



Children, Teenagers and Cyber Bullying

A Guidebook for Parents and Schools

Editor: Øystein Samnøen



A resource developed by the Erasmus + Project "BECYBERSAFE Beat Cyberbullying ; Embrace Safer Cyberspace " with the Project number TR01-KA200-013354" and co-funded by the Erasmus + Programme of the European



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"Funded by the Erasmus+Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"



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A resource developed by the Erasmus+project BeCyberSafe (2016)

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Publisher: Hakan SAKA (Tasarımedya Reklam)

T.C. The Ministry of Culture and Tourism

General Directorate of Libraries and Publications

ISBN No: 978-975-11-4140-8

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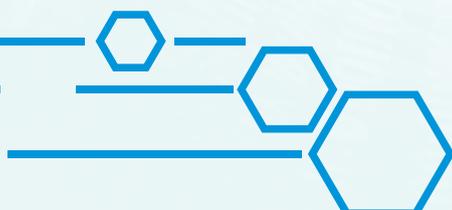
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PREFACE

New technology has created a gateway for people to communicate in a positive way across the globe and provides numerous benefits to humanity including children and teenagers. Nevertheless, it has also created new ways in which people can bully or be bullied and harassed: Cyber bullying is a new manifestation of traditional bullying in the digital world occurred most frequently through e- mail, web sites, forums, mobile phones and social networking sites.

This guidebook is a resource developed as one of the outcomes in the Erasmus+ project "Be Cyber Safe", a part of the Life Long Learning Programme of the European Union and with the leading of Turkish National Agency. Our intention with the book is to offer a research-based guide for parents and teachers in order to understand the phenomena of cyber bullying: What is it? How can we prevent it? How can we detect and handle it?

Partners from the organizations "AFYONKARAHISAR PROVINCIAL NATIONAL EDUCATION DIRECTORATE" and "YEĞİTEK" from Turkey , "CEIPES" from Italy, "ARTEMISAWORLD" from Spain, "KOMUNIKUJEME" from Czechia, "UNIVERSITY OF COIMBRA" from Portugal, "UNIVERSITY OF MANCHESTER" from England, "INTERFUSION SERVICES LIMITED" from Cyprus and "KONSULENT ØYSTEIN SAMNØEN" from Norway have collaborated in developing research based resources related to cyber bullying with the aim of reflecting the implementations of innovative practices at local, regional, national and European levels in line with individuals' needs and expectations raising awareness of the society and providing core knowledge and guidelines which can help students, parents and teachers for avoiding the undesired results of cyber bullying.

This guidebook approaches educators and parents of children in the age group 9 - 16 years and aims to provide its readers with understanding as well as tools in order to beat bullying online. I hope our readers will find it interesting and useful.

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Introduction

Øystein Samnøen

This guidebook is about bullying that children and teenagers perform via electronic devices, also called cyber bullying.

Over the past 40 years, researchers have studied the phenomenon that in 1970 was described as "bullying". Dan Olweus was among the first researchers who made scientific studies of bullying. He defines bullying as follows (Olweus & Roland, 1983):

We say that a student is being bullied when another student or a group of students:

- Say unkind or unpleasant things or make fun of someone or give any mean or hurtful nicknames
- Completely ignores or excludes someone from friends, or deliberately fail to include some in various activities by intention
- Beats, kicks, shoves or threatens someone
- Spreads lies or false rumours about someone, sending nasty notes or trying to get other students to dislike someone
- The Internet and use of social media becomes an increasingly integrated part of everyday life for European children and teenagers. As an example, Young people in UK aged 16 spend more than 27 hours a week on the Internet. People are spending twice as much time online compared to 10 years ago, fuelled by increasing use of tablets and smartphones (Ofcom, 2015). New medias offers a broad range of opportunities for learning, entertainment and social life. Along with the opportunities follows social challenges as harassments and bullying.

Cyber bullying can be defined as any behaviour conducted through digital media - of

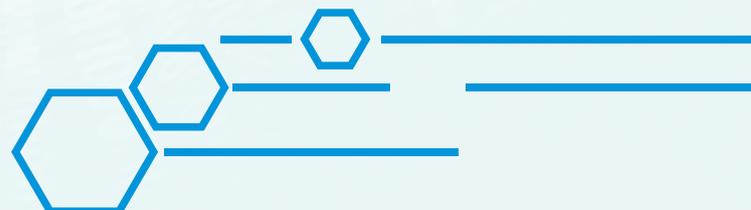
individuals or groups - who repeatedly communicate hostile or aggressive messages with the intention to inflict pain or harm to others. Cyber bullying is a form of bullying others by using electronic communication technologies (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).

Cyber bullying can be classified by the medium that bullying occurs through, such as text messages, picture messages, phone calls, e-mails, chat rooms, instant messengers and web pages (Woolfolk & Margetts, 2012).

Cyber bullying can also be classified according to abuse nature, for example angry quarrels, harassment, slander, pretending to be others (identity theft), disclosure of private information, trickery, exclusion, persecution, sake or to pretend to be something other than what they really are. These different definitions mainly vary in terms of specificity vs. generality (Kowalski et al., 2014).

Europe's most comprehensive media study among children and young people between 9 and 16 years, "EU Kids Online", examined the relationship between Internet use among parents and children. It was clear that in most of the 25 participating countries, especially in the Eastern European countries as Romania, Poland, Lithuania and Turkey, children use the Internet more frequently than parents. Some of these children have much more knowledge advantage than their parents when it comes to using the Internet. Although parents and professionals do not need to be media experts, it is still required a certain level of knowledge to be able to talk to children about these topics.

The biggest threat online today is in many cases yourself: Improper or unethical conduct or behaviour are reasons for many of the everyday challenges children and young people meet online.



Children and young people need both to train good ICT skills as well as develop conscious and healthy ICT attitudes. The combination of knowledge and awareness creates a good foundation for digital literacy, good judgment and safer Internet use.

It is not impossible for either parents or professionals to provide children and young people digital skills that make them well equipped to steer away from many of the biggest traps that Internet medium creates. Developing good, solid attitudes through dialogue and being present in the children's childhood and adolescent life promotes safe and sensible use.

One of the important measures to limit risky behaviour is to enable children and young people to develop digital skills. In order to be able to guide young users; parents and professionals need to develop their own level of competence. This handbook provides a basic insight into children and young people's media habits and the phenomenon of cyber bullying.

BeCyberSafe project

This book is a resource developed as one of the outcomes in the Erasmus+ project “Be Cyber Safe”, a part of the Life Long Learning Programme of the European Union. Partners from Turkey, Italy, Spain, Czech, Portugal, England, Cyprus and Norway have collaborated in developing research based resources related to cyber bullying: An ICT tool, a handbook for children and a guidebook for parents and schools.



Structure

The book is divided into four main chapters: The first chapter provides an introduction to children and young people's media habits. The chapter shows why digital media appeals so strongly to young people, and what features they have to offer young people in their identity-building process.

The second chapter begins with a look at traditional forms of bullying, building a basis to better understand cyber bullying. Then we define and describe cyber bullying.

The third chapter provides tips and advices on how parents can prevent children from taking part in bullying or be harmed by bullying via digital media. The book provides suggestions on how parents can detect and intervene if the child is exposed to bullying online or via mobile phone. Then the book outlines cases where your own child exposes others to bullying, or has witnessed someone being bullied. The chapter also includes suggested points to discuss in order to promote responsible media use among children and adolescents.

The fourth chapter provides tips and advices on how local school may prevent, detect and deal with situations related to cyber bullying. The chapter provides tips on current teaching tools and The chapter also includes suggested points to discuss in order to promote responsible media use among students.

Contributors

Among many background sources, are the EU projects "The Cyber Training Manual" and "Cyber Training for Parents" in which research groups from

Germany, Ireland, Spain, Portugal, Israel and Norway during the period 2009 - 2012 collaborated on developing various resources for trainers, teachers and parents related to cyber bullying.

The manuals "Taking Action Against Cyber bullying - Training Manual " (Jager, 2010), "Taking action against violence in schools - A training manual for trainers" (Jager, Stelter, O'Moore, Corcoran, & Crowley, 2012) are main sources used to develop this guidebook. Beyond these sources, this guidebook is based on a review of updated research.

The guidebook is developed with input and contributions from the various project partners representing a wide range of expertise:

Be Cyber Safe Project (2016):

- AFYONKARAHİSAR PROVINCIAL NATIONAL EDUCATION DIRECTORATE, **TURKEY**
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Chapter 1

Online Lifestyle

Øystein Samnøen



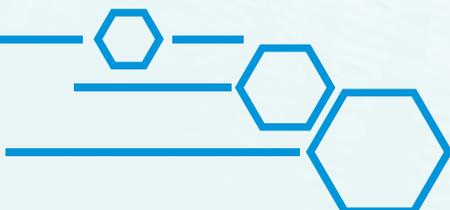
1.1 Introduction

This chapter is focusing on how modern media is influencing the everyday life of children, teenagers as well as adults.

The adult reader is encouraged to reflect on his / her own childhood in order to better understand equalities and differences between the media landscape then and now.

The chapter seek to explain why social medias have a strong ability to fascinate human beings, and how it is relevant for teenagers in their development process.

Finally, it highlights some of the challenges that have occurred alongside with the digital development and the rapid rise of social media.



1.2 Social changes as a result from technological development

Children and teenagers are growing up with technology, media and social conventions that are very different from their parents' generation. In 2001, Marc Prensky named the younger generation digital natives, as they have grown up with the new media - in contrast to their parents' generation consisting of *digital immigrants*.

Children and teenagers are growing up in an era where digital media are a natural and integral part of everyday life and relate to this in a natural way. Daily media is no longer just classic medias such as newspapers, TV, radio and telephone. Not least, the Internet media has become a central part of many young peoples' lives. The Internet melts the traditional media platforms together, and technological development ensures that media are increasingly available - regardless of time, location and age. This is reinforced by the growing prevalence of mobile devices, such as smartphones and tablets.

As a result of the technological changes in the world surrounding the youth, youngsters may see their personal reality as a continuum between the world *on and off the Internet*, while many adults differentiates between the "real" and the "virtual" world.

Professor Stig Hjarvard uses the term "mediatisation" to describe the process in which the media constantly acquires greater importance for individuals and society (Hjarvard, 2008). This process forms the meaning of what it means to be a young person. Meanwhile changes this development as a result of technology and user patterns are constantly evolving and changing. This creates new challenges for parents, educators and teachers – as well as for young people themselves.

These challenges become apparent in the face of freedom offered young people today through the Internet: Opportunities to test limits outside of parental supervision. And since there are no opening hours or age control at the entrance, age is not any obstacle. The Internet is increasingly accessible for children and teenagers through wireless networks and mobile devices. What does this mean for young people? It means that they have fewer constraints, and that they may enjoy less protection than they are accustomed to, outside of digital arenas. Parents need to develop a new form of vigilance since children *may*

be at risk even when they are sitting in his room at home.

At first glance it is apparently a gap between *digital natives* and *digital immigrants* (Marc Prensky, 2001). For adults who have grown up in a completely different media era, and who feel they do not participate in the rapid development of the media, it may be perceived an impossible task to overcome this gap. But even if youth prerequisites for socialization and parental challenges have changed, the barrier between generations can still be overcome. Adults must wish to, dare to and choose to participate in children's everyday lives - including media habits and media consumption.

1.3 Reflection on own media childhood

For previous generations the use of media was mainly limited to newspapers, TV, radio and cinema. Today the Internet is a very most important medium in terms of influence on young people. For each generation, the basic motives and needs that are fulfilled through media use are relatively equal. Reflecting upon our own media history, adults can get help to understand the contemporary media culture and the media world young people are experiencing. This will in turn contribute to increase the understanding between the generations.

Reflection on your own media experiences and their relevance for our own development may provide a better understanding of the importance and function of media for children and young people today.

The exercise below invites you to have a quick journey through your own life in terms of important media experiences (Cyber Training for Parents, 2012). The goal is to get you to think about what role the media has played so far in your life. As a parent, you can also do this exercise with your child:

The child can be the interviewer and parents the interviewed.

Reflect on the following questions:

Media Memories from your childhood

1. Do you remember some movies, television or radio programs from your own childhood?
2. Did you have rules about media use at home in your childhood? If so, what rules?
3. Do you remember whether you broke the

rules, and the consequences this may get? (for example sneaking to watch TV).

4. Did you have any problems with your parents considering your media interests?
5. What was the most important medium for you in your childhood?

What characteristics of this medium made it special?

My encounter with new media

6. Do you remember the experience from the first time you
 - Used a cell phone?
 - Used the Internet?
 - Created a profile on a social network?

1.4 The fascination power of the Internet and youth development tasks

For many young people it can be difficult to imagine a life without being "online." Adolescence is a special phase of life in which you go through a wide range of development tasks. The search for one's own identity is central in this phase of life. The following paragraph is all about challenges the youngsters meet in this particular phase of life, and the role social networks play in this context.

In developmental psychology, youngsters become attributed an active role in the design and control of their own development. The search for one's own identity is especially important when it comes to issues like;

- Who am I?
- How I perceive myself?
- What others say about me?
- What kind of person would I be?

(Oerter and Montada 2008)

People at the same age and friends in particular play a key role in this development (Ytterhus and Tøssebro, 2006). Social recognition of a *group of peers* is a great help in the identity-building process. Being popular, having friends, a feeling of exclusion, being different, look different and have a sense of the same are feelings that dominate adolescence.

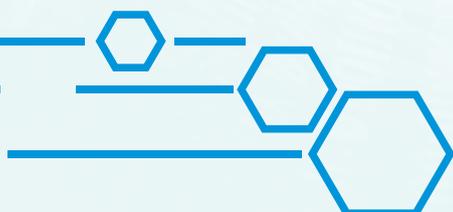
To get the attention you want from others is a valuable currency in this phase of life. Other development tasks encountered in the youth, and who are helping to characterize this stage, including expectations of future professional life, the development of a worldview and a set of values and future plans.

The following points from Oerter and Montada (2008) shows an overview of key development tasks in adolescence:

Development tasks in adolescence

- Peers. Building a circle of friends, getting new, deep friendships with people of the same age and of the same sex.
- Body. Accepting the changes in our bodies and our appearance.
- Roles. Acquire appropriate behaviour for men and women in our society.
- Relationship. Tying a close relationship with a boyfriend.
- Independence. Breaking away from parents, be independent and stand on their own feet.
- Profession. Think about education and future profession, think about what we want and what skills or knowledge which we need to achieve this.
- Partnership or family. Develop a picture of how we will shape our future family and partnership.
- Self image. Learn to know themselves and how others perceive us, achieve a distinct self image.
- Values. Develop our own worldview and an understanding of the values we represent, and the principles we base our behaviour on.
- Future. Developing prospects, planning our life and purposeful work towards something we believe we can achieve.

