssessmentD	How was cyberbullying assessed? – Cut–off for categorisation (please sp	{4,Yes} {0,No}
mAssessmentD1	How was cyberbullying assessed? – Cut–off for categorisation (please sp (Open)	
mAssessmentE	How was cyberbullying assessed? – Other	{5,Yes} {0,No}
mAssessmentE1	How was cyberbullying assessed? – Other (Open)	
mAssessmentF	How was cyberbullying assessed? – ++++++++	{6,Yes} {0,No}
mFormsA	What forms of cyberbullying were reported on? – Unspecified	{1,Yes} {0,No}
mFormsB	What forms of cyberbullying were reported on? – Mobile phone bullying	{2,Yes} {0,No}

mFormsC	What forms of cyberbullying were reported on? – Internet bullying	{3,Yes} {0,No}
mFormsD	What forms of cyberbullying were reported on? – Other	{4,Yes} {0,No}
mFormsD1	What forms of cyberbullying were reported on? – Other (Open)	
mFormsE	What forms of cyberbullying were reported on? – ++++++	{5,Yes} {0,No}
mWhoA	Who is coping with cyberbullying in the article? – Students	{1,Yes} {0,No}
mWhoB	Who is coping with cyberbullying in the article? – Teachers/Schools	{2,Yes} {0,No}
mWhoC	Who is coping with cyberbullying in the article? – Parents/Family	{3,Yes} {0,No}
mWhoD	Who is coping with cyberbullying in the article? – Larger community/society/law, etc.	{4,Yes} {0,No}
mWhoE	Who is coping with cyberbullying in the article? – Other	{5,Yes} {0,No}
mWhoE1	Who is coping with cyberbullying in the article? – Other (Open)	
mWhoF	Who is coping with cyberbullying in the article? – ++++++	{6,Yes} {0,No}
mTraditional	How is traditional bullying addressed in this article?	{1,It is not addressed} {2,Traditional bullying (perpetration)} {3,Traditional bullying (victimization)} {4,Both perpetration and victimization} {5,Other} {6,+++++}
mTraditional5	How is traditional bullying addressed in this article? – Other (Open)	
mPsychosocialA	Does this study include any measures of psychosocial adjustment? – No it does not	{1,Yes} {0,No}
mPsychosocialB	Does this study include any measures of psychosocial adjustment? – Mental health/well-being	{2,Yes} {0,No}
mPsychosocialC	Does this study include any measures of psychosocial adjustment? – Anti-social behaviour	{3,Yes} {0,No}
mPsychosocialD	Does this study include any measures of psychosocial adjustment? – Other	{4,Yes} {0,No}
mPsychosocialD1	Does this study include any measures of psychosocial adjustm – Other (Open)	
mPsychosocialE	Does this study include any measures of psychosocial adjustment? – ++++++	{5,Yes} {0,No}
mOtherrisksA	Does this study address any other online risks? – No it does not	{1,Yes} {0,No}
mOtherrisksB	Does this study address any other online risks? – Content risks (Advertising, harmful s	{2,Yes} {0,No}

mOtherrisksC	Does this study address any other online risks? – Contact risks (Grooming, misuse perso	{3,Yes} {0,No}
mOtherrisksD	Does this study address any other online risks? – Conduct risks (Gambling, hacking, upo	{4,Yes} {0,No}
mOtherrisksE	Does this study address any other online risks? – Other	{5,Yes} {0,No}
mOtherrisksE1	Does this study address any other online risks? – Other (Open)	
mOtherrisksF	Does this study address any other online risks? – ++++++	{6,Yes} {0,No}
mSocialcontextA	Are any other measures used, e.g. social context? – No	{1,Yes} {0,No}
mSocialcontextB	Are any other measures used, e.g. social context? – Yes – Family	{2,Yes} {0,No}
mSocialcontextC	Are any other measures used, e.g. social context? – Yes – School	{5,Yes} {0,No}
mSocialcontextD	Are any other measures used, e.g. social context? – Yes – Peer groups	{3,Yes} {0,No}
mSocialcontextE	Are any other measures used, e.g. social context? – Yes – Media use	{4,Yes} {0,No}
mSocialcontextF	Are any other measures used, e.g. social context? – Yes – Other	{6,Yes} {0,No}
mSocialcontextF1	Are any other measures used, e.g. social context? – Yes – Other (Open)	
mSocialcontextG	Are any other measures used, e.g. social context? – ++++++	{7,Yes} {0,No}
mQuality	What is the quality of the empirical data?	{1,Strong methodological design (and peer reviewed)} {2,Some study limitations} {3,Significant study limitations} {4,No (new) empirical data presented} {5,Other} {6,+++++}
mQuality5	What is the quality of the empirical data? – Other (Open)	
copDefinitionA	How were coping categories defined in this article? – (Some) categories were predefined by	{1,Yes} {0,No}
copDefinitionB	How were coping categories defined in this article? – (Some) categories were developed base	{2,Yes} {0,No}
copDefinitionC	How were coping categories defined in this article? – Other	{3,Yes} {0,No}
copDefinitionC1	How were coping categories defined in this article? – Other (Open)	
copDefinitionD	How were coping categories defined in this article? – ++++++	{4,Yes} {0,No}
copFormsA	What coping strategies did the author refer to in this article? – General (traditional) anti–bullying s	{1,Yes} {0,No}
copFormsB		

	What coping strategies did the author refer to in this article? – Traditional bullying prevention (incl	{2,Yes} {0,No}
copFormsC	What coping strategies did the author refer to in this article? – School climate	{3,Yes} {0,No}
copFormsD	What coping strategies did the author refer to in this article? – Support/help by adults	{4,Yes} {0,No}
copFormsE	What coping strategies did the author refer to in this article? – Support/help by peers/friends	{5,Yes} {0,No}
copFormsF	What coping strategies did the author refer to in this article? – Support/help by teachers	{6,Yes} {0,No}
copFormsG	What coping strategies did the author refer to in this article? – Other support/help	{7,Yes} {0,No}
copFormsG1	What coping strategies did the author refer to in this artic – Other support/help (Open)	
copFormsH	What coping strategies did the author refer to in this article? – ?Report abuse? button (Internet)	{8,Yes} {0,No}
copFormsI	What coping strategies did the author refer to in this article? – Retaliation	{9,Yes} {0,No}
copFormsJ	What coping strategies did the author refer to in this article? – Confronting bully	{10,Yes} {0,No}
copFormsK	What coping strategies did the author refer to in this article? – Blocking sender	{11,Yes} {0,No}
copFormsL	What coping strategies did the author refer to in this article? – Nothing/Ignoring	{12,Yes} {0,No}
copFormsM	What coping strategies did the author refer to in this article? – Self-blaming	{13,Yes} {0,No}
copFormsN	What coping strategies did the author refer to in this article? – Unhealthy emotion focused coping strate	{14,Yes} {0,No}
copFormsO	What coping strategies did the author refer to in this article? – Healthy emotion–focused coping strate	{15,Yes} {0,No}
copFormsP	What coping strategies did the author refer to in this article? – Other 1	{16,Yes} {0,No}
copFormsP1	What coping strategies did the author refer to in this artic – Other 1 (Open)	
copFormsQ	What coping strategies did the author refer to in this article? – Other 2	{17,Yes} {0,No}
copFormsQ1	What coping strategies did the author refer to in this artic – Other 2 (Open)	
copFormsR	What coping strategies did the author refer to in this article? – Other 3	{18,Yes} {0,No}
copFormsR1	What coping strategies did the author refer to in this artic – Other 3 (Open)	
copFormsS	What coping strategies did the author refer to in this article? – ++++++	{19,Yes} {0,No}
copFormsT	What coping strategies did the author refer to in this article? – ++++++	{20,Yes} {0,No}
r1antibully1	Please provide the article's results with regard to general (traditional) anti-bullying strategies.	

r1antibully2	Please provide the article's conclusions/implications with regard to general (traditional) anti-bullying strategies.	
r2tradprev1	Please provide the article's results with regard to traditional bullying prevention (including social skills training).	
r2tradprev2	Please provide the article's conclusions/implications with regard to traditional bullying prevention (including social s	
r3School1	Please provide the article's results with regard to school climate/environment.	
r3School2	Please provide the article's conclusions/implications with regard to school climate/environment.	
r4Supporta1	Please provide the article's results with regard to support/help from adults.	
r4Supporta2	Please provide the article's conclusions/implications with regard to support/help from adults.	
r5supportp1	Please provide the article's results with regard to support/help from peers/friends.	
r5supportp2	Please provide the article's conclusions/implications with regard to support/help from peers/friends.	
r6supportt1	Please provide the article's results with regard to support/help from teachers.	
r6supportt2	Please provide the article's conclusions/implications with regard to support/help from teachers.	
r7supporto1	Please provide the article's results with regard to other support/help.	
r7supporto2	Please provide the article's conclusions/implications with regard to other support/help.	
r8Report1	Please provide the article's results with regard to "Report Abuse" button.	
r8Report2	Please provide the article's conclusions/implications with regard to "Report Abuse" button.	
r9Retaliation1	Please provide the article's results with regard to retaliation.	
r9Retaliation2	Please provide the article's conclusions/implications with regard to retaliation.	
r10Confront1	Please provide the article's results with regard to confronting the bully.	
r10Confront2	Please provide the article's conclusions/implications with regard to confronting the bully.	
r11Blocking1	Please provide the article's results with regard to blocking the sender.	
r11Blocking2	Please provide the article's conclusions/implications with regard to blocking the sender.	
r12Ignoring1	Please provide the article's results with regard to doing nothing/ignoring.	
r12Ignoring2	Please provide the article's conclusions/implications with regard to doing nothing/ignoring.	
r13Selfblame1	Please provide the article's results with regard to self-blaming.	
r13Selfblame2	Please provide the article's conclusions/implications with regard to self-blaming.	
r14Unhealthy1	Please provide the article's results with regard to unhealthy emotion focused coping strategies (e.g. drugs).	
r14Unhealthy2	Please provide the article's conclusions/implications with regard to unhealthy emotion focused coping strategies (e.g. d	
r15Healthy1	Please provide the article's results with regard to healthy emotion focused coping strategies (e.g. stress management, t	
r15Healthy2	Please provide the article's conclusions/implications with regard to healthy emotion focused coping strategies (e.g. dru	
r16Other1	Please provide the article's results with regard to any other coping strategy (i.e. not mentioed already).	
r16Other2	Please provide the article's conclusions/implications with regard to any other coping strategy (i.e. not mentioned alrea	
Result1_pre	Please summarise the article's results with regard to preventing cyberbullying.	
Conclu1_pre	Please summarise the article's conclusions/implications with regard to preventing cyberbullying.	

Result2_com	Please summarise the article's results with regard to combating cyberbullying.	
Conclu2_com	Please summarise the article's conclusions/implications with regard to combating cyberbullying.	
Result3_buf	Please summarise the article's results with regard to buffering the negative effect of cyberbullying.	
Conclu3_buf	Please summarise the article's conclusions/implications with regard to buffering the negative effect of cyberbullying.	
nqid	Personal data: ID	
nqlastn	Personal data: Last name	
nqfirstn	Personal data: First name	
nqinit	Personal data: Initials	
nqinsert	Personal data: Insertion	
nqgender	Personal data: Gender	{M, Male} {F, Female} {X, Unknown}
nqemail	Personal data: E-mail address	
nqusern	Personal data: User name	
nqpwd	Personal data: Password	
nqstart	Personal data: Started	{1, Yes} {0, No}
nqcompl	Personal data: Completed	{1, Yes} {0, No}
nqsess	Personal data: Sessions	
nqdurat	Personal data: Time taken	
nqdatsta	Personal data: Date started	
nqdatcom	Personal data: Date completed	
nqdatcre	Personal data: Date created	
nqipaddr	Personal data: IP address	

Appendix 3: Results (Open answers - Conclusions)

Results and conclusions

1.) Please provide the article's results with regard to general (traditional) anti-bullying strategies.

A28	Bullying victimization was significantly and positively associated with self-harm and suicidal ideation, but this relationship was partially mediated by negative emotions. Moreover, high quality parenting and high level of self-control helped children cope with bullying (they moderated examined relationship).
A43	Results related to combating cyberbullying Girls more than boys: social support, social action, tension reduction and self-blaming. Boys more than girls: working hard to solve, relaxing diversions and physical activity. Cluster analysis revealed five typologies: A) apprehensive and avoidant girls, b) optimistic, relaxed, active girls, C) moderately confident girls, D) apprehensive but active boys, E) relaxed active boys. Cluster A reported significantly more cyberbullying and traditional bullying than cluster B, C and E. Cluster D reported more cyberbullying than cluster E. Cluster D reported more traditional bullying than cluster A, B, C and E. Cluster E reported more traditional bullying than cluster C.
A29	Results related to combating cyberbullying Results related to preventing cyberbullying Frequently used coping strategies in reaction to cyberstalking: Ignores/avoided, behave more cautiously, limited disclosure of personal information on internet, block electronic accessibility, minimized or denied problem, decrease use of internet and cell phone and confronting pursuer in writing. Not frequently mentioned: Retaliate electronically, threat with police, built legal case, issues warnings/threats and sought info/resources on Web. Most effective in reducing cyberstalking: Retaliate using electronic methods, block electronic accessibility, limited disclosure of personal information, and decrease use on internet and cell phone. Least effective in reducing cyberstalking: Confronting pursuer in person/on phone/in writing, and negotiate definition of relationship with pursuer. 13.1% formally reported the cyberstalking, informal reports were mostly made to friends family members, roommates and peers. Correlation between number of coping responses and psychological trauma was significant and positive, as was the correlation between number of coping responses and impairment in academic/career functioning..
A20	School climate is very important in its impact on the presence or absence of bullying in general; There are key gender differences in whether the bullying is reported or not, with girls significantly more likely to tell an adult than boys; There are significant ethnicity differences with minority students significantly less likely to report to schools that they are being bullied.
A1	students were able to suggest some basic strategies for dealing with cyberbullying but were less likely to be aware of strategies to request the removal of objective websites as well as how to respond as a helpful bystander.
A16	Teacher/school interventions important in general and for coping with all different types of bullying
A6	The article does not really address traditional anti-bullying strategies as the authors take the view that cyberbullying is very different and so needs to be treated in a different way.
A62	There is very little in this study on actual coping strategies. The authors report on whether children tell a teacher or a parent

2.) Please provide the article's conclusions/implications with regard to general (traditional) anti-bullying strategies.