Three important developmental tasks that young people encounter in their identity process are attached to self-understanding, society and the material world. The focus of self-understanding is aimed at the development of a self-image: How we look at our desires, hopes and ideas, while we must learn to introduce ourselves to the world around us. This is closely related to the understanding of society, or in other words "work relations". It involves establishing contacts, maintain friendships and step into the first romantic relationships, according Oerter and Montada (2008).



However, our understanding of objective reality is attached to our own perception of the world, based on our knowledge as well as the experiences we have already made.

Social sites and social networks offer a wide range of opportunities that meet such basic needs in us as human beings. They can be used by young people to tackle development tasks that they face in life. In this context, three key action components are identified, which correspond to development tasks described above:

- Identity management
- Relationships
- Information

Identity Management involves giving access to different aspects of our personality, like to tell others about our experiences and to present ourselves in social networks. This is closely related to our self-understanding.

How we handle our *relationships*, correspond to our understanding of society. This is about making new contacts and maintain contact with friends and acquaintances, such as to confirm requests for friendship or to invite others to join our friends in social networks.

The third component is *information processing*, a component relating to development of our understanding of the objective reality. Ultimately, this is about selecting and organizing information, such as search for information at Wikipedia or Google.

Identity, relationships and information are important elements in adolescence. Social network applications meet these needs by offering young people an arena for action, sharing and experimentation. Social network functions can also be used to tackle the challenges they face. Social networking sites are particularly important in this context, because of both its popularity and services provided for the treatment of identity and relationship. But what specific opportunities offer these services young people? And what functions use young people to handle the special development tasks in this phase of life?

The following section will use social networking as an example to examine these issues in more detail by presenting popular social networking

sites and see their functions in relation to the developmental tasks that young people face.

1.5 Social networks

Social networks are Internet platforms that allow users to create their own profiles. The profile contains the personal information the user wants to share with others - for example, hobbies, interests, life situation, family and love relationships. The profiles can be compared to a virtual book of friendship or a poetry album, with the exception that the profiles are usually available for a larger group of people - especially if one does not pay attention when adjusting security settings. The security settings define who has access to the user publishes on their profile.

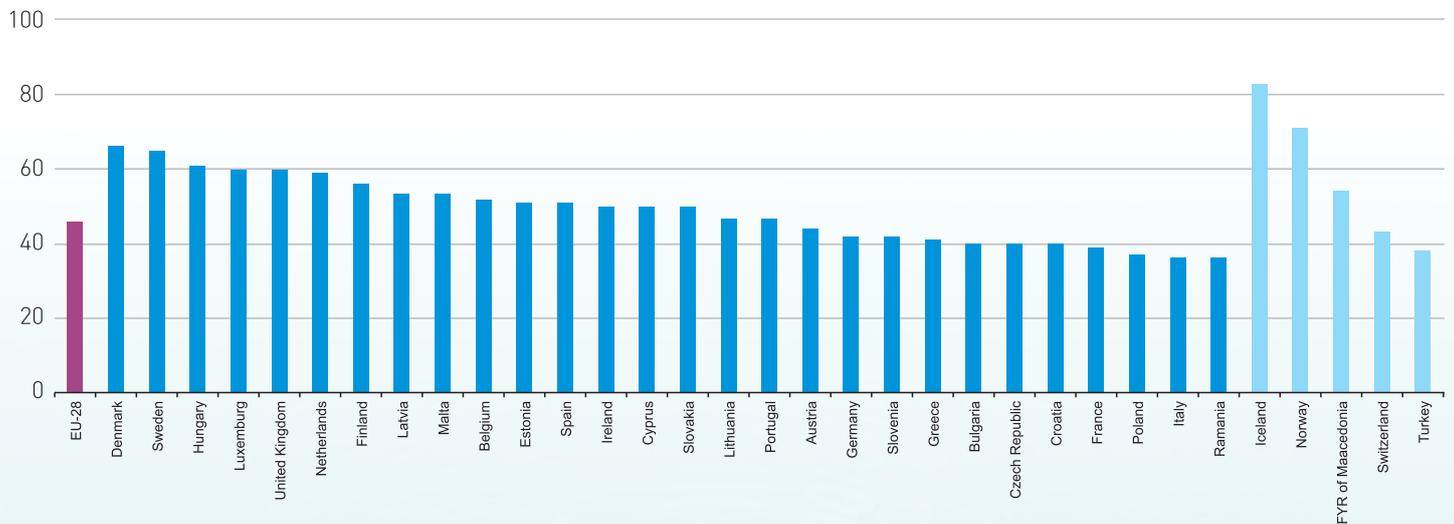
Users express their personalities in different ways. This includes uploading of photo albums (for example from a party, leisure activity or holiday) and participation in special interest or opinion groups. It is often possible to post videos and movie clips on the profiles, and also comment on them in different ways to express viewpoints.

Users communicate via "digital post-it walls", photo sharing, symbols and messaging. The structure and the features available have many similarities in various online communities. Users can find old friends and establish new contacts. First and foremost, it is common to communicate with others who have the same interests, the same age or have other things in common.

Social networks evolve by enabling users present themselves, but also through networking through friends' follower- or friend lists. Below follows an overview from Eurostat over number of individuals who used the internet for participation in social networking, in percentage in Europe (Eurostat, 2014):



Figure 1: Individuals who used the internet for participation in social networking, 2014
 (% of individuals aged 16 to 74)



	%
EU-28	46
Denmark	66
Sweden	65
Hungary	61
Luxembourg	60
United Kingdom	60
Netherlands	59
Finland	56
Latvia	53
Malta	53
Belgium	52
Estonia	51
Spain	51
Ireland	50
Cyprus	50
Slovakia	50
Lithuania	47
Portugal	47
Austria	44
Germany	42
Slovenia	42
Greece	41
Bulgaria	40
Czech Republic	40
Croatia	40
France	39
Poland	37
Italy	36
Romania	36
Iceland	83
Norway	71
FYR of Macedonia	54
Switzerland	43
Turkey	38

You can access a user's profile via comments him or her leave on your side. You can link people to images and thus make new contacts. "Friendship" or networking contacts are created by sending invitations to other users. If these invitations are confirmed by the receiver, the invited user adds to your list of friends.

The figure below shows that the Netherlands has the highest proportion of young people who have created profile (80 percent), while Romania has the lowest percentage (46 percent).

Norwegian youths are located in the middle (69 percent) compared with countries such as Sweden and Finland. (EUKids: 37)

Children who have a profile on a social network, by country:

Figure 2: Children who have a profile on a SNS, by country



Source: EU Kids Online, p. 37

Throughout a few years, Facebook.com has become the world's largest and most popular social network. In September 2015, Facebook had 1.01 billion daily active users on average, among these 894 million mobile daily active users, according to Facebook Newsroom (2015).

1.6 Relevance for development tasks

Social networking sites are remarkable; they appeal to young people's interests and meet needs that are relevant in this phase of development. Self-presentation and pursuit of recognition from others are important in this phase. Social networking sites are venues that young people can experiment in - without the fear of being judged or punished by parents. In such venues, it is easy to meet and communicate with other people with similar interests. Youngsters are no longer dependent on local conditions at home or in their neighbourhood. The world expands and limitations of time and space cease.

Profile Pages can be said to be a reflection of how people see themselves - or how they *wish to appear*. You can select an "image" which for instance may be based on the appearance or skills, like "cute", "cool", "trendy", "good to skate", or "muscular". Profile Pages reflects what owners think and feel about their personality, and things that are important to them.

Counter-trend

Despite its popularity, you can also see a counter-trend in connection with social networks. It turns out that the pressure to constantly prove their

best and constantly present themselves on Facebook and similar social networking sites can lead to "performance fatigue" among teenagers, according to Schmidt (2010) and Turkle (2011).

Search for attention and recognition

Social networking sites offer a wide range of communication possibilities, such as via messages, special interest groups, chat rooms and opinion forums. These communication capabilities meet the needs of communicating with friends and peers, which is a very central area. By networking in digital social networks, friendships can be built equal to what you can do outside the digital arenas. Moreover, you can maintain existing contacts and organize them - especially when these friends are located far away. *Number of friends* - even if friends are only brief acquaintance - is also important: the number of friends or followers suggests how popular a user is, which may affect his or her social position in the group of friends. Knowing many people and having many names on the lists of network friends have become a new kind of currency. The quantitative search for names, friends and followers can also cause children and young people to act uncritical in terms of

who they are adding to their online world.

Social networking sites offer many tools young people can use for socialization and identity development, but they also offer dilemmas and possible challenges:

- What aspects of my personality do I want to show to others?
- How do I introduce myself?
- Who should have the permission to see what is posted on my page?
- Who should know what happened at the last party, or who quarrels with their parents at home?
- How can I get the cute boy in the class one level higher to become friend with me on Facebook?
- Should I accept a friend request from a girlfriend I had in elementary school?

Such questions both face, puzzle and challenge young people in their everyday lives. In this context, youngsters need to develop an awareness of what aspects of themselves they choose to show, because many different people and stakeholders are likely to visit your profile. This applies to both peers, as there may be wide variations in the degree of closeness of the friendship, as well as future employers, girlfriend, landlord and so on. The user must make a conscious and continuous choice:

What impression of yourself do you want to give the outside world?

1.7 Summary

The first part of the book has provided an introduction to digital media, as a part of everyday life of many children and young people. The chapter outlines why digital media appeals strongly to youngsters, and what functions the media have to offer in their identity-building process:

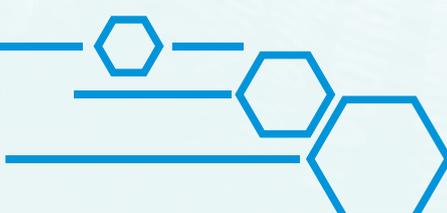
- Identity development
- Social relations
- Information

For many adults, music, TV and movies accounted the main medial influence of adolescence. The movie- and music industry offered role models, norms and dividing lines between the youth and adult

world. Now, new digital media have continued as well as taken over this function. Social media play a central role in many young people's lives.

Research on children's' and youngsters media habits like the EU Kids Online shows that new media can be said to have many positive aspects, but they also bring challenges and potential risks. It emphasizes that young people need to develop competencies needed to deal with problematic material in a good way, as well as make safe and responsible choices related to their encounter with others online. Key risk areas in this respect are associated with *content, commerce, contact and behaviour*.

The phenomenon of *cyber bullying* is one of the troubling aspects of the new media. The focus of the rest of this handbook will be definitions, forms and consequences of cyber-bullying (chapter 2) and then parents and professionals' ability to take an active role in order to prevent, detect and handle cyber bullying (Chapters 3 and 4)



Chapter 2

Introduction to Cyber Bullying

Øystein Samnøen



2.1 Introduction

As the first part of the book has pointed out, the technological development has influenced and changed how we communicate with other people. The huge growth of information and communication technologies (from now on referred to as ICT) have created new arenas for social interaction.

Technological changes have affected how adults communicate with each other, but they have had an even greater impact on the young generation where ICT has become an integral part of everyday life for many teens in Europe. Social networks, chat, online forums, sharing pictures and text messages are tools and arenas regularly used by many young people to communicate with each other when it is not possible - or desirable - to talk face to face.

As new forms of communication and social arenas have occurred, new bullying forms and aggressive expressions have grown too. Bullying has converged with ICT and the phenomenon known as cyber bullying has become a social challenge.

A simplified way to define cyber bullying is bullying that people perform through electronic means, such as computers, tablets or mobile phones. In other words, cyber bullying is not a technological phenomenon but a problem created by the users of digital tools.

This chapter is focusing on how modern media is influencing the everyday life of children, teenagers as well as adults.

The adult reader is encouraged to reflect on his / her own childhood in order to better understand equalities and differences between the media landscape then and now.

The chapter seeks to explain why social medias have a strong ability to fascinate human beings, and how it is relevant for teenagers in their development process.

Finally, it highlights some of the challenges that have occurred alongside with the digital development and the rapid rise of social media.

This chapter provides definitions and understanding of what bullying is, as well as possible reasons and effects.

The chapter discusses correlation between different forms of bullying, and moves on to explain cyber bullying more specifically: various forms of cyber bullying, co-pupils roles, possible harmful effects and coping strategies for victims.



The chapter presents facts from the research projects *EU Kids Online* (2010) and *Net Children Go Mobile* (2014) in order to indicate levels of various forms of bullying, as well as an indication whether cyber bullying seem to be a growing challenge or not.

2.2 Increasing knowledge on bullying

Although cyber bullying still is a relatively new phenomenon, we already have gained a lot of insight into the problem as the interest and efforts of researchers has increased over the last years. Various studies we refer to in this handbook have shown that cyber bullying can give serious consequences for those who are subjected to various forms of abuse. This part of the book provides an introduction to the phenomenon, its nature, pattern, potential impact as well as strategies for how to handle it.

This chapter begins with an introduction to definitions, forms and effects of traditional bullying. Then we study the phenomenon of cyber bullying more specific. A basic understanding of traditional bullying may provide a better understanding of the dynamics of cyber bullying.

2.3 What is bullying?

Over the past 40 years, researchers have studied the phenomenon, which in 1970 was described as "bullying". Dan Olweus was one of the first researchers who made scientific studies of bullying. He defines bullying as follows:

- We say that a student is being bullied when another student or a group of students;
 - say unkind or unpleasant things or make fun of someone or give any bad or hurtful nickname
 - is ignoring or excluding someone from friends or deliberately fail to include some in various activities intentionally
 - beating, kicking, shoving and bullies or threatens someone
 - spread lies or false rumors about someone, sending nasty notes or trying to get other students to dislike someone

The researchers Olweus, Smith, Ortega and Merchan agree on that in order to define a particular behavior as bullying, there must be at least three conditions applied:

- (i) an intent to harm the victim
- (ii) a repetition of the abusive behavior over a certain period
- (iii) an imbalance of power between the victim and the bully/bullies

On the other hand it can be argued that one case of abuse may be enough to be called bullying if the case is serious enough, and especially if it serves to cause a continuing of the abuse. This is highly transmissible and relevant when bullying occurs on digital platforms.