A80	- Working with arents of the put-down (cyber)bully - Working with parents of a child distress - Working directly with the target
A52	A need for interventions that focus on improving peer relations in general.
A28	Abusive treatment from peers has an important relationship not just with externalizing aggression, but also with aggression directed against the self. Authors considered the moderating role of one feature of the social environment (exposure to authoritative parenting) and one feature of the adolescents themselves (the level of self-control). They found evidence that bullying was less associated with the dependent variables for adolescents who were exposed to authoritative parenting and had high levels of self-control. Thus, important features of the social environment or of individuals can help minimize the harmful consequences of these strains.
A43	need for professional help, cognitive behavior interventions can teach coping skills, a specific coping skill set applicable to cyberbullying is needed
A44	On the basis of secondary data, this article draws upon the following traditional anti-bullying strategies and recommends them for anti-cyberbullying: 1. School rules (against hatred or offensive speech that constitutes a case of bullying) 2. School-based, antibullying curriculum programs and policies 3. Legal rulings (court cases)
A31	Psychologists, counselors, and parents must continually monitor adolescents' online and offline behaviors to reinforce the good and regulate the bad. Moreover, the findings suggest that a suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools.
A17	Recommendations for strategies to reduce and prevent bullying at the middle school include an intensified whole school approach that requires full commitment from all stake holders and focuses on ongoing education for adults in identifying and responding to bullying
A1	school districts should address cyberbullying through policies and information, should include classroom lessons that address reporting and bystander behavior and should include cyber bullying as part of their bullying prevention strategies.
A3	School: • Make certain the school or school board's anti-bullying policy includes harassment perpetrated with mobile and Internet technology. • The school's acceptable use policy should be updated to specifically prohibit using the Internet for bullying. The policy should spell out what constitutes cyberbullying and specify the anticipated negative consequences. Aftab (2005) recommended that a provision be added to the school's acceptable use policy reserving the right to discipline students for actions conducted away from school if such actions have an adverse effect on a student or if they adversely affect the safety and well-being of the student while in school. This makes cyberbullying a contractual, not a legal, issue.
A49	STudy describes lesson was created to empower students to address bullying situations. Here is list of recommended behavior when confronted with bullying: If someone is being bullied: d Never join in bullying behaviors. d Try to diffuse situation when you see them start up. Try to draw attention away from targeted person or take bully aside and tell them to "cool it." (Do not place yourself at risk.) d Try to involve teacher or other adult as soon as bullying starts. d Partner with target students.

	<p>Include them in your group to avoid student being singled out. Stand together against a bully. Let bully know that their behavior is not acceptable and will not be tolerated.</p> <p>As a victim of bullying:</p> <ul style="list-style-type: none"> • If bullied, tell parents, teacher, counselor, principal, or trusted adult. • A victim should not take responsibility for a bully's actions. • The bully will continue if they see the victim getting upset or angry. Make a joke, laugh at yourself, or use humor to defuse a situation. If getting "roasted" (making fun of victim) reply with a compliment. • Try to stay calm and confident. Don't say a word to the bully and show no emotion. Make eye contact, hold your head up, stand up straight, and walk away confidently. • Make friends with other students. Power in numbers, especially when friends stick up for each other. • Avoid unsupervised areas. • If necessary take steps to rebuild your self-confidence. Make new friends, learn new activities you enjoy, extracurricular activities, sports teams, other groups. • Do not retaliate or get angry, that is what the bully wants. Act confident without being aggressive or violent. • Do not bring expensive items to school.
A20	<p>Supportive school climate is essential for student willingness to seek out help from adults; Students who perceive their teachers as respectful and caring and interested in them are more likely to assert that they would tell a teacher when they or a classmate was being bullied;</p> <p>The authors recommend programmes that emphasise the creation of a supportive school climate;</p> <p>The authors also link this to school shootings since previous FBI investigations revealed that in such cases the perpetrators often told a friend about what they were planning to do. So in a school with a supportive climate, such a student would be more likely to come forward to express their worries that a peer was planning a violent attack;</p> <p>With regard to the gender differences found in this study, the authors note that in school with a positive climate there were fewer differences in the tendency of boys or girls to tell an adult that they were being bullied – in this study the difference was cut by half in schools with a positive climate. Therefore the authors recommend that teachers should focus on making it acceptable for boys to tell;</p> <p>Similarly, the argument with regard to minority students staff should address the cultural messages from this study; more work should be done in schools to provide cultural sensitivity training</p>
A62	<p>The authors conclude that the issue of adult awareness is crucial when it comes to effective action by schools against cyberbullying;</p> <p>They also argue that teachers as well as parents need to be aware of the various kinds of cyberbullying, and of what actions can be taken;</p> <p>If students perceive adults to be unaware of cyberbullying they may not tend to go to them in order to receive support;</p> <p>The authors report that a worrying feature of their findings was that none of the cyber victims said they had told a teacher and very few had told parents.</p>
A38	<p>The links and similarities between school-based and online bullying documented in this study need to be recognized. There is no reason why cyberbullying should be ??beyond?? the school's responsibility to address. Rather, it seems that schools need to enforce intolerance of any intimidation among students, regardless of whether it takes place on or beyond the school grounds.</p>

3.) Please provide the article's results with regard to **traditional bullying prevention (including social skills training)**.

A16	Teachers consider important the discussion and communication with students at school, also involving social workers or parents (teacher/counselor perspective).
A28	The negative outcome of bullying were moderated by parenting and self-control.

4.) Please provide the article's **conclusions/implications** with regard to **traditional bullying prevention (including social skills training)**.

A28	Features of the social environment (parenting) or of individuals can help minimize the harmful consequences of bullying. Authors recommend to alter the school culture such that bullying is no longer tolerated. This involves providing students, teachers, and parents with information about the definition of bullying, the extent of the problem in that school, and the role that each person can take in reducing its incidence and helping those who are victims.
A31	A suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools
A44	On the basis of secondary data, this article draws upon the following traditional bullying prevention strategies and recommends them for anti-cyberbullying: Classroom interventions (incorporate lessons on cyberbullying into life skills and bullying prevention classes, as well as implement effective social skills, empathy training and conflict resolution education).
A5	"Incorporating realistic cyber bullying scenarios into bullying prevention training and having students discuss relevant issues related to the scenarios is another beneficial way of addressing the issue with students directly. As with school counselling initiatives, a proactive, preventive approach is preferable to a reactive response once a problem has surfaced."
A80	Suggestion: using Olweus Bullying Prevention Program Including community activities
A84	Questions about Internet experiences should be included in routine well-being checks as well as more intensive therapeutic conversations and risk assessments. Professionals should emphasize general positive parenting styles. Interventions aimed at conventional psychosocial issues need to integrate an Internet component. For example, currently implemented bullying prevention programs should reflect youth interactions of today and recognize that the Internet represents a new mode by which aggression and bullying behavior is expressed. Additional modules speaking specifically about Internet harassment issues should be added, including behaviors that constitute harassment, and the associated psychological distress experienced by some youth who are targeted. Discussion points should integrate Internet harassment into the conversation of bullying, recognizing that many youth are involved in both types of aggression.
A9	Awareness-raising, school policies, adult supervision, social programmes and curriculum programmes (same as summary at the end of this questionnaire)

5.) Please provide the article's **results** with regard to **school climate/environment**.

A16	Overall, students feel safe at school and assess teachers' interventions to prevent and stop bullying quite positively. Students feel that the school environment is important for their protection.
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6.) Please provide the article's **conclusions/implications** with regard to **school climate/environment**.

A12	"First, each school district is in need of clear policies regarding cyberbullies, both at school and away from school (Dyrli, 2005). If there is not a school policy in place in regard to the cyberbully, focusing on the cyberbully begins with the creation of or updating of school policy. School counselors could suggest the use of a policy as described by Franek (2006), stating that all forms of cyberspace harassment either during school hours or after school hours should not be tolerated. School sanctions for violating this policy may include but are not limited to the loss of computer privileges, detention, suspension, or expulsion."
A3	? Create a school climate in which students feel encouraged and comfortable reporting any and all forms of cyberbullying to a responsible adult.
A42	As a reaction to high percentage of bullies and victims, author considers as one possible explanation the school climates, where perhaps no effective official policy toward bullying or anti-bullying programs are adopted and followed in selected schools. Another explanation may be that bullying is becoming increasingly severe in terms of the scope and the extent in large cities.
A44	It makes recommendations about the creation of a safe, peaceful and creative school environment through the employment of anti-cyberbullying school rules and policies, safe Internet use programmes, teacher's intervention to encounter cyberbullying and relevant classroom interventions, all of which will draw upon previous school experience with traditional offline bullying.
A5	"Schools have a mandate to ensure that they are providing their students with a quality educational environment. Ignoring complaints about cyber bullying because it did not happen on school grounds is not justifiable because the effects of cyberbullying are experienced in school."
A61	To make cyberbullying go away we need to educate young people and engage in dialogue that helps them arrive at their own conclusions about what ethical expression ought to comprise. Schools have a legal basis for extending their reach into cyberspace. However, censorship such as email searching is not always the most effective approach. Schools are obligated to monitor inflammatory students speech, but also have a duty to create an educational environment which promotes morals and political principles which are consistent with democratic values.

7.) Please provide the article's results with regard to support/help from adults.

A11	<p>the Best of coping program: revealed an increase in the mean for 'reference to others' in the post-intervention for pre and post-intervention.</p> <p>The cyber Savvy Teen program: revealed an increase in ignoring the cyberbullying and to report the incident to a trusted adults for pre and post-intervention</p>
A16	<p>A very small number of bullied students tell adults within our outside school about bullying and ask for their help. More students would tell to their parents.</p>
A28	<p>Good parenting lowered the negative outcomes of bullying.</p>
A33/ B33	<p>Rater A: "When participants were questioned about their willingness to seek out adults for help with cyberbullying problems, few had done so. As Li (2006) found, it was the female students who were more likely to report her experiences. Even among females, it was evident the cyberbullying had to escalate to dangerous levels before the female targets would seek help from adults.</p> <p>Students in this study rarely reported cyberbullying to their parents or at school, despite their admission that being targeted left them feeling fearful, angry, sad, and powerless.</p> <p>Participants were somewhat more willing to talk to their parents than to school leaders, with 35.9 percent saying they had reported incidents at home. Among those who did not report incidents to parents, they wrote they did not want to worry or anger their parents. Many felt that reporting the cyberbullying to their parents would compound their problems by opening them up to sanctions or discipline. The largest number of written responses indicated either a fear of losing privileges (e.g. computer time, loss of cell phone) or the fear that their parents would learn something about their own behavior that they would be embarrassed to reveal (e.g. a sexual relationship, chat room antics, or information they had posted on their own personal online profile)."</p>
	<p>Rater B: none</p>
A39/ B39	<p>Rater A: tell kids not to put revealing information on their blogs and stuff</p> <p>communicate about appropriate ways to deal with conflicts/ not only stop the conflict when children are fighting.</p> <p>See what the kids are doing on the internet. Limit their use</p> <p>Ask children what they are doing on the computer not record everything</p> <p>Don't say: I told you so</p> <p>Talk to the kid more about what is right and what is wrong. Tell them that it is more difficult to communicate accurately without nonverbal cues</p> <p>avoid sarcasm or other such emotions</p> <p>use emoticons to express your emotions</p>

	<p>Rater B: Parents:</p> <p>Tracing and responding to postings to social networking sites and web sites.</p> <p>Request that the web site or social networking site remove the offensive material.</p> <p>Requesting assistance from the school with contacting the parents of the cyberbully.</p> <p>Share evidence with the school.</p> <p>School personnel can help can help monitor the situation</p> <p>Several legal options.</p>
A46	<p>The location of the computer, and rules on time spent online, and information sharing did not have any effect on the risk of being bullied online Use of restrictive to block access to web sites and to record online activities were not statistically significant. Evaluative mediation (rules on Web sites that adolescents are allowed to visit decreased the risk of exposure to online bullying for boys not for girls.</p>
A47	<p>"The students unanimously depicted adults as oblivious to the cyber world and to the phenomenon of cyber bullying.</p> <p>Participants concurred that students do not tell their parents or other adults about experiences of cyber bullying.</p> <p>Prime reasons for not disclosing to parents or other adults were fear that their computer privileges would be taken away and the belief that if they told, adults would not be able to find evidence of the cyber bullying or to identify the aggressor.</p> <p>Other reasons for not telling adults included wanting to be independent, the fear that telling would exacerbate the cyber bullying or that the adult would advise them to "ignore it."</p> <p>Another reason for not telling adults was some students' belief that because cyber bullying often occurs off school grounds teachers could not do anything. Other participants however, maintained that even if the cyber bullying happens off school property, the school should and would deal with it.</p> <p>According to the participants, a primary barrier to telling adults about experiences of cyber victimization was fear that their parents would remove Internet or cell phone privileges, to 'protect them' from online victimization. The participants were adamant that losing computer or cell phone access felt like punishment, as it represents loss of their connection with their social world."</p>
A48/	<p>Rater A: Parental supervision not associated with any reduction in exposure to unwanted sexual material online</p>

B48	<p>Only 57% of youth in sample disclose abuse to an adult or a peer.</p> <p>Parents only found out in 39% of cases</p> <p>Few youth or parents informed the authorities or internet providers</p> <p>Parents who did find out expressed strong concern and initiated rules about amount of time spent online and regularly checked what their children were viewing online.</p> <p>Parental supervision was not found to be effective in this survey.</p> <p>Some parents installed software to block such material. This resulted in 40% less exposure to unwanted sexual material.</p> <p>Rater B: 88888888</p>
A52	<p>Despite the serious emotional impacts of cyberbullying, over a quarter of victims did not seek support from others. On the other hand having told to parent, carer, teacher/principal was found to be helpful.</p>
A57/ B57	<p>Rater A: parents set limits on computer and MySpace use and monitored their pre-teens and young teens more than their older teens. Parenting styles are related to MySpace experiences, behaviors and attitude. Teens with authoritative parents had limits and were monitored more than those with authoritarian and indulgent parents.</p> <p>Neglectful parents set fewer limits and monitored their teens the least.</p> <p>Authoritative and authoritarian parents were more likely to set limits on computer and MySpace behavior than indulgent and neglectful parents.</p>
A62	<p>Rater B: 38% of parents had not seen their child's MySpace page;</p> <p>60% of parents had not viewed their child's photo on MySpace</p> <p>Only 38% of parents had talked with their child about MySpace use and content</p>
A63	<p>There is a little on the extent to which victims tell an adult</p>
A77	<p>The article consists of two studies, in which both was found that telling a parent is one of the most popular strategies how to cope with cyberbullying.</p>
A84	<p>Higher parental support was negatively associated with involvement in bullying across physical, verbal, and relational forms of bullying and with cyberbullying, with physical victims and cyber-victims as the exceptions.</p>
A65	<p>Regarding cyberbullying, infrequent monitoring is significantly more often present among bullies/victims compared to non-harassed and among aggressors compared to both victims and non-harassed. Poor parent/caregiver/child relationships is significantly more often present among bullies/victims and among aggressors compared to non-harassed. There were no such statistically significant results regarding frequent discipline, using blocking software or having household rules about ICT use.</p> <p>The younger group (10-13 yrs) considered help from adults such as parents and teachers positive but many and mainly the girls at the city school were particularly not willing to turn to parents and teachers and preferred peer intervention.</p>

	<p>Many in the middle age category of students (13-15 yrs) were distrustful of parents and teachers who often do not seem to understand their cyberworld and were perceived to make problems worse.</p> <p>The older age category students (16-17 yrs) felt it was unnecessary to involve them, unless there were exceptional circumstances.</p>
A38	<p>Most youth (90%) reported not telling adults about cyberbullying incidents. The most common reason for not telling an adult, cited at equal rates across age and gender, was that participants believe they "need to learn to deal with it" themselves (50%).</p> <p>Almost one third of the sample (31%) reported that the reason they do not tell is because they are concerned that their parents might find out and restrict their Internet access. The fear of restrictions may deter youth, especially younger girls, from sharing their negative experiences with adults.</p>
A2	<p>10% of those students experiencing cyberbullying reported they tell their parents.</p>
A72/ B72	<p>Rater A: A very modest number of students asked a parent for help: 15.4% of private school students and 13.3% of public school students.</p>
A5	<p>Rater B: In total 15.4% (private school) of the students and 13.3% of the students (public school) requested help from their parents after being cyberbullied. "(...) only 19.5% reported telling their parent(s) and 16.8% reported telling a brother or sister about it." - (Patchin & Hinduja, 2006)</p>
A42	<p>The data analysis showed that only 67.1% of the students believed that adults in schools tried to stop cyberbullying when informed. For those cyber-bully victims, only 34.1% said that they told adults about the incidents. Similarly, for those 87 students who knew someone being cyber-bullied, only 34.5% told adults. Obviously, the majority of the students chose to be quiet when they were cyber-bullied or knew someone being cyber-bullied.</p>
A41	<p>1. Majority who observe or experience cyberbullying cope by staying silent; 2. Majority of cyber victims do not have strategies for coping; 3. Girls more likely to report being the victims of cyberbullying to an adult than boys; 4. Only 30.1% of bystanders who observed someone being cyberbullied reported it to an adult; there were no gender differences here;</p>

8.) Please provide the article's **conclusions/implications** with regard to **support/help from adults**.

A33/ B33	<p>Rater A: "As Spitalli (2003, p. 56) noted related to traditional bullying and school-yard behavior, students are reluctant to break a code of silence and report bullying, to the point that "they will not disclose even the most disturbing and dangerous information about each other to adults." In the case of cyberbullying, this study suggests that the same code is in force.</p> <p>Adults, who normally would be supervising the lives of teens, are left on the outside – without the technological expertise or understanding of the environment to be of much help."</p> <p>Rater B: <u>Adults urgently need to take more action through policies and practices</u></p>
A5	<p>"It is also important for parents to teach their children electronic communication etiquette and help them understand what constitutes acceptable behaviour and what does not. There are resources available to help parents understand how they can prevent their children from becoming either victims or perpetrators of cyber bullying."</p>
A12	<p>"Parents may be unaware of their child's online behavior and need to know that they have a legal obligation to monitor their child's online activities. It is possible that some of the cyberbully's words and acts of cyber abuse may be punishable by law (Franek, 2006). If parents suspect their child is being cyber bullied, Meadows et al. (2005) suggested that they always print and save any cyberbullying messages, and check their child's online activity."</p> <p>"In addition to helping make parents become more aware of how to recognize cyberbullying, school counselors can provide them with suggestions for prevention. The Center for Safe and Responsible Internet Use (2004) published a parents' guide to cyberbullying and cyber threats. Included in this guide are suggestions such as being aware of secretive behaviors surrounding the computer (e.g., rapidly switching screens) and installing key-stroke monitoring hardware. Additionally, Chu (2005) suggested that parents talk to their children so that open lines of communication exist and teach children that what they should not do off-line also should not be done online. Furthermore, Chu recommended that parents strive to seek a balance of safety and trust with their children."</p> <p>"Next, awareness is one of the keys in reducing or eliminating school bullying, and parental awareness of cyberbullying can help aid school counselors' efforts to eradicate cyberbullying (Skiba & Fontanini, 2000)."</p>
A41	<ol style="list-style-type: none"> 1. The gender difference identified in this study underscores the importance of differentiated approaches for intervention programs related to cyberbully issues. 2. The vast majority of adolescents choosing to be bystanders further stresses the importance of systematic education of safety strategies from early age. Just like dealing with traditional bullying

	<p>issue, educating bystanders may provide some key strategies in dealing more effectively with cyberbullying. Focusing more attention on bystanders has the potential power to prevent a significant amount of cyberbullying.</p> <p>3. The gender difference identified in this study that male victims are less likely to inform adults underscores the importance of awareness of the strategies for combatting cyberbullying (e.g. informing adults)</p> <p>4. The education dealing with cyberbullying related issues should be a joint endeavour of schools, families, communities and the whole society.</p>
A63	A major practical step is to increase awareness among adults. Include cyberbullying explicitly in school anti-bullying policies and anti-bullying materials, and in teacher training materials for anti-bullying work; as well as provide guidance for parents, and guidance for children and young people.
A9/ B9	Rater A: Adults (e.g. parents) to contribute through becoming more aware of cyberbullying, discussing with children, supervising the child's internet use and taking punitive action against bullies.
A61	Rater B: to establish direct communication between teens and adults, to ensure that adults won't take the technology away from adolescents or forbidden to use the Internet. This may increase targets' willingness to report cyberbullying
A28	Adults tend to apply traditional frameworks when they conceptualise cyberspace. Adults need to be proficient and participate with young people in learning how to use technologies. If we want students to follow our rules it is essential that we engage them and their desire to comply through interaction and agency.
A84	Authors talk about the need to assist those who, despite anti-bullying efforts, still become victims. Because effects of bullying depended in part on the child's self-control and exposure to authoritative parenting directs attention to protective factors that can diminish the harm that results from bullying victimization. Many types of interventions could enhance these protective factors (and other relevant ones), cognitive behavioral therapy (CBT) provides perhaps the most promising approach.
A42	General monitoring and positive parent (caregiver)? child relationships may be more important factors in Internet safety as global parental monitoring is significantly related to a decrease in the likelihood of being an online aggressor. But neither caregiver report of the use of blocking software nor their indication of household rules about Internet use was related to a significant difference in the likelihood of being involved in Internet harassment.
A79	It is important to build and further strengthen a trusty relationship between students and school staff (including teachers, administrators, and the like). It makes suggestions on how parents can prevent their child from becoming cyberbully (talk with the child, restricting Internet access, installation of monitoring software, review all of the child's online activity). Also, parents can stop their child's bullying behaviour (setting firm rules to control the child, warn the child about consequences,

	<p>install monitoring software, restrict child's access to the Internet outside the household)</p> <p>Also, parents can help children cope when being attacked by cyberbullies (inform the child about cyberbullying, begin an open and democratic dialogue with the child about this issue, ensure the child knows that parents are there to help when needed, help the child be self-confident and resilient/bully-proof, talk to the child against online retaliation/response to the bully, collaboration of parents with school to stop bullying that occurs at school, parents to use the Internet together with the child and help the child develop self-protection mechanisms during usage - conscious of privacy issues, able to decide when to abandon a harmful and hurtful communication with others online – parents to help the child conduct a self-assessment of personal behaviour or communication of the Internet).</p> <p>Finally, the cyberbullied can ask for the help of the cyberbully's parents (send them a letter with all evidence and ask them to act, otherwise further action will be taken).</p>
A44	On the basis of secondary data, this article suggests that adults should start to talk with and open themselves up to children with respect to the cyberbullying experiences of children.
A38	Parents and youth would also benefit from increased knowledge about the positive functions of on-line communication among peers, which may help to allay fears that only harm can result from youth interacting online. Parental restrictions on Internet use should therefore be made with the awareness
A3	parents should encourage their children to come to them if anybody says or does anything online that makes them feel uncomfortable or threatened.
A46	Parents who discuss online risks create awareness in youth of the potential dangers of engaging in discussions in chat rooms and participating in social networking sites.
A20	See previous section
A80	The author provides an overview of teens' concerns to report cyberbullying a need to educate adults about these issues so that they can respond effectively
A62	The authors are concerned that so few victims report the abuse
A48/ B48	Rater A: The authors conclude that filtering and blocking is effective. however, they add a cautionary note. 18% of the children whose families used blocking and filtering were still exposed to unwanted sexual material. They also note the relatively low use by parents of blocking and filtering software - less than 33% had installed it.
	Parental supervision in his study was not found to be effective. One reason may be that parents in this survey exaggerated the amount of supervision that they actually provided.
	Rater B: 88888888
A11	The Best of coping program helped to improve adolescents overall coping ability. The CST helped adolescents to deal with negative online events.
A52	the need for more information and support to be given to young people to encourage them to speak out.
A57/ B57	Rater A: There is a discrepancy between parents' perception and behavior: although they were more concerned about negative online situations than teens, they did not show a high level of limit setting or monitoring. Parenting style is not only correlated with parent behavior, but also with teen online behavior

	<p>Rater B: More monitoring by parents is necessary</p> <p>Neglectful parents are more likely to have teens who are cyberbullied or receive upsetting material online</p> <p>Emphasise the importance of supervision by parents</p>
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9.) Please provide the article's **results** with regard to **support/help from peers/friends**.

A5	"Patchin and Hinduja (2006) reported that 56.6% of their sample responded to online bullying by telling an online friend, while 25.7% told a friend."
A2	15% of those students experiencing cyberbullying reported they tell their friends
A48/ B48	Rater A: 30% of the sample had disclosed the abuse to a peer or sibling
	Rater B: 88888
A16	A large number of bullied students would tell about bullying to another student/a peer. Peer-help for combating and preventing bullying seems it can be based on student-leaders and bystanders
A72/ B72	Rater A: Cyberbullying victims (students) asking for help after a cyberbullying experience mostly from peers/friends and less from parents and teachers. More specifically, a significant number of students ask a friend's help: 43.6% of private school students and 28.6% of public school students.
	Rater B: 43.6% (private school) and 28.6% (public school) asked a friend for help
A52	having told a friend was the second most often reaction to victimization after having confronted bully and further the most helpful strategy.
A83	In focus group discussion, participants from School A indicated that they would more likely seek help from friends. One participant described, ?I handle it with friends, but that can be, like, even more of a mess.?
A65	Many of the younger children (10-13 yrs) preferred development of a mediating peer group to help eliminate cyberbullying (compared to adult intervention). The middle age category (13-15 yrs) said that peer support of some kind was well regarded among them (especially discussion with older students). Finally, older students (16-17 yrs) agreed that they had a responsibility to the younger members of the school to advise them and discuss their experiences and help them provide strategies to counter cyberbullying
A77	Number of friends was related to involvement in all three traditional forms, i.e., physical, verbal, and relational, but was not related to cyber bullying. For physical, verbal, and relational bullying, adolescents with more friends were more likely to be bullies, but less likely to be victims, and with the exception of physical bullying, they were

	also less likely to be bully-victims.
A20	See previous section
A11	The Best of coping program helped to improve adolescents overall coping ability
A41	This study shows that, just like in the real world, the vast majority of the students who were cyberbullied or knew someone being cyberbullied chose to stay quiet rather than to inform adults. Unfortunately, in this study they were not asked if they informed a peer.

10.) Please provide the article's **conclusions/implications** with regard to **support/help from peers/friends**.