2.4 Forms of bullying

Rey and Ortega (2007) divide traditional

bullying into five main forms:

1. physical
2. verbal
3. gestures
4. exclusion
5. blackmailing

All types of bullying are linked to a real risk of causing psychological harm, impaired performance in education and lack of social achievements.

2.5 Possible reasons for bullying

Why are some children selected as victims? O'Moore (2010) describes how bullies select victims on the grounds of several possible reasons:

- Language. For example, speak with an accent or different dialect.
- Appearance. For example, use of glasses or clothes that are a little different.
- Faith, have a different religion
- Ethnicity. Come from another country or culture.
- Social background. Have different social and economic backgrounds.
- Learning abilities. Have learning difficulties or be especially gifted.

In the same book O'Moore describes the characteristics a child who is susceptible to bullying can possess. These young people may have one or more of the following characteristics:

- are anxious, sensitive, shy, insecure and / or have a gentle disposition/mood
- have few good friends
- have low self-esteem
- have a passive, little aggressive, or low self-confident personality
- react emotionally
- insecure or "clumsy" behavior when attempting to join or participate in a group of peers

The typical bully is described as having one or more of the following characteristics:

- tendency to dominate others

- low self-control
- impulsive personality
- not afraid of confrontations towards other
- tendency to blame the victim for their own bad behavior
- tough posture or appearance
- positive view of aggression
- lack of sensitivity and empathy
- tend to have an antisocial behavior
- loudly demeanor
- sometimes also been victims of bullying themselves

There are various professional disagreements about what underlies that some children and adolescents participate in bullying. O'Moore (2010) argues that bullying is

"An attempt to manipulate a relationship with an objective to satisfy his/her own psychological needs, for example have a desire to maintain control, ensure their dominance, seek attention, 'rough it', or to improve their social status."

2.6 Possible roles

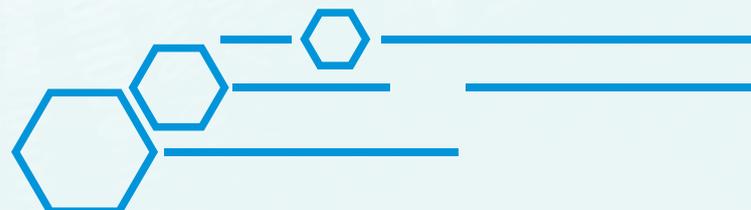
Salmivalli and colleagues (1996) have studied bullying in a group context. They assume bullying is a group process which also includes spectators, and that it is not solely a matter that involves only the abuser / -e and victim / victims.

They identified six key roles:

- bully
- victim
- amplifier (to the bully)
- Assistant (to the bully)
- defends (the victim)
- outsiders (passive, does nothing)

This shows how spectators can react in different ways, and also underlines their importance in terms of how they can influence bullying, according to Salmivalli and other researches. (1996).

The same roles can be transferred to cyber bullying, where you can take roles which reinforce



and assistant, for example by posting comments, click "like", send offensive information further to others, block or freeze out others etc.

Research of Salmivalli and Voet (2004) indicated that it was more likely that children with awareness related to bullying and expressing moral disapproval of bullying, would defend the victim or remain totally outside the bullying. In contrast, it was more likely that children and adolescents with opposite attitudes would participate in bullying or expressing support for the bully.

2.7 Possible effects of bullying

Bullying has been linked to a number of negative effects, both short and long term. An Irish research by O'Moore and Kirkham (2001) shows that children in primary and secondary schools, who have been involved in bullying, either as perpetrator, victim or both - had lower self-esteem compared to children who were not involved in bullying. Children who were both perpetrators and victims, proved to have the lowest self-esteem of all groups.

Research from Finland performed by Kaltiala-Heino (1999) suggests that depression and suicidal ideation is more common among both perpetrators and victims.

They also tend to be linked to health problems. A study of Fekkes (2006) indicated that children and young people who were bullied at the start of the school year, had a greater chance of developing new health-related symptoms during the school year, including depression, anxiety, bedwetting, abdominal pain and tension.

Other researchers have also identified various maladaptive outcomes for cyber victims, such as:

- Problems in school (Hinduja & Patchin, 2008) and with peers (Sourander et al., 2010)
- Anxiety or stress (Ortega et al., 2009)
- Loneliness and depression (Erdur-Baker, 2010, Olenik-Shemesh et al., 2012, Ortega et al., 2009, Perren et al., 2010, Raskauskas and Stoltz, 2007 and Wachs, 2012)
- Suicidal (Hinduja & Patchin, 2010).

2.8 Correlation between different forms of bullying

According to O'Moore and Minton (2009) there are a numbers of evidence pointing to the connection between traditional forms of bullying and cyber bullying. In other words: It is likely that a child who is being bullied at school, also is being bullied online or by phone. For example, O'Moore and Minton saw that more than two thirds of the victims of cyber bullying also were subjected to traditional bullying. Similarly, two thirds of the digital bullies also were traditional bullies.

2.9 Cyber bullying

What is cyber bullying?

Cyber bullying is still a relatively new phenomenon, and scientists have yet to find a common ground for a number of aspects related to this issue. Because of the significant character of this bullying, this phenomenon requires some differences in definition compared to other form of bullying. The nature of communication channels, the immediate dissemination and lack of contact face to face means that cyber bullying may have different characteristics than traditional bullying.

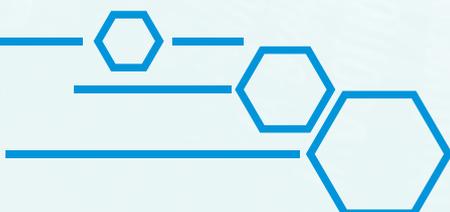
Cyber bullying has been defined as follows by Tokunaga (2010):

"Cyber bullying is any action conducted via electronic or digital media by individuals or groups, who regularly communicate hostile or aggressive messages which are intended to cause damage or create discomfort for others."

Nancy Willard (2006) defines cyber bullying as following:

"Being mean to others by sending or publishing harmful material or take part in other forms of social harassment through the Internet or other digital technologies."

Unlike the behavior associated with traditional bullying, the aspect of repetition takes another form in digital context. For example, a humiliating video clip published once can still achieve a large audience: Every time the clip is viewed or published elsewhere, this can be considered as a repetition of victimization.



2.10 Similarities and differences between traditional and cyber bullying

The schematic diagram below shows the similarities and differences between traditional and cyber bullying. The content is taken from the manual Cyber Training for Parents (2012):

	Traditional bullying	Cyber bullying
Intention	The perpetrators must act deliberately. Spontaneous or random acts are not considered as bullying cases.	The perpetrators must seek to harm or annoy the victim if a situation should be considered as a case of cyber bullying.
Repetition	If an individual's behaviour should be considered as bullying, it must happen more or less regularly over a certain period. At the same time, a particularly severe case considered as bullying if it serves to continue the abuse.	The repetition can be quantified in terms of the number of times a particular event (ex. Image, video, text, web, etc.) is sent, published or displayed.
Power Imbalance	An imbalance of power, whether real or imagined, is created between victim and perpetrator. This can happen regardless of whether the aggressive action is physical or psychological.	Cyber bullying also involves an imbalance of power. But the imbalance can be the result of the perpetrators superior technology skills or his/her ability to hide his/hers identity by using advanced computer skills or through the use of pseudonyms. This power imbalance may be due to the fact that the victim did not know the perpetrator, and therefore can't locate the offender or protect themselves from attack.
Number of spectators	In some cases it is only the perpetrator and the victim who is aware that a bullying episode has occurred. In some cases the rest of the school class also know of what is going on, and in rare cases it is known throughout the school.	This kind of abuse can take two entirely different forms: actions that are available to the public, for example, to defame a victim through a video published online, or private situations that only the perpetrator and the victim are familiar with, such as e-mail exchanges or communication via instant messengers.
Anonymity	Usually the victim knows the abuser or the abusers. Only in connection with special forms of bullying, such as spreading of rumors or destruction of personal belongings, the abuser can remain anonymous.	Some abusers are able to remain anonymous because they can hide their identity in the digital world. This can strengthen the sense of impunity, for the perpetrator and at the same time reinforce the victim's feeling of being vulnerable.
Time and availability	In traditional bullying, the victim is only available during school day or on the way to school. The bully has limited physical access to the victim.	A victim of cyber bullying can be harassed day and night, regardless of where he/she is. Separate school- or leisure schedules as well as safe physical rooms are no obstacles. Aggressive actions can take place even during the school holidays. In other words, cyber bullying does not follow the usual "physical" boundaries traditional bullying is defined and limited by.

2.11 Various forms of cyber bullying

One way to understand cyber bullying is to classify it according to media or form:

By the media where the assault is going on, such as text messages, picture messages, phone calls, e-mail, instant messaging or web pages.

In line with the assault's character, such as flaming arguments, harassment, slander, pretending to be others, disclosure of private information, exclusion, persecution and defamation.

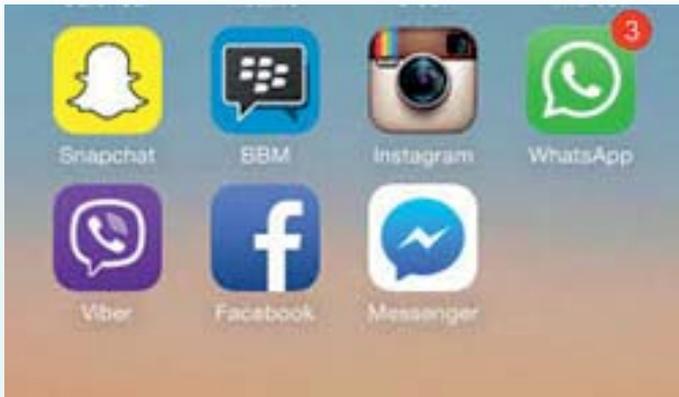
These classifications will change as the technological development changes. The following overview gives a closer insight in different types of cyber bullying:

1. By type of media (from Smith, 2006)

- SMS: Sending or receiving abusive text messages via mobile phone.
- MMS, Snapchat etc: Take, send or receive unpleasant pictures and / or video clips using mobile phones.
- Phone calls: Make or receive disturbing phone calls, such as evil nonsense phone calls, or anonymous

calls.

- **E-mail:** Malicious or threatening e-mails sent directly to a victim or emails with malicious content about a victim sent to others.
- **Chat:** Threats or abuse when participating in chat rooms, for example during online gaming.
- **Messaging:** Harassing instant Messages (IM), for example on Facebook, Skype.



- **Websites:** Pages where secret or personal details are revealed in a harassing manner, or where nasty or unpleasant comments are published, for example on Instagram. Can also include uploading humiliating images and videos or publishing harassing polls.

2. By the type of behavior (Willard, 2007)

- **Flaming:** An intense, brief discussion which often includes harassing, rude and vulgar language, insults and sometimes threats. "Flaming" can occur via text messages or instant messengers, in blogs, on social networking sites, in chat rooms, on message boards or via online computer games
- **Harassment:** Repeated distribution of nasty, mean and insulting messages.
- **Slander:** Send or publish gossip and rumors about a victim in order to damage his or her reputation or friendships.
- **False identity:** Pretend to be someone else and sending or publishing materials to create problems for the person who owns the profile. Aiming to damage his or her reputation or friendships.
- **Outing:** Disclosure of secrets or personal and

private information in order to humiliate. A common method is to forward a message from the victim containing intimate or personal information.

- **Rip:** Persuade someone to reveal secrets or humiliating information, then share this online
- **Exclusion:** Deliberately and viciously exclusion of someone from a group or online forums. For the victim, exclusion from participating in online activities with peers can cause a feeling of rejection.
- **Cyber stalking:** Persecution, repeated intense harassment and slander, which include threats and creates significant fear.
- **Harassment:** Use of Internet or mobile phone for verbal or visual attacks. Predators can post comments in blogs or sending text messages from a mobile. They can also take pictures of the victim or steal a picture from a source on the Internet and then change the image in a humiliating way or add harassing comments and publish them online so others can see. A special trend ("happy slapping") involves filming of people being beaten up, and then upload the video online.
- **Posing:** A form of indirect attack where a bully publishes content on the Internet in the name of the victim. This may take place if a bully knows the victim's username and password, and can log on and access the victim's online accounts. When the bully pretends to be the victim, he or she may say bad things to or about the victim's friends. This can get the friends or peers to reject the victim, as they think it was the victim who said it.

Below follows three anonymous stories based on actual events:

Example 1: Liza publishes her holiday pictures

Example of harassment and false identity

Liza, a 16-year-old girl, went on an exotic vacation with her friends. When she returned, she decided to publish photos from the holiday on her profile in a social network so other friends could see what a great time she had. She uploaded pictures of

different famous sights, parties in the evenings and hot days on the beach. A few weeks later she experienced lots of strange situations. Men she did not know greeted her on the street and gave comments. They said she was prettier when she had little clothes on. Some of them came with sexual comments.

A few days later she began to get similar comments at school. Liza was really surprised. She could not understand why all this happened and began to worry. One of her friends asked her why she had published pictures on a dating site on the Internet. Liza replied that she did not know anything about that and asked her friend if she could get the address to the site where she had seen the pictures.

When Liza checked the website, she discovered pictures of herself in a bathing suit - the same images she had published on the social web. But at the same place there were also sexualized comments about what she liked, and that she was looking for a relationship. Liza could hardly believe what she read. Someone had published her pictures on this dating site. It was horrifying! Liza could not understand how intruders had got hold of the pictures, because she had disabled the possibility of downloading pictures from her profile. Liza logged on to the social website and began to write angry, condescending messages on the sites to all her friends. She was furious because of what had happened to her.

After Liza had written the messages, she received a private message from a stranger who called himself "Blue Air". He/her thanked her for the nice beach photos. Then Liza realized that it was not her friends who had published the pictures on the dating site, and she regretted her comments. But it was too late. The messages had been sent, and now she could not change them or delete. Liza's friends turned their back on her because of all the insults she had sent, although she apologized. The comments were still public on the social web.

How did "Blue Air" get hold of the pictures? In fact it was quite easy: Liza had a completely open profile so everyone could see her contents. "Blue Air" saw her profile and decided to copy the images. Although Liza had disabled the option to download pictures from her profile, there are numerous ways to obtain and store images for those who have good

computer skills.

Example 2: Broken promises

An example of trickery and publishing without consent

15 year old Sara sat in front of the computer at home in her room and chatted with her boyfriend Tom. He asked her to undress her upper body in front of the webcam so he could look at her.

Tom promised her that he was alone, and that he would not record it. After some discussion, Tom convinced Sara to do it.

On the other side of Sara's web camera, the truth was that Tom was not alone. He sat in front of the computer together with his friend Barry. Tom and Barry glared at Sara, as she was sitting in front of the camera, and Tom also broke his second promise to his girlfriend - he recorded everything.

Some weeks later, Tom lost interest in Sara. Then he published the video on the Internet.

The video clip of Sarah was shared and spread quickly among the youth in her hometown. Sara was seen as "a flurt" and called many mean things. Several of the teens in her community meant it was her own fault: "She should have known better". Now, they suggested she had to take the consequences of her own choices.

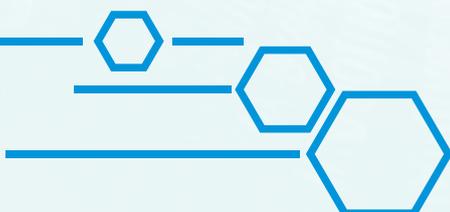
Example 3: Critical comments on Facebook

Example of destructive use of social forums

Mariah, a 13-year-old girl took photos of herself on the beach during the summer holiday, wearing a bikini. She was pleased with her pictures and posted them on her Facebook site.

Friends and peers began to publish a lot of comments, and some of them were directly rude. An increasing number of comments rolled in, many of them had negative input about her body and appearance.

These comments quickly became a huge burden for Mariah. When the summer holiday was over, she did not show up at school. After a few days the staff at her school started to investigate why she did not attend. It appeared that she did not come to school because she could not bear the thought of meeting classmates who had written comments about her on Facebook.



2.12 Roles of co-pupils

Cyber bullying implies that there is a dynamic relationship that includes at least two roles: bully and victim. Although witnesses to cyber bullying can take the role as a spectator, the characteristics of different types of witnesses require further investigations.

Canadian research by Ortega (2009) suggests that witnesses to cyber bullying react in different ways:

Some spectators take part in the bullying, others cheering the bully, others observe but do not participate, some leave the network or forum, some are protesting to others but do not confront the abuser, some are protesting directly to the bully, some is trying to help or acting friendly towards the victim, and some alerts someone who can help. This is a clear indication of the viewer's ability to help the victim, do nothing or increase their suffering.

2.13 Facts about the distribution of cyber bullying

A number of researches have studied how many children and young people who are involved in cyber-bullying, either as bullies or victims. The proliferation of cyber bullying in Europe varies between different surveys. In several of these studies the size has been around ten percent.

The Net Children Go Mobile project is funded by the Safer Internet Program of the EC to investigate through quantitative and qualitative methods how the changing conditions of internet access and use bring greater, lesser or newer risks to children's online safety. Participating countries include Denmark, Italy, Romania, the UK, Ireland and Portugal (NCGM, 2013).

The largest pan-European study to this date was conducted in 25 countries across Europe – and called "EU Kids Online". Among many topics, the researchers investigated children's experiences with the problem between the bully and the victim” in 2011. A total of 25,142 children between 9 and 16 who use Internet were interviewed together with one of their parents. The figure below shows the reported facts from the participating countries in terms of children and teenagers' experience of victimization, online as well as offline:

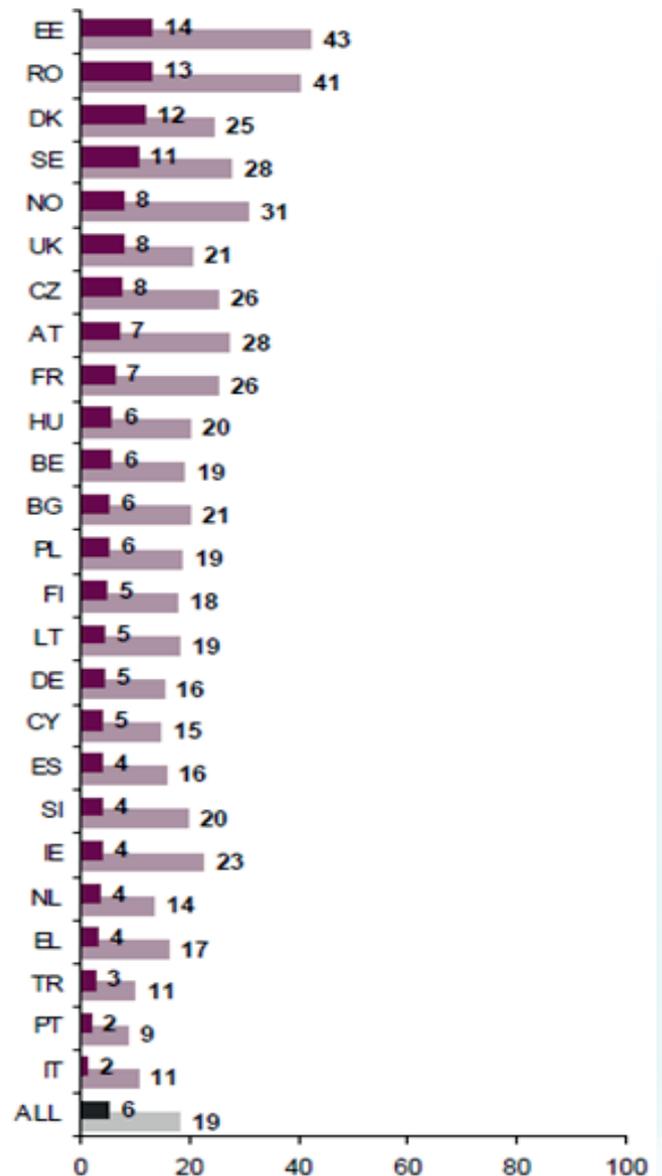
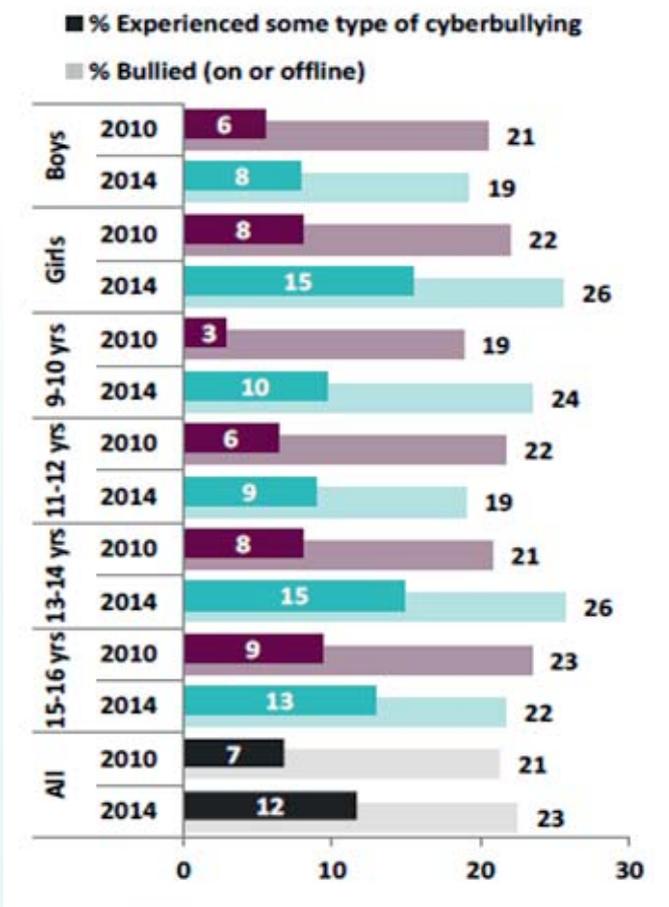


Figure 3: Child has been bullied online or offline in past 12 monts, by country

Comparing findings from EU Kids Online 2010 and NCGM 2014

The figure below shows a comparison of the findings from the EU Kids online research (2010) and recent figures from The Net Children Go Mobile project (2014). The two researches are not identical, for example in terms of data. However, it might be an indication on whether bullying in general and cyber bullying in specific seem to be a growing challenge.



As the comparison of the findings indicates, there seem to be a general increase in bullying as well as cyber bullying over the period of time the surveys were run (2010–2014).

2.14 Possible Harmful Effects of cyber bullying

Opinions are divided on the question whether cyber bullying is more, less or equally damaging compared with traditional forms of bullying. According to Smith (2006), British research suggests that young people themselves feel that the perception of harm from cyber bullying depend on the bullying methods. For example, children told that humiliating photos, videos and spiteful phone calls were more harmful and hurtful than traditional bullying. They considered harassment on a website or a vicious message to be as harmful as traditional bullying.

On the other side, bullying in chat rooms, via

e-mail and instant messengers were considered to be less harmful than traditional bullying. Regardless of the type of bullying that is "bad", several researchers in bullying are pointing that cyber bullying can give very harmful effects on children, regardless of whether they are bullies or victims.

The research by Smith (2010) have demonstrated a connection between the victims of cyber bullying and poor self-esteem, feelings of frustrations, anger, sadness, loneliness and depression. The bullying can lead to higher risk of developing psychological problems.

Some victims express a lack of concentration at school and can affect the learning environment of the person or persons being harassed. It can be a burden for the victim to meet fellow students at school in cases where one is being bullied and / or harassed on digital forums – and then encounter the bullies face to face at school.

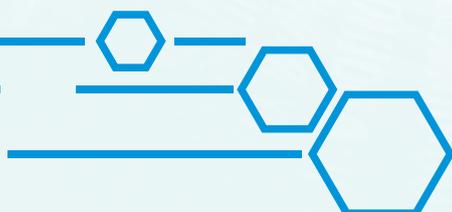
Others feel pressured to log on to the Internet frequently because they are afraid to miss possible negativity that happens. This may develop various forms of social anxiety. The bullying may be associated with feelings of shame, and the threshold to tell your parents or other adults can be high.

In some cases, the cyber bully can act anonymous towards the victim, for example by appearing with an anonymous username online and not full identity. The uncertainty by anonymous bullying may cause an additional burden. The fear of the unknown bully may enhance the discomfort for the victim. Victims are also often suspicious towards others since they in some cases do not know the identity of the bully, according to Smith (2006).

Research conducted by Hinduja and Patchin (2010) claim to have found that involvement in cyber bullying, either as perpetrator or victim, is related to the increased likelihood of suicidal thoughts. It was more likely that victims were more susceptible to develop such thoughts than aggressors. Victims of cyberbullying have also been associated with a greater chance to cause injury to themselves.

Other researchers have also identified various maladaptive outcomes for cyber victims, such as:

- Academic and social problems in school (Hinduja & Patchin, 2008) and with peers (Sourander et al., 2010),



- Anxiety or stress (Ortega et al., 2009),
- Loneliness and depression (Erdur-Baker, 2010, Olenik-Shemesh et al., 2012, Ortega et al., 2009, Perren et al., 2010, Raskauskas and Stoltz, 2007 and Wachs, 2012),

2.15 Summary

Cyber bullying can be defined as any behavior conducted through electronic or digital media by individuals or groups who repeatedly communicate hostile or aggressive messages with the intent to inflict harm or discomfort to others.

Cyber bullying can be classified in two ways:

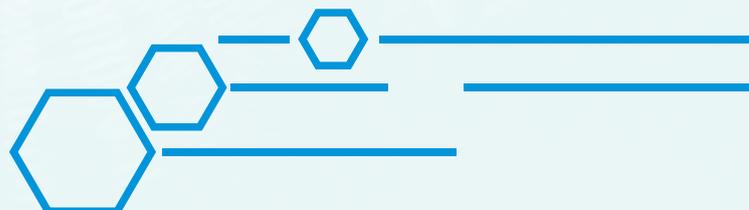
1. According to the media which bullying occurs through, such as SMS, MMS, phone calls, e-mail,

chat rooms, instant messengers and web sites

2. According to the nature of the abuse, for example angry quarrels ("flaming"), harassment, slander, pretending to be others, disclosure of private information ("outing"), trickery, exclusion, persecution ("cyber stalking"), proportionality ("bashing") or to pretend to be someone else than what they are ("posing").

Cyber bullying has been linked to negative consequences such as low self-esteem, loneliness, depression, social anxiety, lack of concentration in school and more likely to think about suicide.

Research has suggested that children and young people use a variety of coping strategies to deal with cyber bullying. It is also important that parents play an active role in guiding their children's behavior on the Internet as well as helping them to prevent and counteract risk.



Chapter 3

How Parents Can Prevent, Detect and Handle Cyber bullying Øystein Samnøen



3.1 Introduction

The Norwegian Affairs for Children and Youth (BUF-etat) considers in their report “Growing Up” (2012) the family as the main arena for children's upbringing and development and believes the family has fundamental implications for how their life will be. Whether the adults are biological parents or psychological parents, their research suggests that family is the key to a good start in life. It is the parents' responsibility to create a safe setting for the child's upbringing. Good and stable family relationships are probably the single most important factor in such a framework (BUF-etat, 2012). Family, and especially parents, are the main caregivers in children's lives. By strengthening the interaction between parents and children, the adults can prevent development of difficulties at a later period in the life of their child (BUF-etat, 2012).

Because parenting in the digital world has many similarities with parenting in the "real world", many of the principles of prevention and intervention are similar for both traditional and digital bullying.

Research by O'Moore, Kirkham and Smith (1997) indicates that young people who are exposed to bullying, prefer to talk about the bullying to parents rather than teachers at school. A similar trend has been found by O'Moore and Minton (2009) when it comes to cyber-bullying. In other words, parents have a unique opportunity to help the child to process emotions and counteract adverse effects associated with digital bullying.

This chapter addresses three main issues:

- a) How can adults prevent that their child or teenager is involved in - or harmed by - bullying via the internet and mobile?

- b) What are symptoms that a child or a teenager is a victims or conduct related to cyber bullying?
- c) What can adults do in cases where one has revealed that a child or teenager is victim or plays a part in connection to cyber bullying?

3.2 How to prevent cyber bullying?

The first part of this chapter will illustrate how parents and other adults can reduce the risk of children getting harmed by bullying, as well as taking part in bullying of others.

The following list of advice is based on input from a forum of professionals in the EU-project called Cyber Training for Parents (2012).

Build a home where the family is talking together

By creating a home culture where parents and children are accustomed to talk about personal matters, parents will increase the chance that the child will address and speak about problems at an early stage.

As a general rule, the main source of information about what your child is doing and experiencing online is what the child chooses to tell their parents. The online world is an arena where the parents often have limited insight in the social life of their child. As a result of that it may be difficult to detect whether one's own child is being bullied – or takes part in bullying. Because of this, the dialogue in the family becomes important and valuable. It is the parents - not the child - who must take initiatives to create a home where young and adult get used to share with each other. It gives children the opportunity to process the things they think about, and promotes sharing, sense of security and proximity.