A5	"Educating students about cyber bullying and empowering them to take action appears to be of increasing importance, especially considering research indicating that students are more likely to report instances of cyber bullying to their friends rather than discuss it with adults in their lives."
A41	"Trained high school students could be a valuable resource in educating elementary and middle school students. Recognition programs for students who demonstrate leadership in this area can be instituted by school counsellors." 1. The vast majority of adolescents choosing to be bystanders further stresses the importance of systematic education of safety strategies from early age. 2. Educating bystanders may provide some key strategies in dealing more effectively with cyberbullying. 3. Focusing more attention on bystanders has the potential power to prevent a significant amount of cyberbullying.
A83	Although the research team members identified distinct differences, they also noticed similarities. For example, participants in both groups indicated that, if they had been cyberbullied, they knew the identity of the cyberbully. It was also apparent through the research team's analyses of the focus group data that a clear definition of why cyberbullying occurred was due to "misunderstandings" or "mishearing stuff."
A38	An online community of peers can also help healing the aftermath of a tragic event
A79	Peer intervention and reporting are essential to protect other children from cyberbullying (this intervention can happen anonymously and safely, without putting the peers at risk).
A48	The authors do not expand on this finding
A11	The Best of coping program helped to improve adolescents overall coping ability

11.) Please provide the article's results with regard to support/help from teachers.

A47	<p>"Another reason for not telling adults was some students' belief that because cyber bullying often occurs off school grounds teachers could not do anything. Other participants however, maintained that even if the cyber bullying happens off school property, the school should and would deal with it."</p>
A33/ B33	<p>Rater A: "Dramatically fewer (only 16.7 percent) reported cyberbullying to school officials. Their responses reveal a lot about their perceptions of administrative inaction to cyberbullying. First, there was a consistent pattern of belief that school officials would not take it seriously, would not handle it in a confidential way (leaving them more vulnerable), or would do nothing about it.</p> <p>The broader survey data also illustrate that students widely hold the perception that schools will not act. Of the 16.7 percent of participants who did report the bullying at school, a majority of this group (70.7 percent) reported that school officials "rarely" or "never" did anything about it.</p> <p>Some also indicated what they had been told (or had been given the impression) by school teachers and administrators regarding cyberbullying that: Cyberbullying is not a big deal. Kids will be kids – just ignore it and they'll stop. We can't do anything because it starts on your cell phone or home computer.</p> <p>To the question of whether schools had policies against cyberbullying, 36.1 percent said their school did have such a policy (although only six participants were able to recall the specifics of what it said). However, 15.4 percent said their school had no policy on cyberbullying and nearly half (48.6 percent) reported that if the school had one, they did not know about it.</p>

	<p>Rater B: Only 16.7% reported cyberbullying to school authorities. Many reported that they believed that the school would not take action. Of the 16.7% who reported it, 70.7% said that the school officials rarely did anything about the issues. The majority of all students in this sample believed that schools want to distance themselves from the problem.</p> <p>48.6% reported that if the school had a policy they were not aware of it.</p>
A63	As for adults.
A62	As in section on reporting to adults
A72/ B72	<p>Rater A: Cyberbullying victims (students) hardly/rarely ask for help from parents and teachers. More specifically, a very small number of students asked teachers and other school actors for help: 1. 1.3 % of private school students and 6.7% of public school students ask school counselor for help. 2. No private school student and just 5.7% of public school students ask a teacher for help 3. Finally, no private school student and just 1.9% of public school students ask a school (co)principal for help.</p>
A52	Having told teacher/principal belonged to less popular action but was considered to be relatively effective regarding helpfulness.
	Rater B: 1% (from the private school and 6.7% from the public school asked the school counselor for help
A83	In focus groups students reported that they would discuss cyberbullying with the school counsellor
A2	Only 1% of those students experiencing cyberbullying reported they tell their teachers about the cyberbullying incident.
A48	Only 3% of this sample informed a teacher
A41	Only 64.1 percent of the students believed that adults in schools tried to stop cyberbullying when informed. No significant gender difference was found in student beliefs about this adult involvement in stopping cyberbullying ($\chi^2 = (1, n = 231) = 1.24, p = 0.54$). The analysis showed that for the cyberbully victims, females were more likely to inform adults than males ($\chi^2 = (1, n = 81) = 6.15, p = 0.012$). For the students who knew someone being cyber-bullied, only 30.1 percent told adults.
A58	School principals took actions ranging from conference with the bullied, the bully and/or parents to doing nothing. More specifically, they took the following actions: Have conference(s) with victim 15.6%; conference with the bully 15.5%; warning to the bully 13.9%; parent guardian of bully was notified by phone, e-mail, or letter 11.5%; conference with parents/guardian 10.2%; alert given to faculty and staff regarding cyberbullying incident 9.2%; law enforcement was contacted 4.6%; detentions were assigned 4.3%; no action was taken 4%; required bully to see in-district counselor, social worker, or school psychologist 3.3%; bully served out of school suspension 2.4%; bully served in-school suspension 1.8%; an aggressive behavior letter sent to parent bully 1.7%; assigned peer counseling for bully .06%; bully was arrested .04%; legal advice was sought .04%; other suspension was assigned to bully such as athletic event suspension .03%; legal action was taken .02%; expelled from school .01%; and completed community service .01%.
A20	See previous section
A23	Students most frequently responded that they never report bullying incidences due to lack of action by school adults. More specifically, students perceive that school

	adults always notice bullying only 6% of the time, and always discipline bullies only 37% of the time. Possibly of greater significance is that almost one fourth (24.5%) of participants responded that bullying is sometimes ignored which is the same percentage as participants who reported that teachers do not notice bullying. Combined, these percentages show that students perceive that almost half of the time bullying incidences are either not noticed or ignored by school adults. Also, over a third of the participants (34%) had a negative perception of the school's prevention strategies.
A16	Support/response/action by teachers and school counselors and school counselors (teacher/counselor perspective): 1. Teachers/counselors disciplining, the bully / the bullying victim 2. Teachers/counselors ignoring bullying 3. Teachers/counselors calling the parents 4. Teachers/counselors bringing bullying to the attention of school administration 5. Teachers/counselors addressing their class about bullying 6. Teachers bringing bullying to the attention of counsellors 7. Teachers helping students work it out themselves 8. Teachers/counselors using one specific method for reducing bullying However, none of the bullied students who participated in the research would tell about their experience to the teacher. Students think that teachers stop bullying and punish the bully or talk out a solution, but students themselves are not in favour of punishment.
A42	The data analysis showed that only 67.1% of the students believed that adults in schools tried to stop cyberbullying when informed. For those cyber-bully victims, only 34.1% said that they told adults about the incidents. Similarly, for those 87 students who knew someone being cyber-bullied, only 34.5% told adults. Obviously, the majority of the students chose to be quiet when they were cyber-bullied or knew someone being cyber-bullied
A65	The younger group (10-13 yrs) considered teaching intervention a solution but many preferred intervention to come from peers.

12.) Please provide the article's **conclusions/implications** with regard to **support/help from teachers**.

A33/ B33	<p>Rater A: "These responses indicated that students have a strong impression that schools want to distance themselves from the problem, do not know what to do, and/or do not understand the potential seriousness of cyberbullying.</p> <p>Taken together, the students' responses indicate their lack of knowledge about, or faith in, school policies and practices related to cyberbullying.</p> <p>Finally, schools are clearly not doing enough. Students reported that they were generally unaware of the existence or effectiveness of any school policies that would address cyberbullying. They found school officials to be generally unresponsive to requests for help, which admittedly may be more about perception than any real reflection of schools' willingness to step in.</p>
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	<p>Yet many said that when they did report incidents, teachers, and administrators gave them the impression they did not wish to, or could not, become involved. Students in the study also hold the perception that school officials will not keep their reporting confidential, which could result in their becoming victimized even more. As long as students believe the school will not act or will handle things poorly, they will not report, and the cycle of cyberbullying will continue."</p> <p>Rater B: As above, the authors argue that there is a need to educate parents, students and staff about the dangers that lurk in cyberspace</p>
A63	As for adults.
A62	As in section n reporting to adults
A28	Authors recommend to alter the school culture such that bullying is no longer tolerated.
A7	Educational strategies should more clearly focus on encouraging young people to protect their online privacy and help them consider the potential commercial and non-commercial uses of their information.
A42	It is important to build and further strengthen a trusty relationship between students and school staff (including teachers, administrators, and the like).
A52	need for increasing the help-seeking behaviour of victimised young people and improving the efficacy of those they speak to.
A44	School personnel to develop an essential anti-cyberbullying activity in order to create a safe, peaceful school climate. School personnel to teach adolescents how to respond to and, more important, when to ignore cyberbullying. In addition, educating bystanders about the importance of speaking out, providing assistance to victims and reporting concerns is also important. Personnel to also work closely with parents and also be in touch and direct/advise bullies.
A58	School principals need to be trained and fully aware to understand technology and phenomena like cyberbullying. They need to know the relevant school policies, the relevant legislation, as well as the relevant community interventions available.
A80	Schools should establish an anonymous and confidential reporting mechanism.
A20	See previous section
A9	Teachers to become more aware and better qualified to treat instances of cyberbullying. They must apply school policies, to discuss cyberbullying with students, to supervise students and take punitive action if needed, to collaborate with parents and educate them as well.
A83	The authors conclude that more work needs to be done to educate adults about the dangers from cyberbullying
A41	The authors conclude that, in line with previous research into traditional bullying, up to 80 percent of regular bullying incidences are not reported to staff (Rigby and Slee, 1999). The present study similarly shows that the vast majority of the students

	<p>who were cyberbullied or knew someone being cyberbullied chose to stay quiet rather than to inform adults.</p> <p>One possible explanation, the propose, may lie in the fact that many students, over one-third of the students in this sample, do not think that adults in schools tried to stop cyberbullying</p> <p>when informed. Because of this belief that adults in schools would not help, many students, feeling either scared or powerless, chose not to report cyberbullying instances. Theconclude that their study highlights the importance of building, and further strengthening, a trusty relationship between students and school staff (including teachers an administrators).</p> <p>They also emphasise the need to provide young people ith training in appropriate strategies to deal with cyberbullying.</p>
A48	The authors do not discuss this
A79	The victims and their parents can contact the school if the cyberbully and his/her activities are on school grounds. School counselling and contact with parents can help.
A49	To use presented lesson to help children cope with bullying.
A61	<p>Tort Law (cyber libel) teachers:</p> <p>How the libel is interpreted by someone who is reasonably thoughtful and informed rather than someone who has an overly fragile sensibility;</p> <p>Can intervene if nexus to school;</p> <p>Expression must involve unfair comment;</p> <p>Expressions that contain an opinion or political statement even if couched in lewd terms can be exempt from libel.</p> <p>Canadian Charter - teachers:</p> <p>Must justify infringement of rights to protect greater good and minimally impair stakeholders rights.</p> <p>American 1st Amendment - teachers:</p> <p>Can intervene if expression materially and substantially disrupts learning;</p> <p>Can intervene if expression educational mission;</p> <p>Expression that contains opinion or protest is protected regardless of how obscene or lewd unless administrator can prove harm to reputation or psychological harm</p>

13.) Please provide the article's **results** with regard to **other support/help**.

A72/	Rater A: A modest number of students ask others (e.g. relatives, siblings) for help: 1. Siblings: 12.8% of private school students; 17.1% of public school students. 2.
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B72	<p>Relative: 6.4% of private school students; 10.5% of public school students.</p> <p>Rater B: From whom help was requested after cyberbullying experiences: Siblings: 12.8% (private) and 17.1% public school Relative: 6.4% (private) and 10.5% (public) Acquaintance: 51% (private) and 14.4% (public)</p> <p>A potential strategy for coping with grieving is for the community of users to use the controls available to them (land controls for instance) to collectively deal with troublesome avatars.</p> <p>Having told to Kids Helpline was the second least popular reaction to online victimization and also relatively helpful.</p> <p>The Best of coping program helped to improve adolescents overall coping ability</p> <p>The middle age category of students (13-15 yrs) preferred to deal with problems themselves. The older age category (16-17 yrs) was even more self-reliant, and students in this category used a variety of cybersafety strategies.</p> <p>Rtaer A: This is a literature review rather than an empirical study. The ideas are relevant but only based on other people's research and practice.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Whole-school policy to counteract cyberbullying; 2. Keep abreast of legal standards with regard to cyberbullying; 3. Establish responsibilities and rights of all in the school community; 4. Monitor school policies on cyberbullying regularly; 5. Change boundaries of school policies to capture all internet use, including classrooms, home and cell phones. <p>Rater B: none</p>
A10	
A52	
A11	
A65	
A6/ B6	

14.) Please provide the article's **conclusions/implications** with regard to **other support/help**.

A5	"Gaining relevant knowledge about cyber bullying and its modalities, and being viewed as a knowledgeable resource person is thus an important first step for school counsellors to take.
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	<p>Information and communications technology providers are beginning to directly address the issue of cyber bullying, and it would behove school counsellors to become familiar with such a material.</p> <p>School counsellors can take a leadership role in offering training to parents and students, to make issues of cyber safety and cyber bullying more visible and comprehensible.</p> <p>School counsellors can serve as valuable community resources by educating parents, students, and wider community.</p> <p>Training that focuses on reducing retaliatory cyber bullying and reducing impulsive behaviour is important, as is training that specifically targets bystanders, cyber bullies and victims.</p> <p>These types of peer education programs can be introduced by school counselors to empower students and to mobilise them to get involved and be part of the solution.</p> <p>Continuing with efforts to develop character traits such as empathy and kindness in students, and to teach social skills are more important than ever.</p> <p>It is vital that parents/caregivers understand cyber bullying and the mechanics of cyber bullying. School counsellors can provide parents with information on the various dangers associated with cyberspace.</p> <p>School counsellors can promote the importance of parents having open discussions with young people about cases of cyber bullying that may be publicised in the media.</p> <p>School counsellors can help parents with information on how to address this issue without being unnecessarily punitive.</p> <p>(...) protecting students from cyber bullying requires more complex interventions than deciding which screening programs to install on school computers (Willard). School counsellors can position themselves as an important resource person in this regard."</p>
A12	<p>"Once school policies are established and reporting procedures are in place, school counselors can address awareness and intervention strategies for school personnel, students, and parents."</p>
A6	<p>1. Whole-school policy to counteract cyberbullying; 2. Keep abreast of legal standards with regard to cyberbullying; 3. Establish responsibilities and rights of all in the</p>

	school community; 4. Monitor school policies on cyberbullying regularly; 5. Change boundaries of school policies to capture all internet use, including classrooms, home and cell phones.
A38	Compared to a solitary computer activity, IM with an unknown peer can alleviate the distress caused by social exclusion.
A80	Contacting the police whether cyberbullying appears to be a crime
A44	Family and community/authority wide interventions to prevent and stop cyberbullying
A84	Professionals working with youth (therefore, teachers too) need to recognize that Internet victimization includes more than sexual exploitation and address the seriousness of Internet harassment issues just as they would conventional bullying involvement. Messages about modifying Internet usage by suggesting youth spend less time online, or staying away from specific types of sites should be more sufficient in addressing the problem of Internet harassment.
A11	The Best of coping program helped to improve adolescents overall coping ability
A7	There should be an emphasis on encouraging control over disclosure. We should pay more attention to legal and technical solutions connected to disclosing information.
A61	Tort Law(libel)-administrators:Can intervene if nexus to school;Expression must involve unfair comment;Expressions that contain opinion or political statement even if couched in lewd terms can be exempt from libel.Tort Law (supervision)-administrators:Duty of care in loco parentis;Obligation to act as "careful and prudent" parent.Tort Law(supervision)- teachers:Obligation to act as "careful and prudent" parent.Canadian Charter for Freedom of Expression - administrators:Must justify infringement of rights to protect greater good and minimally impair stakeholders rights.American 1st Amendment - administrators:Can intervene if expression materially and substantially disrupts learning;Can intervene if expression educational mission;Expression that contains opinion or protest is protected regardless of how obscene or lewd unless administrator can prove harm to reputation or psychological harm;Can intervene if expression is on school computers or Web sites.Tort Law(libel)- parents:Need to explain the line at which "joking" in cyberspace can cross the line to become libel;Need basic understanding of libel laws; International standards – parents responsible for their children's own expression online.Tort Law (libel) implied standards for students:Learn that cyberspace is rarely private;Know limitations on free speech; Learn to make political statements or state opinions in a way that does not include libel or a defamatory statements; encourage responsible use by peers;Inform others who cross the line;Participate in developing codes of conduct;Help adults to conceptualize the value of digital literacies.Tort Law (supervision) parents:Equally responsible for being aware of their children's online postings.Canadian Charter - parents:Teach children that freedom of speech is a right but not an unfettered right.Canadian Charter-students:Know their rights to freedom of expression;Know the limits on these rights;Can be held accountable for overstepping limits

15.) Please provide the article's results with regard to **"Report Abuse" button.**

A83	It is mentioned in one of the focus groups
A10	Not discuss at the individual level, but discussed in relation to the online community
A29	see former results

16.) Please provide the article's **conclusions/implications** with regard to **"Report Abuse" button**.

A80	See the note in the school section.
A83	The authors do not comment

17.) Please provide the article's **results** with regard to **retaliation**.

A33/ B33	<p>Rater A: "When asked if participants had taken action on their own to make the cyberbullying stop, the responses revealed differences based on gender. Males' responses revealed more active and physically retaliatory behavior, whereas females' responses indicated more passive and verbally retaliatory behavior. For example, from males: I decided I had to retaliate. I watched the person and when I got him alone, I ended it. I physically assaulted the bully.</p> <p>Female respondents, on the other hand, more typically changed their own behavior or used words to retaliate. For example: I changed my email and screen name. I decided just not to go online, which wasn't fair to me. I sent mean messages back."</p> <p>Rater B: Males more likely to retaliate actively and physically; females passively and verbally. Physical retaliation was reported to be ineffective. Passive retaliation involved the cybervictim changing their behaviour by, for example, changing email name or not going online for a period of time. This, it was reported, provided temporary relief but would be unlikely to deter the cyberbully.</p>
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A16	A quite small number of bullied students would get back to the bully later or fight back.
A83	Again it is mentioned in the focus groups, especially in the school from a high poverty area
A10	has been suggested by participants. However they realized it is limited: "An eye for an eye leaves us all blind?? That's what keeps me from retaliating?" (XS). One participant said that fighting back was "not why I am in SL?" (HY).
A52	Retaliation offline occurred but not so often.
A29	see former results
A38	The most likely site for retaliation was school (60%), not cyberspace (12%); 28% of school-based victims reported retaliating both in school and online. Thus, these data do not support the assumption about youth taking advantage of the anonymity of cyberspace but provide further evidence for the integral connection between the on-line and school lives of youth.

18.) Please provide the article's conclusions/implications with regard to retaliation.

A12	"In addition, students classified as "wannabes" and "losers" typically do not report cyberbullying to adults in the school because tattling would remove "wannabes" from ever gaining desired social status and "losers" fear retaliation. Victims of cyberbullies are often fearful of telling adults because they fear the bullying will become more harmful and intense. In addition, cyberbully victims fear that adults will take away their Internet access, mobile phone, or computer (Belsey, n.d.)."
A33/ B33	Rater A: "The problem with this more physical approach is that it could potentially lead to real physical harm, and it is likely to escalate the situation further. These strategies (females'), although probably more well-advised than physical retaliation, nevertheless put the target in a position of changing behavior (which may temporarily deter the cyberbully but is unlikely to discourage him/her from acting again), or it perpetuates the cyberbullying with retaliatory messages, which are likely to perpetuate the bullying. For those students who do take action, they often wait until the bullying reaches intolerable levels and then retaliate, which is inappropriate and potentially very dangerous. Indeed, the data show a pattern that bullying begets bullying, reflecting the kind of cycles we see in other social systems, which are

	insidious in their reinforcement of the problem and extremely difficult to interrupt."
A5	Rater B: As before, the authors recommend a wide programme of education "Training that focuses on reducing retaliatory cyber bullying and reducing impulsive behaviour is important, as is training that specifically targets bystanders, cyber bullies and victims." "Young people may be reluctant to share experiences of being cyber bullied because they are afraid of overreaction on the part of parents that may include banning them from using the Internet, mobile phone, or other forms of ICT. There may also be fears of retaliation from the cyber bully (CSRIU, 2006; Willard, 2005)." A44 Children to be informed about the dangers and consequent legal risks of retaliation. A80 Counselors, psychologist and administrators should pay attention whether a target intends to retaliate or to use the internet to get power through which he or she could stop e.e. face-to face bullying. A83 The authors do not discuss

19.) Please provide the article's results with regard to **confronting the bully**.

A33/ B33	Rater A: "For example, from males: (...) I watched the person and when I got him alone, I ended it. I physically assaulted the bully." Rater B: more likely to use retaliation
A2	16.4% of those students experiencing cyberbullying reported that they tell the person to stop harassing
A38	About one fourth of the sample had switched a screen name (26%) and had sent a warning (25%) to someone to prevent cyberbullying.
A52	Having confronted bully offline was the most used action against bullying but the least helpful.
A83	None except briefly mentioned as retaliation in the focus group
A16	One of teacher interventions regards teaching students how to stand up to bully (teacher / counselor perspective) One of students' coping strategies is the standing up to the bully (student perspective) A significant number of students decide to confront the bully (student perspective)
A23	Only 26.8% of participants said that they had fought back when being bullied.
A65	Personal confrontation was well regarded among younger children (10-13 yrs) in cases where students were harassed by someone they knew.
A29	see former results

20.) Please provide the article's **conclusions/implications** with regard to **confronting the bully**.

A33/ B33	<p>Rater A: "The problem with this more physical approach is that it could potentially lead to real physical harm, and it is likely to escalate the situation further.</p> <p>For those students who do take action, they often wait until the bullying reaches intolerable levels and then retaliate, which is inappropriate and potentially very dangerous. Indeed, the data show a pattern that bullying begets bullying, reflecting the kind of cycles we see in other social systems, which are insidious in their reinforcement of the problem and extremely difficult to interrupt."</p> <p>Rater B: more likely to use retaliation</p>
A80	<p>A target should be instructed to send the cyberbully a very clear, unemotional, strong message demanding to stop cyberbullying. The message should include warning information that further action will be taken if it does not stop.</p>
A3	<p>Administrators can advise parents to contact the parents of the cyberbully and request that the behavior stop. If this does not stop the harassment, save the harassing messages and forward them to your Internet service provider (e.g., Hotmail or Yahoo!) for action. Most service providers have appropriate use policies that restrict users from harassing others over the Internet. As a last resort, parents may wish to contact an attorney about suing the parents of the bully for defamation, invasion of privacy, and intentional infliction of emotional distress. However, in most instances, cyberbullying does not go that far, although parents often try to pursue criminal charges (WiredKids 2005).</p>
A79	<p>Calmly and strongly tell the cyberbully to stop (not to talk to the bully when upset; take time to send the bully a strong but still calm message that will also warn of further protection action to be taken if s/he does not stop bullying).</p>

21.) Please provide the article's **results** with regard to **blocking the sender**.

A47	"Some children explained that although they are not permitted? to have cell phones turned on during classes, students find ways around this rule, just as they find ways around parents' email pass- words and blocking software."
A2	30.6% of those students experiencing cyberbullying reported that they block the unwanted message or the person who is disturbing
A48	As explained in the section on parents, the authors found that the installation of blocking and filtering software was effective
A52	Having blocked was the most used online action against cyberbullying and the most helpful.
A38	Of the prevention strategies enabled by the technology used, blocking a particular screen name was the most common tactic used. Sixty-seven percent of the sample had blocked someone in the past. One third (33%) had restricted particular screen names from their buddy list.
A29	see former results
A65	Younger children (10-13 yrs) sought technological solutions such as blocking chain email and tracing bullies online.

22.) Please provide the article's **conclusions/implications** with regard to **blocking the sender**.

A80	Instruction to use a blocking strategy
A48/ B48	Rater A: The authors conclude that this is an effective coping strategy but also note the low use by parents of such software - only 33%. The authors conclude that many adults are sceptical about the effectiveness of such software and they may also believe that installing such software will harm their relationships with their children. So they note the problems but conclude that this approach should be explored further since it does seem to be effective.
	Rater B: 88888
A79	Use online and mobile phone tools that allow the child to block contact and messages from specific persons.

23.) Please provide the article's **results** with regard to **doing nothing/ignoring**.

A33/	Rater A: "The third finding of the study reveals what students did in reaction to cyberbullying and their perceptions of the responses from school administrators. In terms
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B33	<p>of their own reactive behavior, 65.3 percent of students in the study reported that they believed cyberbullying would usually stop on its own without their having to do anything about it."</p> <p>Rater B: 65.3 percent of students in the study reported that they believed cyberbullying would usually stop on its own without their having to do anything about it. However, many students admitted that the cyberbullying had not stopped and had actually increased, suggesting that students more accurately just do not know what to do about it. This avoidance strategy allowed the cyberbullying to escalate, and based on the examples these students provided, sometimes to dangerous levels that can be damaging to students' physical and emotional well-being.</p>
A2	9% percent of those students experiencing cyberbullying reported ignoring
A52	Doing nothing in physical life was a relatively common strategy and not so effective regarding helpfulness
A63	Ignoring was a very often practical advice in focus groups.
A10	One of suggested actions related to grieving (unfortunately, this theme was not further developed in this study)
A29	see former results
A41	see previous section on the percentages of victims who did not tell and the bystanders who did not report
A16	Some bullied students decide to ignore bullying
A65	Some of the middle age group (13-15 yrs) were not especially interested in finding people who had done something wrong and having them punished, according to some code of behaviour. They seemed more interested in ways of evading trouble caused by Internet or phone use, and in avoiding fuss. They appeared to be comfortable in an imperfect cyberworld. The group seemed not to be interested in a higher level of 'defense' against the cyberworld and did not seem to regard the school as having duty of care to 'protect' them.
A83	The coping skills differed between the two schools, and the language used also indicated differences. For example, when the focus groups were asked how they would cope with a cyberbullying situation, both schools indicated responses such as ?ignore it.
A11	The CTS programm increased post-intervention use of keep to self and ignore the problem.
A72	This refers to the emotional reaction of students, with more private school students (24.4%) than public school students (7.6%) feeling anything when cyberbullied.

24.) Please provide the article's **conclusions/implications** with regard to **doing nothing/ignoring**.

A33/ B33	<p>Rater A: "However, many students admitted that the cyberbullying had not stopped and had actually increased, suggesting that students more accurately just do not know what to</p>
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	<p>do about it. This avoidance strategy allowed the cyberbullying to escalate, and based on the examples these students provided, sometimes to dangerous levels that can be damaging to students' physical and emotional well-being.</p> <p>They generally do not seek help because of fear of reprisal, embarrassment, or because they assume adults will not act. Some try to avoid the situation, which may stop a particular incident, but does little to protect them long-term or discourage the cyberbully. Some become very withdrawn, which can affect their school work, their friendships, and ultimately lead them to dangerous, self-destructive behavior."</p> <p>Rater B: As above, a general education programme as summarised at the end</p>
A11	Adolescents reported to be better equipped to deal with negative online events
A41	as before
A63	Consodering effectivity of such behavio recommended.
A79	On some occasions this is the best coping strategy.
A80	Suggestion to avoid the site or group where attacks have occurred.
A83	The authors conclude in a general way that education of adults as well as scenarios for students are an important way forward.

25.) Please provide the article's **results** with regard to **self-blaming**.

A11	BOC decreased the use of non productive coping strategies like self blaming, reducing tension, lacking a way of coping, ignoring the problem)
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26.) Please provide the article's **conclusions/implications** with regard to **self-blaming**.

A11	BOC seems to be effective in decreasing the use of non productive coping strategies like self blaming, reducing tension, lacking a way of coping, ignoring the problem)
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A80

None, only in relation to suicidal ideation

27.) Please provide the article's results with regard to **unhealthy emotion focused coping strategies (e.g. drugs)**.

A33/
B33

Rater A: "The second major finding was that students reported several negative psychological

effects as a result of cyberbullying. Targets experienced high levels of anger, powerlessness, sadness, and fear.