Fear of punishment, and fear of restrictions related to use of media, are main barriers that can stop children from talking about what worries them to their parents. Listen carefully and act in a conscious way if your child shares personal matters with you as a parent. The sooner in a child's life the parents take initiatives to promote conversation, the easier it is to succeed in building a home where the child choose to talk with its parents when he or she is facing something embarrassing or difficult.

It is important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the Internet, social media and their mobile phone. Talking to children about responsible behavior is important as sometimes children who are victims of cyber bullying may also be involved in cyber bullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age (UK Department of Education, 2014).

To deny a child who has been bullied online to use medias like mobile phone or Internet can be perceived as an extra penalty for the child – even if it is intended as a measure to protect the child. Kowalski and colleagues (2008) compares this with a situation where a child reporting cases of sexual abuse and its parents react with a question like; "Why did not you tell him to stop?".

In such cases parents - without a negative intention - blame the victim rather than addressing the abuser. This may cause an amplified negative experience and / or feeling of guilt for their child who has been bullied. At the same time, such a response may cause the child not confide in your parents if a new case of cyber bullying occurs later.

- Have an ongoing dialogue with children about safe and responsible use of digital media

Parents can promote awareness of the child when it comes to online activities, use of language, sharing of photos, rumors and so on. In this context, the following questions be useful as a starting point. The following suggested questions cover a wide range of important basic safety aspect of children's use of the Internet. The questions can also be used in school as a basis for class discussions related to online awareness and safety.

Increased awareness on use of Internet and digital social networks can reduce the risk that children will bully others. It may also increase the chance that the child engages rather than being a spectator if it becomes a witness to someone bullying others.



Please note that some of the suggested questions in the below categories may overlap.

Suggested discussion points: Online safety and awareness

Password

- How can you create passwords that are difficult for others to guess?
- Is it okay to share passwords with friends?
- What sort of challenges may occur if someone else knows your password?
- Is it OK to log on to friends or others' pages if you know the password to the holder?

Online communities

- What sort of information about your self is it okay to share with others online?
- What sort of information and should not be shared online?
- What to consider and whom to ask before you publish information and / or images of others?
- What can you do if others have published unwanted information and / or images of yourself?
- Is it OK to publish pictures of your self online?

Chatting and texting

- What guidelines should be followed to make online chatting as safe and enjoyable as possible?
- What sort of language or vocabulary is okay to use when you chat or text?
- What sort of language or vocabulary do you think is not okay to use when you chat or text?

Online Friends

- What would you do if someone you meet online asks to meet you in real life?
- Is it okay to go alone if you are to meet an online friend?
- Who is it okay to add to your friends- or follower list in social forums like Facebook or Instagram?
- What would you do if you someone you meet online offers you gifts or asks you to share

private photos?

Downloading

- What should you think through before you download files and content from the Internet?
- What do you think about downloading copyrighted material like movies and music?

Time consumption and time limits

- How much time during a weekday is it okay to use online?
- How much time during a weekday is it okay to watch TV or playing video games?
- Is it okay to bring tablets, mobile phones or lap tops in the bed at night time?
- At what time during a weekday should any sort of screen be put aside?

Internet content and applications

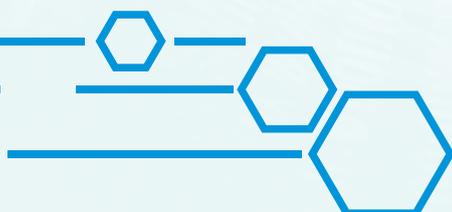
- What kind of websites do you like?
- Are there any types of websites you do not think it's okay to visit?
- What would you consider before you subscribe to a website or online service?
- What would you consider before you download an app to a smart phone or tablet?

Negative experiences online

- What would you do if you see or experience something you think is unpleasant online?
- Who would you talk to if you see or experience something you think is unpleasant online?
- When is it important to tell parents about negative experiences online?

Mobile phone

- What should you consider before you take pictures of others with a mobile camera?
- What are the rules for mobile use at your school?
- What would you do if you have a negative experience via your mobile phone?
- What should you consider before you download apps, ringtones or use other mobile



services?



- Are there any mobile services you do not want to use?
- Who is it okay to share your mobile number with?
- When should the mobile phone be turned on / off?
- Is it okay to bring your mobile phone in the bedroom in the evenings?

Cyber bullying

- What should you think through and who should you ask for permission before sharing information or pictures of others online?
- Where goes the difference between teasing and bullying?
- Is it okay to tease others?
- What does it mean to bully?
- What do you think about bullying others?
- What do you think about spreading rumors about others?
- What is cyber bullying?
- What can you do if someone you know are treated badly online?
- Why can it be difficult to tell someone else if you are being bullied?
- What can be reasons why someone would bully others online?
- What can you do if someone bullies you online or via a mobile phone?
- What can you do if you have done something against others online or via mobile that you regret?

What does national law say?

What do the laws in your country say about phenomena like:

- Spreading of rumors?
- Harassment?
- Publishing of pictures without permission?
- Threatening others?
- Identity Theft?

Source: Kids and Media

Prepare your child on possible challenges in social medias

By discussing potential problems related to social life online and cyber bullying with your child, he or she will be better equipped to meet various challenges in reality. This can also increase the child's resistance or "emotional immunity," a skill that prevents the child being hurt by others' violations. The resistance ability involves being able to process the rejection, threats and other sources of stress such as cyber bullying and to cope with difficult experiences in a constructive manner.

Talk with your child about what national law say about online behaviour

Knowledge of legal limits and possible consequences can prevent children and young people from breaking rules and harassing others.

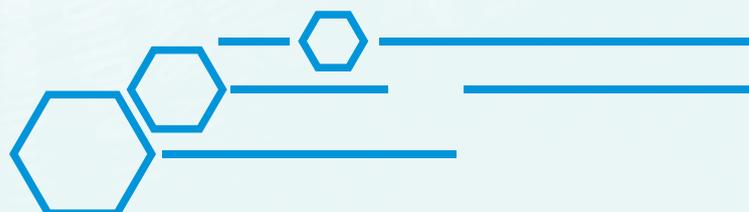
Examples of relevant questions:

What do the laws in your country say about phenomena like:

- Spreading of rumors?
- Harassment?
- Publishing of pictures without permission?
- Threatening others?
- Identity theft?

Developing a healthy self image

Professor Mc Guckin et al. (2012) believe that children and young people with a positive self-image, and who learns to act with assertiveness, often have a better understanding of how they should behave in



difficult situations. They perceive the attacks as less personal, and are generally able to have a relaxed attitude to this kind of attack.

Suggested activity: "Encouragement of strengths in a child"

Parents can reflect over the following three questions:

1. What do you see as gifts, abilities or strengths in your child / children?
2. How can you as a parent encourage and enable your child to develop his / her abilities?
3. How can you as a parent express love to your child?

Specialist within psychology Solfrid Raknes together with several other professionals developed the concept Psychological First Aid (Norway, 2013). The purpose of the tool is to help children and young people develop life skills, quality of life and to prevent mental health problems.

Raknes has the following tips for how parents can make the child more robust and enhance their self-image:

- Help your child to identify his / her own feelings
- Teach your child to talk positively, encouraging and supportive for themselves in difficult situations.
- Talk about nice things that happened during the day.
- Facilitate good relationships and positive experiences with adult caregivers. This makes it easier for children to go to adults for help when they need it.
- Facilitate for your child to develop friendships, and let them bring their friends home. Friendships make your child better equipped to cope with adversity.
- Encourage independence and give the child tasks it can handle.
- Teach your child that adversity is something we can use to become stronger. Life is not just easy, and you do not always get what you deserve.
- You can not prevent your child from facing tough experiences, but you can influence how

your child can handle them.

- Develop your child's ability to empathize

Empathy is the process where a person senses what others feel, and then is able to respond in a way indicating they care. Online culture can sometimes be quite tough and direct, and as a result of this, children can be less aware that their statements or actions can hurt others. By strengthening children's awareness that this might be the case, parents can help young media users to show a responsible behavior on social media. A developed sense of empathy can also improve the chance that the child will act if it becomes a witness to somebody bullying others.

- Give the child positive feedback

By providing children positive feedback, parents can influence behavior without discouraging the child. Well-intentioned, but negatively charged words from adults can be perceived in ways that were not intended. The expression "I like that you do not gossip" is for example intended as a positive statement, but it is formulated in a negative way ("you do not"). It would be better to say, "I like that you can keep secrets."

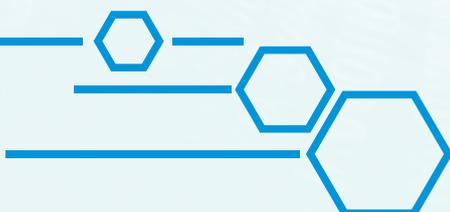
Highlight what you think is good rather than having unilateral focus on behavior that needs to change or improve.

The same principle can be used to train a child in media literacy: Let the main focus of your conversations about media use and online safety be whatever is good, useful, fun and desirable rather than the opposite.

3.3 Possible signs that a child is exposed to cyber bullying

In the book "Dealing with bullying in schools" (1999), the authors Rigby and Lee presents a list of signs and symptoms in children and adolescents who are bullied. In abbreviated form, the following symptoms may indicate that the child is a victim of bullying:

- Seem stressed or anxious, but refuses to say what is wrong
- Have unexplained cuts and bruises on his/her



arms or elsewhere on the body

- Reluctance to go to school
- Sudden changes in mood and behaviour
- Poorer self-esteem and self-image
- Complain about headaches and stomach aches
- Sleep problems
- Have very few friends and is apparently socially isolated from their peers

Early intervention makes it possible to resolve a tense situation before it eventually escalates. An early intervention can also prevent further bullying.

There is no simple recipe for how parents can reveal that a child is exposed to bullying on digital arenas. The following symptoms may according to O'Moore and Mc Guckin et al. (2012) indicate that a child is being bullied:

- Loss of interest in a friend or girlfriend, or lost friendship

Former best friends - especially among girls - may be a victim and / or perpetrator of bullying attacks. These will be familiar to many of each other's personal secrets and can use the information against each other. A possible outcome may be that the victim withdraws from social interaction with his or her peers.

- Increased health problems

This can include symptoms such as headaches, abdominal pain, increased school absenteeism, sleep problems and depression.

- Changes in behavior

Warning signs can include sudden changes of mood, unnaturally aggressive behavior, becoming a more taciturn personality or withdrawal to another world such as online gaming or fantasy worlds. Youngsters seem worried or anxious, have difficulty sleeping, but refuses to tell what is wrong.

- Changes related to school

Lost interest in school, do not want to show up in the classroom. Reduced performance in school and falling grades.

- Negative expressions after use of social media

The child seems angry or upset after being online

or after reading a message received on the phone.

In cases of cyber bullying can emotional symptoms that characterize traditional bullying, be particularly visible when the child is online, just after they have logged off, or when they use the mobile phone. According Patchin and Hinduja (2006), some victims of cyber-bullying withdraw from the social networks where bullying occurs. One in five victims say they have felt that they had to stay completely away from being online for a certain period.

The researchers Kowalski and Limber (2008) refers to the following signs on cyber bullying:

- The child seems upset after being online
- The child seems upset after reading a text message
- The child withdraws from social interaction with peers
- Possible deterioration of results or grades in school

3.4 Possible signs that a child exposes others to cyber bullying

The following symptoms may according to O'Moore and McGuckin et al. (2012) and Rigby and Slee (1999) indicate that a child is involved in bullying others:

- Difficulties in retaining friendship

The child may be involved in negative or threatening behavior towards others. Exhibit a nonchalant, disrespectful or reluctant attitude.

- Hides media use from parents

It may seem as if the child hides his or her use of computers, tablet and / or mobile phone. Reacts with anger and / or stress when a parent enters their room, and can hide or close websites when a parent is nearby. Answers seldom or evasive if a parent asks what he or she does online.

- Negative expressions while using social media or shortly thereafter

The child can express disrespect, hostility or very excessive joy when they are online, either alone or with friends - or immediately after Internet use. May



have a tendency to be cheeky, to tease or be condescending when peers are discussed.

- Inquiries and accusations from others

A third a third party or their parents, expressing suspicion or proof that the child is involved in bullying others, may contact parents. In such cases, one should emphasize to have an open approach and attempt to chart the situation rather than go into immediate protection mode towards their own children.

- The child is friend with peers who bully others

If a child has friends who are involved in bullying, it can increase the risk of the child to more easily be involved in bullying of others - either as active co-bully or as passive witness. Being with others who bully, can develop a greater acceptance that bullying happens and reduce empathy for the victim.

It is a challenging task for both parents and teachers to uncover that a child either bullies or is being bullied. In general, the ongoing dialogue through the child's upbringing and schooling is the most important means adults have to uncover challenges child either meets or create. What the child tells to caregivers through words and behavior is usually the main source of information about how he or she has it.

3.5 Possible signs that a child is a bystander to cyber bullying

It may seem as if children are less aware of cyber bullying than traditional bullying, according to O'Moore and Corcoran (2011). Irish research by Smith et al. (2010) show that the highest proportion of children not being bullied, or who bully others even, tend either to help and / or support the bully in his or her acts - or adopting a passive spectator role. Only a few children help victims when they witness an event with traditional or cyber bullying, suggests their studies.

3.6 How parents can help children and teenagers who have been bullied

To discover that one's son or daughter has been bullied can be a turbulent and difficult emotional

experience for parents. One can be upset and sad when one identifies with the suffering or humiliation child has suffered. One can feel guilty if one blames oneself for not having understood that something was wrong, or not having done something at an earlier stage. One can also recognize on residual pain in cases where own wounds are opened as a result of that, perhaps as a victim of bully in childhood. Anger towards the perpetrators or authority figures one feels should have intervened, prevented or stopped the bullying may occur. A complex range of unpleasant feelings can emerge when a parent reveals that your child is being bullied.

An immediate emotional response may be followed by a strong urge to do something. Parents may feel a strong urge to protect and provide care, as a result of parental love. Another possible reaction might be a desire to avenge your son or daughter.

Below follows suggestions on what adults can do if you reveal that a child is being bullied.