The responses were compared by gender, which revealed no overall gender differences on any of the dependent measures $p > 0.05$, indicating that cyberbullying had a similarly negative impact on both male and female students.

The results of the psychological effects students reported fell generally into two categories. In the first category, negative psychological effects (fear, powerlessness, and sadness) often resulted in students becoming more withdrawn. In their written comments, students revealed a loss of confidence, disassociation from friends and school, and a general sense of uneasiness. Here, are some specific examples:

I became less confident in myself.

I'm more timid at school.

I fought depression and had to see a therapist.

In contrast, some students, especially those who experienced high levels of anger,

tended to become more aggressive:

I became meaner.

I got more threatening!

I started spreading nasty rumors.

Negative effects were heightened when the student had no idea who was doing the bullying, which increased the feelings of powerlessness and fear among targets.

	Rater B: none
A11	BOC decreased the use of non productive coping strategies like self blaming, reducing tension, lacking a way of coping, ignoring the problem)
A31	<p>In our sample, 20% of respondents reported seriously thinking about attempting suicide (19.7% of females; 20.9% of males), while 19% reported attempting suicide (17.9% of females; 20.2% of males).</p> <p>youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, scored higher on the suicidal ideation scale than those who had not experienced those two forms of peer aggression. Moreover, it appears that bullying and cyberbullying victimization was a stronger predictor of suicidal thoughts and behaviors than was bullying and cyberbullying offending. In general, however, results suggest that experience with bullying explains only a small amount of the variation in suicidal ideation (only about 6% in the victimization models and 3% in the offending models).</p> <p>cyberbullying victims were 1.9 times more likely and cyberbullying offenders were 1.5 times more likely</p>

	to have attempted suicide than those who were not cyberbullying victims or offenders.
A84	Regarding cyberbullying, among both aggressor/targets, two in five (44%) report problem behaviors, one quarter has engaged in drinking (26%) and smoking (23%) on multiple occasions. They also have the highest rate of current depressive symptomatology (16%). Alcohol use is significantly more often present among bullies/victims compared to non-harassed and among aggressors compared to both victims and non-harassed. Cigarette use is significantly more often present among bullies/victims and among aggressors compared to non-harassed. Major depressive symptomatology is significantly more often present among bullies/victims compared to non-harassed. Problematic behavior is significantly most often present among aggressor/targets than among just victims and bullies and nonharassed. Problematic behavior is also more often present among aggressors compared to both victims and non-harassed and among victims than non-harassed.
A29	see former results
A28	There was significant and substantively large relationships between bullying and the experience of negative emotions. Bullying is strongly related to both actual and contemplated self-harm.
A52	Through free-text 3% also reported having suicidal thoughts and 2% claimed they engaged in self-harming behaviour (as distinct from feeling suicidal) as a result of cyberbullying. e.g. "I started [self harming] to help deal with the pain."

28.) Please provide the article's **conclusions/implications** with regard to **unhealthy emotion focused coping strategies (e.g. drugs)**.

A33/ B33	Rater A: "These heightened psychological effects are somewhat unique to cyberbullying. Since perpetrators can hide behind technology, it is the perfect medium to heighten fear and powerlessness in the victim. This makes cyberbullying more than just a modern day form of school-yard bullying, but in fact more in line with victimization, where the intent is to terrorize and assert dominance. It can lead to dangerous and unproductive reactive behavior, which is discussed next. In other words, cyberbullying has some of the same negative outcomes for targets as face-to-face bullying, which studies have shown leads to (among other things) sadness and depression (Smart and Walsh, 1993), powerlessness, fear, and delinquency (Aluede, 2006), or more aggressive/retaliatory behavior (Leary et al., 1995).
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	<p>The added dilemma is that cyberbullying is easier because of the anonymity of the attack, and it is more pervasive, with high numbers of students participating, by-standing, and/or being targeted. Cyber targets can feel helpless because, as the students in this study indicate, they do not know what to do to make it stop.</p> <p>Third, it is clear that students are ill equipped to handle cyberbullying and its intrusion in their lives."</p> <p>Rater B: none</p>
A80	a need to think about suicidal ideation among targets
A84	Aggressor/targets indicate the poorest psychosocial functioning and are likely in need of intervention and services. Youth who report aggressor/target behavior are especially likely to also reveal serious psychosocial challenges, including problem behavior, substance use, depressive symptomatology, and low school commitment.
A11	BOC seems to be effective in decreasing the use of non productive coping strategies like self blaming, reducing tension, lacking a way of coping, ignoring the problem)

29.) Please provide the article's **results** with regard to **healthy emotion focused coping strategies (e.g. stress management, therapy).**

A28	Higher self-control moderate the association between bullying and negative outcomes.
A83	None - apart from focus group members saying that they might report to a school counsellor
A29	see former results
A48/ B48	Rater A: The survey found that the majority of youth were not emotionally upset by the unwanted exposure. Only 24% reported that they were upset or very upset. 19% reported one or more symptoms of stress. Younger youth were more affected than older youth but this finding was insignificant. There were no gender differences
	Rater B: 88888

30.) Please provide the article's **conclusions/implications** with regard to **healthy emotion focused coping strategies (e.g. drugs).**

A5	"Continuing with efforts to develop character traits such as empathy and kindness in students, and to teach social skills are more important than ever. The
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	implementation of classroom-based programs that teach social-emotional skills, reduce impulsive and aggressive behaviour, and develop empathy and anger management techniques are valuable. Two such programs are Second Step: A Violence Prevention Program, and Steps to Respect: A Bullying Prevention Program (Committee for Children, n.d., a, b)."
A12	"Finally, counseling and support should be given both to the victim and to the cyberbully. School counselors could provide training for bullies that includes recognizing legal and personal consequences of cyberbullying, developing a more positive self-concept, improving social problem-solving and anger management skills, and increasing the ability to empathize with victims (Hazier, 2006). Support could be offered both individually and in small group sessions. Victims could be offered training in increasing assertiveness skills, developing a more positive self-concept, increasing social skills and reducing social isolation, and practicing positive behaviors that reduce the risk of further victimization (Harris & Petrie, 2003)."
A28	Authors recommend to support the development of self-control. Effects of bullying depended in part on the child's self-control and exposure to authoritative parenting, which directs attention to protective factors that can diminish the harm that results from bullying victimization. Many types of interventions could enhance these protective factors (and other relevant ones), cognitive behavioral therapy (CBT) provides perhaps the most promising approach. Among others, including family therapy and peer-based group therapy should be helpful.
A48/ B48	Rater A: The authors found that many in the sample believed that adults should do more to alleviate the distress of young people who are upset by this abuse. Rater B: 8888

31.) Please provide the article's **results** with regard to **any other coping strategy** (i.e. not mentioned already).

A65	<ol style="list-style-type: none"> 1. Simple remedies such as 'deleting' a person were used among younger children (10-13yrs), where appropriate (e.g., if students do not know the person). 2. Also, these younger children (10-13 yrs) also sought technological solutions such as blocking chain email and tracing bullies online. Also, the old age category of students (16-17 yrs) thought that technical solutions are helpful such as a new system (at school 2) of email shutting down quickly so that none else could make appropriate use of it. 3. All in this age group (10-13 yrs) considered education about best internet usage for both students and parents could be helpful. Better education about the Internet was also the only thing all students of middle age (13-15 yrs) agreed as valuable. Finally, the older age category of students (16-17 yrs) supported better education of parents/teachers so that they don't acquire only negative impressions of social networking and in order to better support systems at school (including a code of conduct for communication).
A2	8.1% of those students experiencing cyberbullying reported changing their usernames; 3.4% of those students experiencing cyberbullying would not tell anyone.
A52	Changed own avatar/ mobile number, Told a sibling, Stopped looking, Stayed offline

A72	Many bullied students (especially in private schools) tend to consider cyberbullying a joke. More specifically, 34.6% of private school students and 6.7% of public school students considered cyberbullying a joke.
A29	see former results
A16	Teachers and counselors think that education, discussion with students, involvement of parents and encouragement of bystanders to get involved are all very important to cope with bullying (teacher/counselor perspective). On the other hand, joking and calling the police are mentioned as some other strategies used by students to cope with bullying

32.) Please provide the article's **conclusions/implications** with regard to **any other coping strategy** (i.e. not mentioned already).

A3	"(...) parents should contact the police if there are threats of physical violence, intimidation, extortion, hate crimes, or sexual exploitation."
A12	"Additionally, school policies should outline procedures so that students can report cyberbullying anonymously (Aftab, n.d.). The cyberbully should know that communication in cyberspace is not anonymous (Barrett, 2006; Franek)."
A79	<ol style="list-style-type: none"> 1. Save the evidence (online material proving the act of cyberbullying). 2. Try to identify the cyberbully (to be able to take further/legal action if needed). 3. Contact the mobile phone company (if mobile phone bullying) or the ISP or the relevant webmaster when bullying takes place online (to remove bullying material, close the account of the bully, etc). 4. Contact an attorney for serious cases of cyberbullying (legal action). 5. Contact the police for serious cases of cyberbullying.
A58	Advocacy for funding and policy, and for implementing education and training programs in order to increase awareness of cyberbullying. Internet filtering and technology infrastructure to be in place to protect students from cyberbullying
A6	as above
A80	Filing a complaint: in case of cyberbullying by e-mail: contact ISP of the bully and look on th ISP's site for a "Contact us" e-mail address. if materials appear on a third-party website or website with its own domain, go the site's home page and file a complaint through "Contact us" e-mail address or go to the host company's website and file a complaint through "Contact us" e-mail address

	if bullying occurs through mobile phone contact the phone company
A44	Other suggestions to prevent and stop cyberbullying: Legal issues/rulings, comprehensive school policies, and anti-cyberbullying/Internet safety curriculums.
A9	Social and curriculum programmes (e.g. peer help programmes, buddy programmes, teaching of values in education, empathy training, teaching of ?netiquette? and other anti-cyberbullying elements integrated into teaching).

FINAL SUMMARY

33.) Please summarise the article's results with regard to preventing cyberbullying.

A48/ B48	<p>Rater A:</p> <ul style="list-style-type: none"> • Installation of blocking/filtering software was effective since, in households where it was installed, children were 40% less likely to have unwanted exposure to sexual material; • However, blocking is not foolproof – 18% of children in households with blocking software installed still had unwanted exposure; • Parental supervision did not seem to have much effect in terms of reducing exposure; • There were no significant gender differences; • Troubled youth and those who had experienced sexual or physical abuse or who were already engaged in risky behaviour were more likely to be exposed; • Youth with high use of the internet were also more likely to be exposed 	
A65	<p>Rater B: 8888888</p> <p>By grade 11 many had learned strategies of not writing a negative message before trying to sort out issues face to face rather than online which was much more damaging. This type of behaviour, if shared between peer groups, could provide a way of preventing and coping with cyberbullying.</p> <p>Better education about the Internet was widely favoured for parents and teachers as much as for students themselves.</p> <p>A code of conduct for better communication amongst students had some support but introducing rules and bans at school was viewed critically and as a challenge to defy.</p>	
A46	<p>disclosure decreased the risk of cyberbullying For girls the online activities that increased the risk of victimization were participation in social network sites and chat</p>	

	rooms for boys the odds of victimization from cyberbullying increased when the kept an active profile, on a social network site and participates in YouTube activities.
A41	Gender differences in the extent to which cyber victims tell an adult Large amount of bystander apathy - only 30% who observed cyberbullying reported it ot an adult Majority of victims have no strategy for dealing with cyberbullying
A77	Higher parental support was negatively associated with cyberbullying in the form of bullying and bullying-victimization, but not with the victimization.Number of friends was not related to involvement in cyber bullying.
A84	Infrequent parental monitoring was significant in the odds of reporting aggressor/target behavior, with a threefold increase in likelihood for youth indicating poor parental monitoring.
A38	Ninety percent of the sample reported they do not tell an adult about cyberbullying, and only a minority of participants had used digital tools to prevent online incidents.
A16	Peer-intervention (i.e. student leaders) to prevent (cyber)bullying in school by: <ul style="list-style-type: none"> • Creating bullying awareness in the school • Developing leadership skills among students • Developing intervention practices among student community to prevent bullying • Developing team-building initiatives in the student community • Students behaving more actively when bystanders <p>These interventions delivered some results. More specifically, according to teachers, there is some decrease of bullying at school. Also, school counselors admitted that reports of electronic bullying went from weekly to only once or twice. In addition, students' perceptions of bullying seemed to have widened, while the percentage of students who knew their school's bullying policy more than doubled. Finally, the number of students who the percentage of students who did not participate in electronic bullying increased from 75% to 93%.</p>
A63	Respondents expressed some pessimism in focus groups about the possibility of preventing cyberbullying,as it is unlikely that bullying can be eradicated?.
A1	see former results
A29	see former results
A43	see former results
A83	The data on coping are derived from the focus groups (Phase 2 N=13) rather than the survey (Phase 1 N=114). The schools differed in their responses with School A (high poverty) more likely to emphasise fighting back and getting a gang on to the cyberbully; School B (more affluent) were more likely to report that they would tell an adult, e.g. a parent or the school counsellor; Students from School B less likely to want revenge or retaliation; Both schools reported 'ignore it' as a coping strategy.