Immediate actions

- Listen attentively to your child

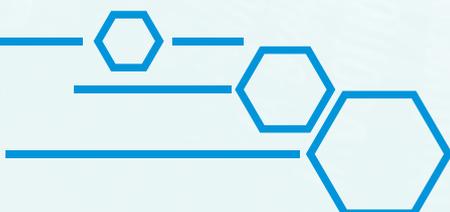
Children do not always tell their parents about cyber-bullying that takes place among friends and peers. Parents should listen attentively when their children talk about their online experiences, and acquaint themselves with the various arenas of digital communication that young people are using (such as Facebook, Instagram, snapchat etc.). If the child has told about a bullying episode, a parent's first response may be to confirm that the child made a good choice: - "Thank you for telling me this. You did the right thing by telling it to me."

- Remain calm

Parents should stay calm when a child tells them about an incident where they were bullied online. A calm and balanced response helps to keep the lines of communication open with your child. Kowalski (2008) also suggests that the parents and their child should agree on which cases where the child's parents inform the parents of the counterparty about negative content and / or contact online.

- Block the cyber bully

Most responsible providers of social network and other web services allow the user to block or report any person who behaves badly. Trustworthy websites



and mobile operators offer users a way to report offensive material. A last measure is to change your contact information, such as phone numbers and instant messengers (IM), so you can avoid unwanted contact.

- Do not reply

Do not respond to abusive or unpleasant messages - although it can be hard to resist. To provoke a reaction from the victim is often what the bully wants. It may give him or her satisfaction if the victim reacts strongly. If it seems impossible to put an end to the incoming and negative messages, one can consider opening a new e-mail account, a new phone number or similar.

- Secure evidence

Learn how to find and to save chat logs, copies of unpleasant messages, pictures or online conversations. This will make it easier for you when to show others what has happened, and it will also be useful if it becomes necessary to investigate the bully. Remember to include the date and time when the offending messages were sent.

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before parents contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal parents should contact the police directly.

Advice to parents from the UK Department of Education

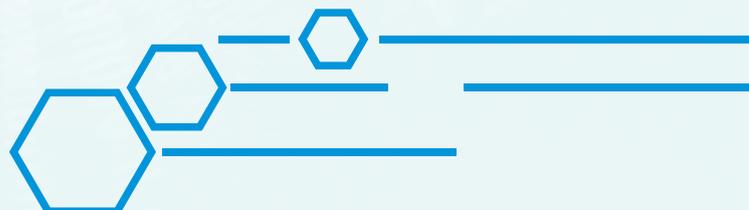
The following are some things that parents may wish to consider teaching their children about using the Internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make, sure you also pay attention to your surroundings.

Source: gov.uk/government/uploads

Advice to children and teenagers from the Norwegian Media Authority

The Norwegian Media Authority gives advice to children and teenagers about how one should act if you're being bullied on digital arenas. These advices may also serve as a useful basis for conversations



between parent and child in order to prepare the child on how to handle possible cases of bullying and harassment. They can also be used for discussions in school setting.



1. Do not reply to messages intended to harass you or make you upset. It will probably encourage more bullying.
2. Retain negative messages. You do not have to read it, but keep it as proof of harassment or bullying. If it is a problematic picture or a web page - take a screenshot (Ctrl + PrintScr) in order to document it. It is essential to have evidence of the incident when seeking help or if you want to report it.
3. Tell someone you trust. Talk to your parents, a teacher, a youth worker, a friend or a helpline. It's the first thing you should do when you encounter a problem. Seek contact with adults who can help you.
4. Block the bully. You do not have to put up with someone harassing you – so block unwanted senders.
5. Report problems to those who can do something about it. You can take control by not accepting that somebody publishes offensive content. For example, report it to the owners of the website, or even the police.
6. Respect yourself and respect others. Being online is very public and very real, even though it does not always feel that way.

Source: www.tryggbruk.no.

Long-term measures when the child is being bullied

- Find out what is wrong

Try to get an overview of the situation:

- What happened?
- Who is involved?
- What is your own child's role in the situation that is going on?

Going through logs, mailboxes, incoming text messages or taking screenshots (print screens) from the web can be ways to ensure evidence. If a parent wants to check logs or mobile phones, it is recommended that parents obtain permission from the child to do so. Explain to your child what you want to examine, why you are doing this and ask what your child thinks about this. Remember that children and teenagers can consider their mobile phone and / or profiles on social media as a very personal zone.

- Make it clear that it is the bully who has a problem, not the victim

If you are sure that your child is a victim of bullying - and that this is not a conflict between two equal partners - assure your child that it is the bully who has a problem to the extent they fail to - or are willing to - behave in a respectful and dignified manner.

- Create an atmosphere of security

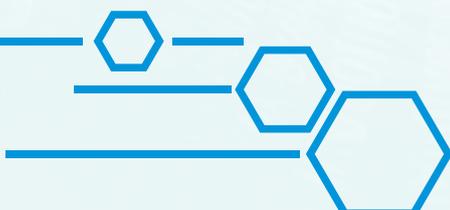
Tell the child that you will always be there to help them if they feel that they are unable to handle unwanted situations. Emphasize that you will handle the situation in a safe and appropriate manner based on the child's best interests.

- Do not add fuel to the fire

Emphasize to your own child that it is not right to fight back - either physically or verbally, even though it may feel tempting to seek revenge. It is best not to give any response at all to the counterparty. If you feel upset and worried, it is wise to talk about the situation to an adult they trust.

- Strengthen your child's self-esteem

Self-esteem comes from feeling loved, secure and from developing competence, according to professor Jim Taylor (2011). Parents can increase their child's resilience against negative consequences of bullying by building up a positive self-esteem. They can promote their child's confidence by developing, emphasizing and acknowledging the child's strengths. Give positive feedback for the efforts they make. The positive parental voice is an important contribution to



building confidence. Listen to your child's opinions and assign them increasing responsibility as the child matures. This will give them a sense of belonging and confidence in our own resources.

Involve your child in resolving the bullying issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

- Report the problem

You can contact the school, leaders in the youth environment if bullying occurs within an organized activity, police or other agencies if you are considering this as relevant according to the seriousness of what has taken place.

3.7 How to contact service providers

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified or refuses to withdraw the material, parents should contact the social networking site directly to make a report and request that the content is removed. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly (UK Department of Education, 2014).

Social networks

Most social websites today offer different ways to report cyber bullying. Such functions are

usually easy to find.

For example, Facebook has a separate reporting side where one can report the various forms of abuse: <http://www.facebook.com/report/>. Facebook has also produced a support sheet called “Empowering Parents and Families”, which give guidance on what to do if your teenager is being bullied.

When a service provider receives reports that some sort of cyber bullying has taken place, it can delete content that is illegal or violates the site's guidelines. They can also delete the profile of members who do not follow the rules.

Websites for video sharing

It is possible to have video clips removed from video sharing websites. For this to be done, the video must have content considered illegal such as pornography, violence, hatred or racism. These regulations include videos that have been published without the consent of those imaged, or showing people who talk about others in a harassing manner. Copyright protected material will also be removed. Videos can also be removed by violation of the site's internal guidelines. Most video sharing sites have a simple way that parents or the user can report abuse.

For example, on YouTube one can visit the Security Center, where you will find a reporting form where the user can inform about the type of abuse and give details:

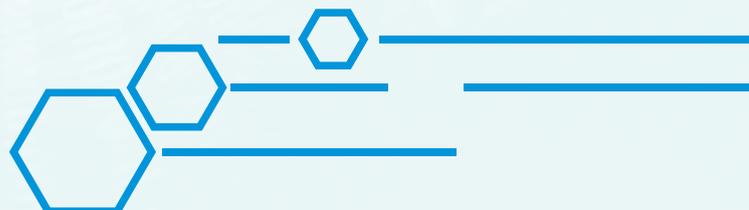
www.youtube.com/yt/policyandsafety/reporting

If a user chooses to report a video clip, you should explain the reasons for this, for example that one have been filmed without permission and / or that the video violates your privacy rights. The service provider would then consider the video clip and the complaints, and can remove the reported video.

Instant messengers

All major instant messenger services offer various privacy settings as well as options to ignore or block other users. For example, one can choose not to receive messages from that person. It is also possible to report bullying and other abuse to the service provider.

Similar functions can be provided on some smart



phones, like some iPhone models: One can block incoming calls and messages from users listed in the phone book.

Chat rooms, forums and blogs

Usually, trustworthy providers of chat room will have reporting features that are easy to find, and which allows you to contact the service provider directly. They can then exclude users who do not follow the guidelines for the service.

Several chat rooms and discussion forums also have moderators that will delete comments or exclude users who publish inappropriate messages and comments. If you find that a service has inaccessible reporting features or do not provide feedback on inquiries, you may want to choose a different service in the future.

Mobile Operators

There may be national regulations that prohibit mobile operators from publishing customers' mobile phone number, even if it is being used to harass other customers. If you repeatedly receive text messages or being harassed by calls, parents are advised to contact the customer support of the mobile service provider and ask if they have the opportunity to provide help or advice.

For example, it may be possible to order a phone service that are specifically tailored for children, and that can be moderated by the parents.

Email

If a child or teenager receives unwanted, harassing or threatening e-mails, parents should advice him or her to save but not reply the message. Further on, one can mark the negative message as junk or spam. This can easily be done in all email programs and will make sure that future incoming messages from this sender goes directly to the trash folder of the mail system.

Parents can also report abuse to the service provider. For example, Gmail can report users who violate the terms of use. Hotmail has a similar system.

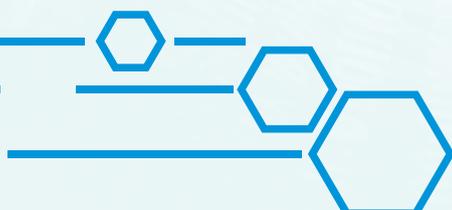
If one receives serious threats, the police should be contacted immediately. Parents should be

able to present copies of the threatening messages.

3.8 How parents can help children and teenagers who have been involved in bullying others

As previously mentioned in this handbook, the discovery that your own child is being bullied, is an emotionally turbulent experience. Like wise, it can also be very challenging for a parent to face the fact if their child actually bullies others.

In such cases, a parent may feel anger towards their child, or towards their negative behavior. The parent may feel anger toward the friends or their



or herself, the harassment can take place over a long period of time.

- **Boredom.** Cyber bullying can be a result of boredom, for example when you publish a negative comment in an online community about a fellow student. This can result in a conflict that eventually increases rapidly and spins out of control.
- **Cross-cultural conflicts.** Cross-cultural conflicts between young people of different nationalities are possible reasons for cyber bullying.
- **Friendships that change.** Friendship may be broken, and feelings of hatred and desire for revenge can occur between two former best friends. This may lead to acts of bullying. Bullying can also be rooted in jealousy.
- **Unwanted publication of personal information.** Personal details and / or intimate pictures or videos of private nature can be distributed - sometimes without the intention to hurt. Children and teenagers are not always aware of how humiliating and hurtful this can be for the person who is the victim.
- **Looking for social status.** The quest for status and feedback from others, gaining many friends, followers and "likes" online are strong driving forces in social media. Bullying can be considered as a means of building one's own status and / or reduce others' status.

3.11 What parents can do if their child bullies others

Below is a summary of advice from experts in both traditional and cyber bullying in terms of strategies parents can follow if their child bullies others. The advice is provided by O'Moore and Minton (2004), Spears, Slee and Owens (2008) and O'Moore and Corcoran (2011).

- Develop an accurate and objective overview of what the ongoing cyber bullying involves: What happened? Who has been involved, either as victim, bystander and bullies?
- Find out underlying reasons for this behavior: Is the situation an act of bullying, or is it a conflict between equal partners where all parties have

participated and plays a part?

- Consider outlining rules for the child in order to promote responsible use of Internet and mobile in general. For example, parents can prepare a social contract that defines the responsibilities, expectations and possible consequences of breaches.
- Consider measures to follow up on your child's use of Internet and mobile phone in an appropriate manner.
- Promote and develop the child's capacity for empathy and respect for others.
- Build your child's confidence and self-esteem.
- Facilitate energetic children "catharsis", let them unleash energy and frustration in a constructive way.

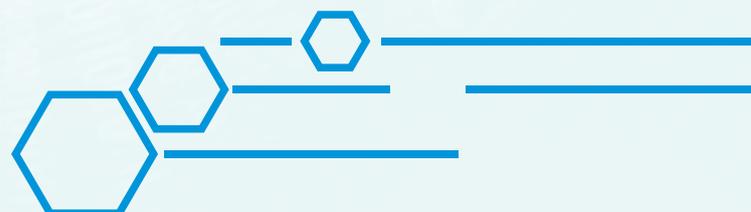
3.12 How parents can help children and teenagers who have witnessed cyber bullying

Canadian research by Tokunaga (2010) indicates that witnesses to cyber bullying react in different ways:

- Some are involved in bullying
- Some encourage it
- Some observe, but do not participate
- Some leaves the Internet area or online forum
- Some make complaints to others but not to the abuser
- Some take up the issue with the abuser
- Some are trying to help or befriend the victim
- Some report the problem to someone who can help.

It can be very difficult for a parent to get a complete and truthful overview of what sort of role a child who has witnessed cyber bullying, really had: Was their child an active participant, or was he / she only a passive spectator?

Here are suggested questions a parent can ask their child to clarify his / her role, as a basis to intervene or handle the situation:



- How would you describe what happened? What was said and / or done?
- Who do you think was the bully (s)?
- What do you think about the things that took place?
- How do you think the victim feels after this incident?
- What did you say or do in the situation?
- What does it mean to be a bystander of bullying?
- What responsibility does one have if you are a spectator to bullying?
- Is there anything the child who witnessed the bullying episode could have done differently in the situation that arose?
- Is there anything either the parents of the child who was a spectator, or the child him- / herself, thinks should be settled, said or done, in terms of either the victim or the bully?

Most of the advice on what parents can do if their child has exposed others to cyber bullying, stated previously in this chapter are also relevant to how one may act if their child has been a bystander:

- Develop an accurate and objective overview of what the ongoing cyber bullying involves: What happened? Who has been involved, either as victim, bystander and bullies?
- Find out underlying reasons for this behavior: Is the situation an act of bullying, or is it a conflict between equal partners where all parties have participated and plays a part?
- Consider outlining rules for the child in order to promote responsible use of Internet and mobile in general. For example, parents can prepare a social contract that defines the responsibilities, expectations and possible consequences of breaches.
- Consider measures to follow up on your child's use of Internet and mobile phone in an appropriate manner.
- Promote and develop the child's capacity for empathy and respect for others.

- Build your child's confidence and self-esteem.
- Facilitate energetic children "catharsis", let them unleash energy and frustration in a constructive way.

3.13 Summary

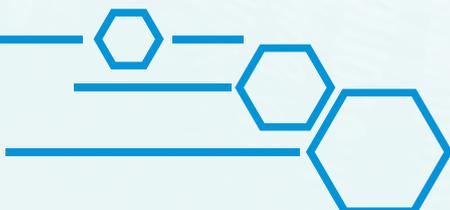
What parents can do to prevent their child from getting involved in cyber bullying, as a victim or bully:

- Build a home where the family is talking together
- Have an ongoing dialogue with children about safe and responsible use of digital media
- Prepare your child on possible challenges in social medias
- Talk with your child about what national law say about online behavior
- Developing a healthy self image
- Develop your child's ability to empathize
- Give the child positive feedback

Possible signs that a child is exposed to cyber bullying:

- Seem stressed or anxious, but refuses to say what is wrong
- Have unexplained cuts and bruises on his/her arms or elsewhere on the body
- Reluctance to go to school
- Sudden changes in mood and behavior
- Poorer self-esteem and self-image
- Complain about headaches and stomach aches
- Sleep problems
- Have very few friends and is apparently socially isolated from their peers

Possible signs that a child exposes others to cyber bullying:



- Difficulties in retaining friendship
- Hides media use from parents
- Negative expressions while using social media or shortly thereafter
- Inquiries and accusations from others
- The child is friend with peers who bully others

What parents can do if their child has been cyber bullied:

- Listen attentively to your child
- Remain calm
- Block the cyber bully
- Do not reply
- Secure evidence
- Find out what is wrong
- Make it clear that it is the bully who has a problem, not the victim
- Create an atmosphere of security
- Strengthen your child's self-esteem
- Report the problem

What parents can do if their child is involved in bullying others:

- Develop an accurate and objective overview of what the ongoing cyber bullying involves.
- Find out underlying reasons for this behavior.
- Consider outlining rules for the child in order to promote responsible use of Internet and mobile in general.
- Consider measures to follow up on your child's use of Internet and mobile phone in an appropriate manner.
- Promote and develop the child's capacity for empathy and respect for others.
- Build your child's confidence and self-esteem.
- Facilitate energetic children "catharsis", let them unleash energy and frustration in a constructive way.

Chapter 4

How Schools Can Prevent, Detect and Handle Cyber bullying

Armanda P. M. Matos

Ana Maria Seixas



4.1. Introduction

Internet and mobile phones have brought countless benefits for children and young people, offering them new and diverse opportunities for communication, for entertainment, as well as for accessing information, namely related to learning and school work. While bringing important benefits, these electronic communication technologies also entail some risks, one of which is the risk of a child or young person being involved in a cyber bullying situation.

Cyber bullying, a new form of bullying perpetrated through the use of technological devices such as mobile phones or the Internet, can occur everywhere there is a mobile phone or a computer, overcoming time and space boundaries, reaching family and school settings. Research suggests that cyber bullying, although occurs most outside school hours, is usually related to incidents that originate in school setting (Cassidy et al., 2009; Olweus, 2012). This form of aggression may have a devastating effect on victims' well-being and health, and thus can impact students' school-related well-being, as well as academic performance (Cassidy et al., 2013; Smith, 2014, 2015). The development of a concerted approach to this problem, involving teachers, students, parents, as well as school community as a whole become, therefore, of great importance (Jäger, 2010; Jäger, Stelter, O'Moore, Corcoran, & Crowley, 2012).

This chapter intends to provide information and guidelines to teachers and other school actors on how to tackle cyber bullying. With this aim, the following main topics will be addressed:

- What schools can do to prevent cyber bullying
- What schools can do to help victims and bullies

What can we learn from schools' anti-bullying programs?

Considering the relatively recent nature of cyber bullying, studies aiming to evaluate the effectiveness of programs meant to counteract this phenomenon are still scarce and need to be developed. However, anti-bullying programs have been evaluated in several international studies (Farrington & Ttofi, 2009; Smith, Pepler, & Rigby, 2004), offering information and guidelines to schools about what are the most effective interventions to reduce bullying.

Taking into account the overlap that has been found in research between bullying and cyber bullying, we may expect that this long-term accumulated knowledge may be useful to tackle cyber bullying, having some anti-bullying programs already shown positive results in preventing this problem, such as KiVa programme in Finland, Olweus program in Norway, and ViSC Social Competence Program in Austria (Cowen & Colliety, 2010; Cross, Li, Smith, & Monks, 2012; Gradinger et al., 2015; Olweus, 1993, 2012; Salmivalli & Pöyhönen, 2012; Smith, 2015).

Nevertheless, the unique features of cyber bullying also demand that specific action is taken to reduce this problem. Accordingly, we will outline several measures and strategies that may be adopted by schools to counteract cyber bullying effectively, some based in school anti-bullying programs, some tailored specifically for cyber bullying.

4.2. What schools can do to prevent cyber bullying

4.2.1. Whole-school approach

Given the complexity of cyber bullying, related to the diverse forms that it may take, the functions served, the social contexts in which it

arises, as well as the on going evolution of ICT, among other factors, efforts to address this problem in the school context requires a systemic approach, based on multiple levels of prevention and intervention. These efforts are enhanced by a whole-school approach, which is referred in the literature (Cassidy et al., 2013; Cowen & Colliety, 2010; Cross, Li, Smith, & Monks, 2012; O'Moore, 2010) as being the most effective in reducing traditional bullying, while also showing promising results regarding cyber bullying, as previously referred, as long as it takes into account its technological dimension.

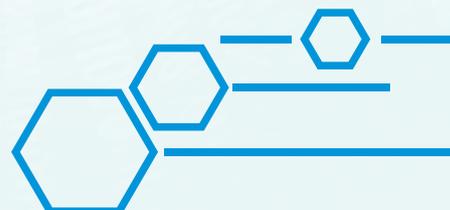
A whole-school approach requires the definition of a formal anti-bullying policy, and involves all members of the school community, with the commitment of teachers and principals being of great importance. Building a supportive school environment, raising awareness of the problem, providing training for teachers, students, parents, and other school staff, incorporating cyber bullying into the curriculum, publicize anti-bullying measures, and assuring the indispensable monitoring and evaluation are among the several practices that shape a whole-school approach, and thus contribute to the prevention of bullying behaviours.

Create a positive school climate

The importance of school climate in the prevention of cyber bullying is referred in several studies, which showed that a positive school climate, which builds students connectedness to school, and gives them a sense of safety may constitute a protective factor, both from being cyber bullied and from cyber bullying others. A negative perception of school environment and of safety at school, and a perception of a negative relationship with teachers are some specific aspects of school climate that were shown to increase the risk for cyber bullying perpetration (Chadwick, 2014; Guarini et al., 2012; Cross, Li, Smith, & Monks, 2012).

Therefore, schools have an important role in creating a positive and supportive school climate that discourages bullying and encourages open communication between all school members and the respect for diversity. With this aim, several measures may be implemented by schools (the role of schools administrators being of most relevance).

Examples of measures aimed to improve school climate (Chadwick, 2014; Cross, Li, Smith, &



Monks, 2012; Guarini et al., 2012):

- Learning students' names, so they do not feel anonymous;
- Encouraging students' participation in decision-making;
- Modelling pro-social behaviours;
- Rewarding pro-social behaviours;
- Setting clear rules and monitoring compliance with those rules;
- Providing extracurricular activities (such as sports, arts, etc.), which may also contribute to increase school connectedness and improve social relationships.

The creation of a safe and supportive environment will facilitate students' confidence in adults' response to their problems, and thus will make them comfortable to report cyber bullying incidents, and to break the “code of silence” that often involves cyber bullying.

Raise awareness within the school community (school management, staff, students, parents, and extended community)

Raising awareness among students, school staff and parents about cyber bullying is a key prevention strategy. Sharing a common definition of cyber bullying, knowing its forms and features and the means used to perpetrate it, and understanding its consequences are a prerequisite to identify cyber bullying situations and to respond effectively.

By being familiar with cyber bullying signs and symptoms school members will be able to identify cyber bullying situations early and to react accordingly (see Chapter 3 for further information on signs and symptoms). Given that cyber bullying is not limited to school time and space, measures that help parents and community understand cyber bullying nature and impact are also very important.

In order to raise awareness of cyber bullying, several measures can be implemented within the school context, at different levels, as was established in the Olweus' anti-bullying program (Olweus, 1993):

- At the school level, the issue of cyber bullying can be discussed among teachers, among school staff, students and parents, during school conferences and other meetings.

- School assemblies, where students' awareness of cyber bullying is raised. This type of activity was shown to be an important measure for reducing bullying.
- Informing parents was another successful element, among the ones that contribute the most to handle bullying (Cross, Li, Smith, & Monks, 2012; Farrington & Ttofi, 2009).
- Given students' fascination with interactive multimedia, the integration of the technological dimension in anti-bullying school programs, such as the use of videos and computer games to inform and raise students' awareness may be a key-element for the effectiveness of those programs (see the example of KiVa program¹, Salmivalli & Pöyhönen, 2012).
- At the classroom level, teachers may provide information about cyber bullying, about the appropriate responses when facing this problem, and what are the resources available, as well as about its consequences and the sanctions for those who bully. In fact, studies conducted with students suggest that they need to talk about cyber bullying and about ways to prevent and counteract it, and they find relevant to include this issue in the curriculum and in school activities (Cassidy, Jackson, & Brown, 2009).

Examples of activities aimed at raising-awareness about cyber bullying:

Creation of a raising-awareness campaign (based in Cowie & Sharp, 1994; Viejo et al., 2010).

Invite students to design a campaign to raise awareness about cyber bullying in the school. This campaign could be based on different resources, some of them media-based. Examples:

- A short video about cyber bullying
- An issue of school digital newspaper
- Pamphlets
- A forum where students could discuss about the topic

In groups of four or five, students should discuss their ideas for the campaign. What issues will be covered? What resources will be produced? How would they target teachers, other school staff, parents, peers? What would be the logo and slogan of the campaign?

Several topics could be addresses by students,

¹<http://www.kivaprogram.net/>

using the different materials that were chosen:

- Guidelines about a safe use of ICT
- The definition and characteristics of cyber bullying
- Guidelines for students about what to do if they are cyber bullied
- Guidelines for different actors like teachers, peers, parents, about what to do if they witness someone being bullied
- Summary about the school rules and procedures related to cyber bullying

Update existing anti-bullying policies and practices to include cyber bullying

Considering that cyber bullying is not a completely new phenomenon, and it shares many features with traditional bullying, another important measure to prevent cyber bullying consists in updating and adapting anti-bullying policies and programs, by incorporating cyber bullying and the technological dimension of this phenomenon.

A clear and consistent school policy to deal with cyber bullying is extremely important, since it makes school members aware of the school commitment in offering a safe and supportive environment, while at the same time it offers a framework that guides school members' behaviours and practices (Cross et al., 2012).

A school policy which includes cyber bullying should inform about:

- the appropriate behaviours regarding the use of ICT;
- what are the unacceptable behaviours, and the consequences of those behaviours;
- what are the procedures for responding to cyber bullying incidents;
- what are the responsibilities of all the school community regarding prevention and intervention.

Defining a committee (a “cyber bullying task force”, Cassidy et al., 2013) to coordinate the implementation of the school anti-bullying policy constitutes an important initial step to ensure its effectiveness.

Publicize anti-bullying policies

Publicizing school policy to deal with cyber bullying is extremely important, since it makes school members aware of the school commitment in offering a safe and supportive environment, while at the same time it offers a framework to guide their behaviours and practices (Cross et al., 2012).

Besides making school and the wider community aware about what are the appropriate and acceptable behaviours, publicizing school policy against cyber bullying may also have a disincentive effect for potential bullies.

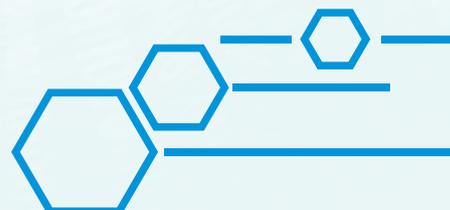
According to Olweus (2012), a measure that is potentially very effective in reducing the cases of cyber bullying is the school investment in disclosing some identified cases of cyber bullying and communicate the results (maintaining anonymity) to the students. This measure can impact the feeling that behind the screen they are protected from being identified and thus have a disincentive effect for students. Additionally, it may contribute to increase students' awareness of school commitment in applying the anti-bullying policy, and managing effectively cyber bullying incidents.

The use of media such as the school website, the Facebook page or the school digital newspaper to publicize the school policy against cyber bullying may be very advantageous, particularly if the school involves students in the elaboration and management of these publicizing initiatives. By doing so, the school encourages a positive use of ICT, while at the same time promotes among students a sense of ownership of their school anti-bullying policy, and thus their commitment to it.

Provision of training for staff, students and parents

As part of a whole-school approach, providing training to school staff, students and parents emerged in research as an essential component of every prevention and intervention program (Cross et al., 2012).

Regarding **students**, although they are more familiar than adults with ICT, they would benefit from training aimed at informing them about the benefits/risks of ICT, as well as the technical skills needed to use them safely. Studies undertaken with students show that teaching about cyber bullying is one of the solutions they find most important (Cassidy



et al., 2009). Findings from the students' needs analysis undertaken by the BeCyberSafe project show that among different measures, training about how to deal with cyber bullying is one of the needs most referred by the students aged 9-15 years old. Together, these findings point to the importance of developing training programs that empower students to prevent and to respond to cyber bullying, as either victims or bystanders.

Students' training aiming at developing their social and conflict resolution skills should also be a goal of cyber bullying training programs.

Given that **teachers** and **parents** are less familiar with the new media, training on ICT and cyber bullying is considered an essential method to tackle this problem (Jäger, Amado, Matos, & Pessoa, 2010). In fact, teachers' and parents' training are among the most important components of anti-bullying programs associated with a decrease in bullying (Farrington & Ttofi, 2009). Taking into account the unique features of cyber bullying, related to its technological dimension, and the sometimes called “digital divide” between generations, offering teachers and adults training on ICT and cyber bullying turns to be even more important.

Monitor, support (e.g., allocate resources, training) and evaluate the impact of policies and practices

To assure the effectiveness of a school policy, it is essential that its implementation is supported by the whole-school community. The commitment of school leaders, as well as their efforts to allocate resources and to mobilise community support are key factors for the success of any school anti-bullying policy (Smith, Pepler, & Rigby, 2004).