A10	<p>The study recognized 3 level of responsibility of grieving in Second Life: (1)developer's - taking a lead in controlling grieving, (2)individual and (3)community - sharing information with others to prevent bullies from getting in</p> <p>One example of something that Linden Lab (Second Life as developer of the online application) does do to prevent grieving was described as 'sometimes they disable scripts if a problem appears. Like someone setting off a bomb to crash grids. [D]isabling scripts stops that' (JS).</p>
A6	<p>This is an overview of other research findings and addresses the problem at a macro level. So its focus is entirely at the level of policy-making. The recommendations are rather vague in my view.</p> <p>The authors recommend a whole-school approach; they recommend that policy-makers should be aware of changes in the law; they suggest that links should be made with the law on children's rights and responsibilities; the authors also focus on zero-tolerance policies though they do not specify what form these might take.</p> <ol style="list-style-type: none"> 1. Whole-school policy to counteract cyberbullying; 2. Keep abreast of legal standards with regard to cyberbullying; 3. Establish responsibilities and rights of all in the school community; 4. Monitor school policies on cyberbullying regularly; 5. Change boundaries of school policies to capture all internet use, including classrooms, home and cell phones.
A62	<p>With regard to seeking help: Summing over the various types of cyberbullying, 50% of victims reported not telling anyone, 35.7% told a friend,8.9% told a parent/guardian and 5.4% someone else; telling a teacher was never reported. With regard to student perceptions of adult awareness o the issue of cyberbullying: Students perceived that adults were very unaware of the main types of cyberbullying, including text messagin, email bullying and phonecall bullying.</p>
A42	<p>With respect to safety strategies in cyberspace, over three quarters of the students reported knowing those safety strategies. Over 78% of the cyber-bullies and about 70% cyberbully victims believed that they knew the strategies. Overall, 47% of the students learned those strategies from their parents, schools, and/or multiple sources. Only a little over 28% learned by themselves. Scrutinizing the cyberbully group revealed a reverse pattern: 52% of them taught themselves the strategies, and 26% learned from others or multiple sources. For the cyberbully victim group, however, the number of students who learned by themselves and those who learned from others or multiple sources were almost identical.</p>

34.) Please summarise the article's conclusions/implications with regard to preventing cyberbullying.

A33/ B33	<p>Rater A: "Even when schools want to help, the anonymity of the perpetrator and students' skill in using technology have made it more difficult for schools to take preventative steps or track down cyber-bullies in response to problems. It was interesting to find that some students recognized that school officials struggle with jurisdictional questions when it comes to dealing with incidents in cyber-space that originate off school grounds.</p> <p>This is where courts can help in clarifying the schools' authority and responsibility to take action to protect students from cyberbullying, much like their responsibility to squelch face-to-face bullying and other forms of harassment. However, these cases have been slow to come to court, especially cases that deal with peer-to-peer cyberbullying. In the meantime, with the prevalence of cyberbullying and the potentially devastating results, it is crucial that schools find ways to contribute to remedies, which are discussed below.</p> <p>It is therefore suggested that school leaders consider the following three-pronged approach for dealing with cyberbullying.</p> <p>The first prong is to educate students, educators, and parents on the dangers that lurk in cyberspace and specific ways to protect students in this technological era.</p> <p>To get to the core of the problem, schools should add a second prong to their approach by greatly expanding the ways they are helping students deal with the social tensions they face on a daily basis.</p> <p>The third prong of the approach, therefore, is to do more as a profession to follow legal cases related to cyberbullying, to collectively discuss</p>
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	<p>interventions through professional networks (including conferences and professional associations), and to step up in terms of taking action, rather than hiding behind beliefs that what happens in cyberspace does not fall within the purview of the school."</p> <p>Rater B: As above:</p> <ol style="list-style-type: none"> 1. Need to educate students, staff and parents about dangers of the internet. Need to provide training in e-safety and in ethical aspects of using the internet. The training should start young - possibly by 10 years of age. 2. Teachers and parents need to help young people to deal with the emotional pressures of their lives. 3. There is a need to create a positive ethos in schools and to provide support for such issues as relationship break-ups, rejection, jealousy, intolerance of difference, gangs. It is essential to get at these root issues. 4. There should be more training in the legal aspects of cyberbullying so that schools can act decisively and with responsibility when cyberbullying occurs. There needs to be recognition of the fact that cyberbullying is a form of 'real' violence and is therefore a crime <p>Recommendations</p> <ol style="list-style-type: none"> 4. Need to educate students, staff and parents about the dangers that lurk in cyberspace. Need to provide training in e-safety and in ethical aspects of using the internet. This training should start young – possibly by 10 years. 5. Teachers and parents need to help young people deal with the emotional pressures of their lives. Too often they fail to see the darker side of adolescent life. This means that teens are not equipped to deal with rejection on the part of the peer group. There is a need to create a positive ethos in schools and to provide support for such issues as relationship break-ups, rejection, jealousy, intolerance of difference, gangs. It is essential to get at these root issues. 6. There should be more training in the legal aspects of cyberbullying so that schools can act decisively and with responsibility when cyberbullying occurs. There needs to be recognition of the fact that cyberbullying is a form of 'real' violence and is therefore a crime.
A5	<p>"Implementing policies and practices that encourage students to respect each other, whether online or face-to-face (Stone) remains an important responsibility of the school counsellor today." The other information about preventing cyberbullying is detailed in the previous boxes.</p>
A12	<p>"Limber (2004) suggested that bullying prevention and intervention best practices include training school personnel about the nature of bullying and its effects, how to respond if bullying is detected, and methods of reporting bullying incidents. Possible intervention strategies may include teaching students how to identify cyberbullying both at school and away from school, discussing school policy with students, providing students with methods of reporting cyberbullying, and increasing supervision in areas of schools where cyberbullying is likely to occur. For example, school media specialists are likely to witness misuse of the Internet because casual use of the Internet typically occurs in the media center (Willard, 2006a). As such, school media personnel should be particularly aware of cyberbullying."</p>

A47	<p>"The finding that cyber bullying is often not anonymous and occurs among children's friendship and social circles requires further study and demands that prevention and intervention programs address children's social and school contexts. As the results highlight that cyber bullying predominantly occurs within existing social relationships and by known perpetrators, it is important that judicial policy makers incorporate an understanding of peer-to-peer victimization in their prevention and intervention efforts in the field of cyber abuse. While a focus on cyber abuse, exploitation, and solicitation by strangers remains vital, it is important to recognize the harm associated with cyber bullying and cyber sexual victimization within the context of peer groups. Practitioners must recognize the importance of electronic communication for children and youth. In addition, it is essential that practitioners understand the phenomenon of cyber bullying including similarities with and differences from traditional bullying. An important focus must be on facilitating the ability of children and youth to tell their parents and other adults about their experiences of cyber bullying and on helping parents and other adults to respond effectively.</p> <p>It is essential that adults acknowledge, understand and accept the Internet and communication technology as a viable and real means of relating for children and youth in order to provide needed guidance and protection, and to keep children safe."</p>
A75/ B75	<p>Rater A: "These commercial programs limit children's access to the Internet, filtering spam, advertising, and content determined inappropriate for children. Because it is difficult to define spam and inappropriate content, these programs necessarily provide very restrictive access to the Internet.</p> <p>Both of these approaches, legislating content and blocking content, do appear to protect children by attempting to prevent access to objectionable content. Neither is completely successful, however. The Internet is simply too vast to police all the objectionable resources; as one site shuts down another opens up, often in another country that is immune to legislation.</p> <p>A third, and likely most successful, approach is to teach children to critically appraise on their own. Critical thinking skills underlie almost all decision making tasks and need to be taught and generalized across a wide range of domains, from making healthy eating choices, to making appropriate decisions about sexual behavior, purchasing, and information gathering.</p> <p>Librarians and schoolteachers have developed a number of information literacy resources to help children learn to critically appraise informational resources (Schrock,</p>

	<p>2001).</p> <p>Software solutions may help children learn to control their behavior on the Internet by forcing them to critically appraise Internet resources before using them. Just as caregivers teach children to cross the street safely, intelligent software solutions could be created to help children navigate the Internet.</p> <p>Until intelligent software solutions are developed, simple checklist applications can be created to float over an Internet browser and pose critical appraisal questions that help children stop and think as they explore the Internet. Tools such as these will help children learn to apply what they have learned from checklists, teaching resources, and Internet safety activities and games to the real virtual world of the Internet."</p> <p>Rater B: Three approaches exist to protect children from the damaging effects of the Internet.</p> <ol style="list-style-type: none"> 1. Legislate to protect them, e.g. through COPA: this law has not yet been implemented due to legal challenges with regard to the right to freedom of speech 2. Filter or block harmful material: this is effective up to a point but the sheer size of the Internet makes its success limited. 3. Teach children to be critical appraising of the material they encounter online: this is the intervention with the most potential for success but involves a great deal of work on the part of teachers and parents. Teaching children critical thinking needs to start early but has the potential to help them use the Internet wisely and help them to expand their minds through the Internet in positive ways
A41	<ol style="list-style-type: none"> 1) Education on strategies for prevention and coping should begin from an early age; 2) More focus on bystanders; 3) Greater awareness on the part of adults about gender differences in dealing with cyberbullying; 4) The education dealing with cyberbullying related issues should be a joint endeavour of schools, families, communities and the whole society and should target different levels - individual, family, school and wider society - as is recommended in literature on dealing with traditional bullying.
A52	<p>a need for interventions that focus on improving peer relations in general.</p>
A31	<p>A suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools.</p>
A6	<p>As above</p>
A63	<p>Authors recommend prevention programmes focused on schools and parents.</p>

A28	<p>Authors recommend to alter the school culture such that bullying is no longer tolerated. This involves providing students, teachers, and parents with information about the definition of bullying, the extent of the problem in that school, and the role that each person can take in reducing its incidence and helping those who are victims.</p>
A46	<p>disclosure decreased the risk of cyberbullying For girls the online activities that increased the risk of victimization were participation in social network sites and chat rooms for boys the odds of victimization from cyberbullying increased when the kept an active profile, on a social network site and participates in YouTube activities.</p>
A42	<p>In this study, though three in every 4 students believe that they know safety strategies in cyberspace, it is possible that many of them know the safety strategies in a shallow way. This underscores the importance of the safety strategies in cyberspaces and calls for systematic education of students regarding those safety strategies.</p>
A84	<p>Messages about modifying Internet usage by suggesting youth spend less time online, or staying away from specific types of sites should be more sufficient in addressing the problem of Internet harassment.</p> <p>Professionals should emphasize general positive parenting styles.</p> <p>Young people should be viewed as resources for crafting intervention messages by youth-oriented healthcare professionals. For example, youth should be included in advocacy and educational campaigns about standard and healthy Internet behavior, and encouraged to take responsibility for youth-oriented aspects of the Internet.</p> <p>Interventions aimed at conventional psychosocial issues need to integrate an Internet component. For example, currently implemented bullying prevention programs should reflect youth interactions of today and recognize that the Internet represents a new mode by which aggression and bullying behavior is expressed. Additional modules speaking specifically about Internet harassment issues should be added, including behaviors that constitute harassment, and the associated psychological distress experienced by some youth who are targeted. Discussion points should integrate Internet harassment into the conversation of bullying, recognizing that many youth are involved in both types of aggression.</p>
A3	<p>Need for coordination of school administrators, parents, and community representatives work in preventing cyberbullying By working together to deal with this cruel practice, parents and educators will ensure that all children share a learning environment that is free from harassment and intimidation.</p> <ul style="list-style-type: none"> • Provide parents with education. Encourage parents to discuss Internet bullying with their children and the adverse consequences of such behavior, including school discipline, civil litigation, and criminal prosecution. • Establish a relationship with the local police department, perhaps inviting "cybercops" to school to speak

	<p>to parents and students on proper Internet use.</p> <ul style="list-style-type: none"> • Conduct professional development seminars so that all faculty and staff are alerted to issues related to cyberbullying, especially detection. • Coordinate with other schools in the district to provide consistent cyberbullying prevention information as students move through grade levels and among schools. • Establish a schoolwide cyberbullying task force composed of technologically savvy educators, parents, students, and community members to develop and implement anticyberbullying programs aimed at keeping schools safe and secure. • Provide student education. Internet bullying lessons should be integrated into the school's curriculum. School counselors, in particular, could collaborate with classroom teachers for presenting classroom guidance sessions on appropriate Internet etiquette.
A38	<p>Need for improving school policy, parent education about the risks associated with online communication, training youth in strategies to prevent and deal with cyberbullying incidents.</p>
A23	<p>Overall, the data show that the prevention and intervention strategies which are in place in school are not effective, and additional prevention and intervention strategies are warranted to create an open line of communication between students and school adults. Thus, the data have provided sufficient evidence that an anti-bullying program is needed at Riverview Middle School; a program which provides bullying education, prevention strategies, and intervention strategies.</p>
A61	<p>Regarding American First Amendment - standards for students:</p> <ul style="list-style-type: none"> • Expression can be opinion or political statement and can be lewd or obscene but cannot be defamatory or libellous and cannot materially or substantially disrupt

	<p>learning and the educational mission</p> <ul style="list-style-type: none"> • Cannot express from school computers or Web sites <p>A collaborative approach is needed to tackle cyberbullying including: government law and policy makers; Web providers; parents; the new media; school boards; teachers's unions; the judicial system; and students themselves.</p>
A65	School restrictions of usage of mobile phones, email, chat sites and social networking can provide some protection from cyberbullying.
A1	see former conclusions
A43	see former conclusions
A44	Suggestions: ? School rulings ? Anti-cyberbullying/Internet safety school programmes and policies ? Teacher intervention ? Classroom interventions ? Community and family interventions
A62	The authors conclude that there is an issue over the existence or the proof of being cyberbullied and make the point that without such proof adults are perceived as being reluctant to proceed with action to address it. This may be one reason why so many students do not tell adults about being cyberbullied. The authors recommend that this aspect should be investigated further, especially given that very few cyberbullied students in this study had actually told an adult about their suffering, and none said they had told a teacher.
A16	The decrease in bullying may have been a result of student-leaders going into classes to discuss bullying and reporting. So, education is key.
A83	The research team members identified distinct differences between the two schools as well as similarities. For example, participants in both groups indicated that, if they had been cyberbullied, they knew the identity of the cyberbully. They also concluded that there was widespread agreement among the participants that cyberbullying often occurred because of a "misunderstandings" or "mishearing stuff." One issue that consistently came up with females in both groups was that gossip could lead to cyberbullying. Another issue that was prevalent in both groups was the need to educate adults about how to approach and educate students on cyberbullying. The authors favoured method was to use animations from Second Step to educate the students
A79	This book stresses the critical role of parents in preventing cyberbullying through making their children refrain from becoming cyberbullies and by helping children protect themselves from being victims of bullying behaviour and communication online.
A49	To use presented lesson to help children cope with bullying.
A48/ B48	Rater A: Urgent need for social science to inform policy with regard to this form of abuse; Find out more about the effect of parental supervision which, from this study, appeared to be ineffective;

	<p>Take more action on developing and implementing effective blocking and filtering software;</p> <p>Consider discrepancy between parents' view that over-monitoring may alienate youth and sample in this survey view that adults should be concerned and should take action;</p> <p>Take account of sub-sets of young people, such as troubled youth and frequent users of internet, who appear to be more at risk.</p> <p>Rater B: 888888</p>
A80	Use Olweus prevention program including community activities
A9/ B9	<p>Rater A: We should draw upon previous experience from face-to-face cyberbullying prevention strategies and apply prevention of cyberbullying along the following lines:</p> <ul style="list-style-type: none"> - Awareness raising: teachers, parents and students need to be made aware of cyber bullying. Professional development for teachers is needed, explaining what cyber bullying is and the real consequences of severe and continuous cyberbullying. Parents also need to be made aware of cyber bullying methods, such as student texting on mobile phones under the bedcovers in the middle of the night and sending hurtful emails from the computer in their bedroom. - School policies: this is the single most effective action a school can take. Unless the policy is translated into transparent daily use bullying will not be reduced. - Adult supervision: Teachers must take care with students and supervise them when using computers. Parents have a greater role to play in supervision to prevent bullying by technology. Parents need to take back the power to control the technology. - Programmes: social programmes and curriculum programmes to motivate students towards taking action against cyberbullying (e.g. peer help programmes, buddy programmes teaching of values in education, empathy training, teaching of 'netiquette' and other anti-cyberbullying elements integrated into teaching). <p>Rater B: Awareness raising at the level of students, parents and teachers</p> <p>Whole school policies - a need to include the issue of cyberbullying into the whole school policy, a need for individualised school policy.</p> <p>Supervision - parents need to take back the power to control the technology, as they do other issues, schools could assist in parent education to this end and encourage parents to talk to young people about the technology.</p> <p>Parents should pay attention where the home computer is located</p> <p>Programs incorporating the direct teaching of values education, empathy training and the use of stories and drama embedded in the curriculum, as well as direct teaching of 'netiquette', could all help to reduce cyber</p>

	<p>bullying.</p> <p>Developing programs for bystanders:</p> <ul style="list-style-type: none"> - creating empathy in students, so that the bystanders speak out against bullies and do not silently condone the practice - curriculum programs incorporating the direct teaching of values education, empathy training and the use of stories and drama embedded in the curriculum, as well as direct teaching of 'netiquette', could all help to reduce cyber bullying. <p>We should implement educational strategies to inform about aspects of disclosing information on the Internet. Young users should be helped to better understand terms of service. There is also need to consider the possibilities for the development and implementation of more sophisticated and usable settings which increase user control over the different categories of personal information and disclosure practices. All this should consequently help preventing cyberbullying (as an outcome of disclosing information)</p>
A7	

35.) Please summarise the article's results with regard to combating cyberbullying.

A72/ B72	<p>Rater A: 1. Public school students react more negatively to being a cybervictim than do private school students. More public school students reported anger, sadness, and embarrassment, whereas more private than public school students reported feelings of "nothing" or "taking it as a joke."</p> <p>2. Cyberbullying victims (students) ask for help after a cyberbullying experience mostly from peers/friends and less from parents and teachers (this is the case for both private and public school students).</p> <p>Rater B: 88888</p>
A58	<p>Actions taken in cyberbullying incidents by Illinois public school principals ranged from conferences with the victim and conference with the bully to no action taken. These were actions classified into four categories: a) action taken with the student, b) counseling, c) parent involvement, d) law enforcement and legal action, e) consequences versus remediation action, f) actions employing internal and/or external (outside the school) resources, and g) actions incurring additional expenditures/costs (e.g. seeking legal advice).</p> <p>The most frequent action taken in response to cyberbullying incidents were conferences with the victim and conferences with the bully. Parents were contacted in 23.4 percent of cyberbullying incidents. The least frequent action taken by the principals was required counseling with an outside agency for bullying.</p>

	<p>In any case, school principals were more frequently utilizing internal resources to combat cyberbullying than external resources/agencies for assistance and intervention. Utilizing internal resources such as detention, in school suspension, and out of school suspension was more frequent than actions with external resources such as community service, and legal action taken.</p>
A52	<p>Although seeking the support from adults was not so popular, it seemed to be effective regarding helpfulness. Having confronted bully was the most prevalent strategy but the least helpful. Regarding technological coping, having blocked bully was the most prevalent strategy and the most helpful.</p>
A38	<p>Among the 48% of school-based victims who reported retaliating against their presumed aggressor(s), the most likely site for retaliation was school (60%), not cyberspace (12%); 28% of school-based victims reported retaliating both in school and online. Thus, these data do not support the assumption about youth taking advantage of the anonymity of cyberspace but provide further evidence for the integral connection between the online and school lives of youth.</p>
A6	<p>as above</p>
A48	<p>as in previous section</p>
A62	<p>as in previous section</p>
A83	<p>As in previous section</p>
A65	<p>In general, ways of coping with cyber-bullying ranged from ignoring the offender to going up to the offender (when they are known) in person to confront them. Most children preferred to handle these issues themselves or with their friends rather than alert parents and teachers who may limit their technology access. More specifically: Younger students were willing to talk with everyone about their problems but 13–15 year olds prefer not to go any further than their friendship group for support and were particularly wary of involving adults. On the other hand, senior students seemed to be self-reliant (and also committed to helping younger children cope with cyberbullying) though considered parents and teachers important in really worrying situations. By grade 11 (senior students) many had learned strategies of not writing a negative message before trying to sort out issues face to face rather than online which was much more damaging. This type of behaviour, if shared between peer groups, could provide a way of preventing and coping with cyberbullying</p>

	<p>Better education about the Internet was widely favoured for parents and teachers as much as for students themselves.</p> <p>A code of conduct for better communication amongst students had some support but introducing rules and bans at school was viewed critically and as a challenge to defy.</p> <p>Support from IT people would suit most students (e.g., tracing harassers, blocking unwanted messages).</p>
A16	<p>Peer-intervention (i.e. student leaders) to reduce (cyber)bullying in school by:</p> <ul style="list-style-type: none"> • Creating bullying awareness in the school • Developing leadership skills among students • Developing intervention practices among student community • Developing team-building initiatives in the student community • Students behaving more actively when bystanders <p>As a result of these interventions, the counselors' need to discipline the bully increased in the from "never" and "rarely" to "sometimes" and "often", while teachers tended to inform the administration of bullying more often than before and the number of teachers helping students work it out themselves decreased from 79% to 39%. More students witnessing bullying (+14%) vowed to get someone to stop bullying or tell a teacher, while bullied students who reported joking about it increased by 29%, the same as the number of students who said they fought back (+14%).</p>
A29	see former results
A43	see former results
A41	see previous section
A23	Students most frequently responded that they never report bullying incidences due to lack of action by school adults.
A63	The most common strategy were avoidance: blocking messages or identities (75%) or changing one?s email address or phone number(57%).
A2	The most popular coping strategy is blocking the bully?s messages. When students were cyberbullied, most of them reported telling their friends. Students may be reluctant to tell their families and teachers about cyberbullying for various reasons (e.g. rules set, technological skills, etc)

36.) Please summarise the article's conclusions/implications with regard to combating cyberbullying.

A52	"Despite the serious emotional impacts of cyberbullying, over a quarter of victims did not seek support from others, which highlights the need for more information and support to be given to young people to encourage them to speak out."
A3	Administrators can advise parents to contact

	<p>the parents of the cyberbully and request that the behavior stop. If this does not stop the harassment, save the harassing messages and forward them to your Internet service provider (e.g., Hotmail or Yahoo!) for action. (the implicit recommendation for targets that they should not delete a harmful message, although this the most popular coping strategy -see Staksrud & Livingstone, 2009).</p> <p>Parents may wish to contact an attorney about suing the parents of the bully for defamation, invasion of privacy, and intentional infliction of emotional distress. However, in most instances, cyberbullying does not go that far, although parents often try to pursue criminal charges (WiredKids 2005).</p>
A79	<p>Again, the book stresses the critical role of parents in making a cyberbully stop bullying and helping a victim cope with and combat cyberbullying. In parallel, the book discusses the need for school and peer intervention to stop bullying and guides victims and their parents towards a number of other coping strategies (ignoring, confronting or blocking the bully, taking legal action, collecting evidence to submit complaints to ISPs and other companies, etc). In any case, the book argues that all these actions to combat and stop cyberbullying require parents' essential contribution.</p>
A6	as above
A48	as in previous section
A62	as in previous section
A83	As in previous section
A9/ B9	<p>Rater A: Intervention/combatng cyberbullying (e.g. punishment of bullies). Obstacles to intervention/combatng (e.g. children not telling adults, lack of trust in adult intervention, lack of tangible results of intervention, legitimacy of school intervention, anonymity of bully, etc). Parentes and teachers should work together with students so that these obstacles are overcome and a clear sense of consequences arising from bullying behaviour is established among children.</p> <p>Rater B: not to trivialise any comments but to take them seriously. There needs to be confidentiality in reporting (as much as possible) and solving the problem should be a joint affair between students and adults, who do not immediately take a punishing role. The school policy should set out the clear and transparent steps of what will happen after the reporting.</p>
A2	<p>It seems that when students know whom to ask help from, they develop a positive attitude toward coping with cyberbullying. If parents, caregivers, and technology experts work together, they can help children with this potentially devastating form of abuse.</p>

A65	<p>More parental supervision of computer and phone use in open family areas could provide some support should students suffer cyberbullying.</p> <p>Peers and older students who have been designated in mediating roles and earned respect as trustworthy and knowledgeable about the cyberworld, can provide contacts for counselling which are acceptable to students of all ages as they struggle to manage cyberbullying and cybersafety threats.</p>
A23	<p>Overall, the data show that the prevention and intervention strategies which are in place in school are not effective, and additional prevention and intervention strategies are warranted to create an open line of communication between students and school adults.</p> <p>Thus, the data have provided sufficient evidence that an anti-bullying program is needed at Riverview Middle School; a program which provides bullying education, prevention strategies, and intervention strategies. Additionally, a professional development component is necessary to increase the school adult knowledge base and help alleviate bullying incidences.</p>
A16	<p>Recommendations: To continue to stress the importance of the bystander and continue to train the bystanders to handle situations To continue to have students going into the classrooms to talk about handling of bully situations, teambuilding skills, assertiveness skills, and self-advocacy especially in relation to cyberbullying .</p>
A58	<p>School principals? training in cyberbullying related matters and full awareness of relevant policies and laws are required in order students to be protected.</p>
A43	<p>see former conclusions</p>
A41	<p>see previous section</p>
A80	<p>Several suggestions for parents, schools or targets based on a need to educate all who might face cyberbullying - increase the awareness of cyberbullying, its impacts and ways how to deal with at the level of parents, schools or targets. Encourage targets to report cyberbullying and enable them to report it through anonymous mechanisms.</p>
A63	<p>Some more specific interventions could be used, for example such as how to contact mobile phone companies and internet service providers, and legal rights in these matters.</p>
A10	<p>Suggestion to use technological tools for combating with grieving</p>
A44	<p>Suggestions:</p> <ul style="list-style-type: none"> • School rulings • Anti-cyberbullying/Internet safety school programmes and policies • Teacher intervention • Legal rulings • Community and family interventions

37.) Please summarise the article's results with regard to buffering the negative effect of cyberbullying.

A84	Alcohol and cigarette use, problematic behavior, depressive symptomology.
A6	as above
A31	Buffering the negative effect through suicidal tendencies Youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, had more suicidal thoughts and were more likely to attempt suicide than those who had not experienced such forms of peer aggression. Also, victimization was more strongly related to suicidal thoughts and behaviors than offending.
A28	Higher self-control and good parenting decrease the negative outcomes of bullying.
A38	Low tendency not to tell an adult about cyberbullying
A57/ B57	Rater A: parenting style, limit setting and monitoring rater B: • Parenting styles and parental limit-setting influenced the coping; • Parental monitoring of sites was a factor in reducing the amount of time children spent online; • Neglectful parents set fewer limits than authoritative parents • Authoritative and authoritarian parents were more likely to set limits on MySpace use and less likely to allow computers in teens' bedrooms;
A29	see former results
A41	see previous section
A52	see the previous site
A11	The BOC program increased emotional wellbeing in the posttest compared to the pretest.

38.) Please summarise the article's conclusions/implications with regard to buffering the negative effect of cyberbullying.

A31	A suicide prevention and intervention component is essential within comprehensive bullying response programs implemented in schools.
A6	as above
A52	Improve the communication between children and adults. Inform children that the best way for buffering the negative effect of cyberbullying is report it to some adult.
A57/ B57	Rater A: parenting style, limit setting and monitoring

	<p>Rater B: • Parenting styles and parental limit-setting influenced the coping;</p> <ul style="list-style-type: none"> • Parental monitoring of sites was a factor in reducing the amount of time children spent online; • Neglectful parents set fewer limits than authoritative parents • Authoritative and authoritarian parents were more likely to set limits on MySpace use and less likely to allow computers in teens' bedrooms;
A41	see previous section
A11	The BOC program increased emotional wellbeing in the posttest compared to the pretest
A28	We should support the moderating role of one feature of the social environment (exposure to authoritative parenting) and one feature of the adolescents themselves (the level of self-control) to decrease negative outcomes.
A80	Work with a target. To include school counselors, psychologists who can provide an assistance to the target.