In addition, teachers have an important role in documenting procedures and outcomes for managing cyber bullying incidents (Välimäki et al., 2012). Monitoring and evaluating the impact of practices can add strength to the school policy, while at the same time offer information that is needed to improve and review it regularly.

Curriculum-based activities

The issue of cyber bullying should be incorporated in the formal curriculum, with the aim of providing students with knowledge and developing their skills to deal with cyber bullying incidents. The

KiVa program in Finland, which includes computer-based classroom activities, is an example of success in handling bullying, as well as cyber bullying (Salmivalli & Pöyhönen, 2012).

Classroom activities are an important component of a school based-prevention program and lessons should be designed to develop students' social skills and critical thinking skills.

Given the ongoing evolution of ICT, curriculum should also promote students' skills related to the use of ICT and social media.

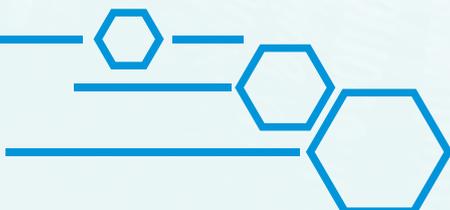
Lessons should be planned to raise their awareness about the characteristics of online communication and to offer them guidance about:

- How to be safe online;
- How to communicate online with others according to ethical principles and Internet etiquette.

Beyond empowering students in terms of social skills and digital citizenship, curriculum should also teach about bullying and cyber bullying. Studies aimed at evaluating the effectiveness of school-based programs have shown that students should be explicitly taught about bullying and cyber bullying (Tangen & Campbell, 2010). In addition, studies conducted with students to know their opinions about the best solutions to cyber bullying show that the development of programs to teach them about cyber bullying and its effects was among the three solutions most often selected by them (Cassidy, Jackson, & Brown, 2009).

Examples of topics for classroom discussions (Kowalski, Limber, & Agatston, 2008):

- what the school's rules are with regard to the use of social media;
- what cyber bullying is;
- what the school's policies and rules are regarding cyber bullying;
- what mechanisms and channels there are at school to report cyber bullying;
- what to do in a cyber bullying situation: when the best answer is to ignore, to block, to talk with the bully or to report;
- the role of bystander and its importance.



Importance of collaborative partnerships with parents and community

Although cyber bullying usually starts at school, and very often involves peers, cyber bullying incidents may occur outside school boundaries. In fact, the use of computer and cell phones at home makes this context particularly relevant for cyber bullying occurrence. It is therefore important that schools, students, parents and the community work together to prevent this problem, as well as to deal with cyber bullying incidents once they occur. In the latter case, the communication between teachers and parents may be a crucial element for the early detection of cyber bullying incidents, for its resolution, for offering victims a coordinated quality support, as well as for developing a concerted work with the bullies.

An interdisciplinary approach, which involves the collaboration with psychological service providers and health professionals to work with victims and aggressors, is an important component of a school-based program to combat cyber bullying, having already shown positive results in the context of anti-bullying programs (Cross et al., 2012).

Given the technological dimension of cyber bullying, experts in ICT can also give an important contribute, by helping school in the design of its policy regarding the use of ICT, but also by providing information and training on ICT and social media to the different school members (as well as parents), as well as by helping to build an effective response to cyber bullying incidents, that includes a technological approach.

Understanding cyber bullying as a community-problem instead of a child-problem or school problem, and to make cyber bullying a more shared responsibility thus constitute essential steps towards more effective prevention and intervention strategies (Cassidy et al., 2013; Välimäki et al., 2012).

4.2.2. Action targeting students

School action to prevent cyber bullying must include specific measures and initiatives targeting students. These initiatives should focus on involving students in the school policy, on empowering them in terms of social and ICT skills, enabling them to avoid being involved in cyber bullying, as well as on fostering their abilities as important actors in

providing peer support and creating a school climate that discourages cyber bullying. In this context, schools should not forget and devalue the important role of those who witness cyber bullying. Bystanders can help to break the silence that often involves cyber bullying, and change the course of events.

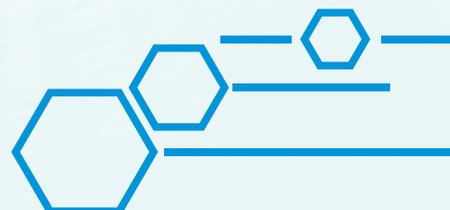
Involve students

Findings from the students' needs analysis undertaken by the BeCyberSafe project show the majority of students from the participant countries where the survey was implemented, when asked if there were any measures or rules in their school to prevent cyber bullying answered that they did not know. These results demonstrate the need of involving students in the development of the school policy against cyber bullying, which has been highlight by several authors as particularly relevant, to the extent that it gives young people a sense of ownership of their school's anti-bullying policy and consequently increase the likelihood of students complying with that policy (Cowie & Colliety, 2010; Cross et al., 2012; Välimäki et al., 2012)

Examples of measures meant to involve students

Based on literature review, we can suggest several measures:

- Listen to the voice of students during the elaboration stage of the school anti-bullying policy. Taking into account their perceptions and opinions about factors related to cyber bullying, about the measures that may help preventing it and intervention strategies when it occurs contributes to a more effective and realistic policy while at the same time increases students' commitment.
- Integrate students in the working group responsible for disseminating and implementing the school policy against cyber bullying. Besides contributing to students' awareness regarding cyber bullying, this measure may also promote the positive use of ICT, if media-based publicizing strategies are used and students' ICT skills are required and acknowledged in this context.
- Involve students in peer support programs. Given that victims of cyber bullying tend to ask their



peers for help, and that having peers' support may be a protective factor for being cyber bullied or for avoiding negative and depressive symptoms when cyber bullied, the school investment in the creation of peer support programs can produce significant benefits, also in terms of the creation of a positive school environment (Cowie & Colliety, 2010; Smith, 2014).

- Make use and acknowledge students' expertise. Given the importance and attention that students attach to their peers, giving students a leadership role in developing and teaching lessons about Internet safety and cyber bullying can be a good strategy to reach students (Kowalski, Limber, & Agatston, 2008). It also sends the message that school recognizes students' knowledge and skills related to media use, while at the same time allows school to be updated regarding the continuous newest features of social media.

Promote positive use of ICT

The adoption of a positive orientation, instead of a prohibitive or protective one regarding the use of ICT at school contributes to improve students' and other school members' skills and knowledge about how to use ICT safely and effectively, and thus helps preventing its inappropriate use (Cassidy et al., 2013; Marczak & Coyne, 2010; Välimäki et al., 2013; Viejo et al., 2010).

The communication and the collaborative work between students, students and teachers, as well as teachers and parents through ICT offer excellent opportunities to create a shared school culture that acknowledges the relevance of new media in the life of children and young people, while at the same time contributes to make them feel comfortable to talk with adults about their online experiences.

The use of school platforms and websites and the creation of forums, wikis, blogs and other tools by students and teachers in the context of classroom or extra-curricular activities are good examples of a positive use of ICT, and additionally help students' learning and their collaborative social construction of knowledge.

To give pupils the opportunity to plan a media-based campaign to prevent cyber bullying in their own school, with the collaboration of educators, constitutes a good example of the adoption of a

positive approach.

This focus on a positive orientation is referred by several authors, who emphasize the advantages of practices aimed at fostering cyber-kindness, instead of oriented towards stopping cyber bullying (Cassidy et al., 2013).

An example of this perspective, which is an interesting and inspiring initiative, based on a positive use of ICT, has been launched in 2007 by a Korean non-profit organization, who works with schools as part of their anti-bullying programmes (Jang, Kimb, & Jung, 2016). This initiative, named Sunfull², is an Internet movement to counter cyber bullying, based on having people, especially students, posting positive and benevolent comments on the Internet.

Sunfull is based on the premise that posting benevolent comments has many benefits for those who post and for those who read the positive postings. It gives support and hope for those who are bullied, it offers bullies examples of positive comments, encouraging them to change their behaviour, and it provides students the experience of posting positive comments, contributing to improve their social skills.

Digital citizenship and new media literacy

Although students are known as digital natives (Prensky, 2001), their technical skills do not guarantee their knowledge and effectiveness to use ICT in a way that assures their safety and of those with whom they interact. In fact, students benefit from education aiming at empowered them to communicate online with others according to ethical principles and netiquette, but also about e-safety (for example, how to define privacy settings on social media) and about how to react if they are cyber bullied (Cassidy et al., 2013; O'Moore et al., 2012; Snakenborg, Van Acker, & Gable, 2011; Välimäki et al., 2012; Van Acker & Gable, 2011).

Digital skills involved in reporting cyber bullying incidents, blocking the bully or saving evidence, which are among the immediate actions students are advised to take, should be part of the curriculum and/or the extra-curricular activities planned to develop students' skills to tackle cyber bullying.

It is also important that schools invest in raising students' knowledge and awareness about the characteristics of new media, about features such as their digital footprint (Chadwick, 2014), and of

² further information can be found at http://sun-full.org/cy_bull_1.htm

implications those characteristics have for communication, as also for their reputation and future.

Among those characteristics, Boyd (2007) highlights:

- Persistence
- Searchability
- Replicability
- invisible audiences.

McKeena (2007, 2015) discusses some important features of online communication that students should be aware of, given the guiding role these characteristics may have on their online behaviour:

- the (apparent) anonymity/invisibility that communication behind the screen may offer
- the disinhibition effect that may occur
- the absence of social and contextual cues, which are usually present in face-to-face communication
- the difficulties in understanding the impact that online behaviour may have on those with whom they interact.

Example of activities aimed at empowering students to be safe online:

Private or personal (Rogers, 2010, pp. 95-97)

Suggest students that Internet is a great place to learn, be entertained, explore issues and try out new ideas. However, to get access to lots of sites is a requirement to give information. This information tends to fall into two categories – private or personal. Explain that when setting up a profile online it is a good idea to know the difference.

Now divide into small groups and ask each group to come up with two lists. One should be headed “Private Identity Information” and the other “Personal Identity Information”.

Private identity information should include:

- Full name and address
- Passwords
- National Insurance/Social Security number
- Phone number
- Bank details

Personal identity information includes:

Name you wish to be called online

Age

Gender

Favourite music

Your opinions on issues

Review the lists and discuss. Reinforce that personal information should be things that you are happy for people you don't know to view. This means that you can safely explore the Internet, chat online and get involved with groups who have similar interests, without the information you give identifying you, your family or friends.

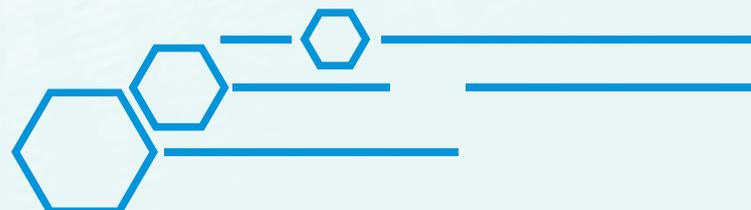
Suggest that before giving out information online, it is worth asking one question: “Would I give this information to a stranger in the street if they asked me?”

Conclude the session by outlining other security measures, such as only allowing visitors to see a limited profile or keeping your website groups exclusive to friends.

Promote the development of social skills

The relevance of understanding cyber bullying as a relationship issue has received support from research, having important implications for practice (Mishna et al., 2016). This framework points to the need of developing intervention strategies aiming at promoting students' social skills, and healthy social relationships (McGuckin et al., 2013). The collaboration of psychological service providers in designing plans to improve students' social skills in extracurricular activities or in classroom activities is of great importance.

Part of these plans or activities should focus on promoting students' empathy. Empathy is considered a bi-dimensional construct, with an affective dimension (the ability to experience and share the emotions of others) and a cognitive dimension (the ability to understand the emotions of others) (Davies, 1988; Almeida, Correia, Marinho, & Garcia). Research on the relationship between empathy and adolescents' bullying suggests that empathy is positively associated with defending behaviour, and negatively associated with pro-bullying behaviour (Gini, Albiero, Benelli, & Altoè, 2007), while studies on cyber bullying show that individuals with low empathy tend to engage more in cyber bullying perpetration, and that empathy seems



to offer an individual protection to engage in cyber bullying (Ang & Goh, 2010; Kowalski et al., 2014). In fact, the characteristics of online communication, which makes it difficult to perceive the impact of one's behaviour, makes the promotion of empathy among students even more relevant.

The benefits of empathy extend to bystanders, given that “the more we understand and feel the suffering of others, the more we are likely to feel an obligation to help them in some way (Davis & Nixon, 2012, p. 103).

An example of an initiative which focus on empathy development is Media Heroes, a middle school prevention program developed in Germany, which includes training in social skills such as empathy, and has been evaluated as producing positive results (Aboujaoud et al., 2015).

Examples of activities that may be implemented during classroom or extracurricular activities, with the aim of fostering students' empathy and contribute to positive social relationships:

- Ask students to search for cases of cyber bullying covered by media. Analyse, first in small groups and after with the whole group, those cases, exploring the different participant roles, their feelings and actions, and the impact their actions had on the other participants.
- Watch a film that presents a case of cyber bullying. After watching the video, analyse with students: (1) what happened in the story? (2) what were the feelings of those involved? (3) what was the impact of the participants' behaviour on victims? (4) what the different participants could have done to stop cyber bullying and to diminish victim suffering?
- Drama / Role-play. Ask students' to work in small groups and write about a cyber bullying incident that they have witnessed. After listening to the students' presentation of different cases, ask them to choose one to do a role-play. The role-play enables students to better understand another person's perspective (Cowie & Sharp, 1994). After the role-play, explore with students their feelings and perceptions.

Make reporting cyber bullying easier

Research on cyber bullying suggests that it is

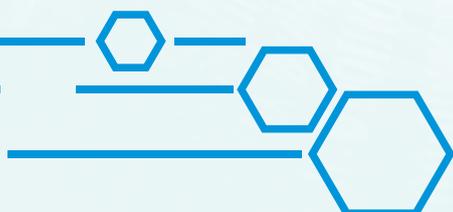
not easy for victims of cyber bullying to report the incidents and ask for help, and that when they do, they tend to tell their friends, rather to tell adults. When they choose to tell adults, parents come in first place, while a relatively small number of children seek support from teachers (Slonje, smith, & Frisé, 2013). Several reasons may underlie students' difficulties in asking for help, such as the fear that technology is taken away from them, the lack of confidence that adults can stop cyber bullying, the fear of reprisals and that situation can get worse. Whatever the reason, these findings show the challenge faced by adults in general, and particularly by teachers and other school staff, in order to increase students' confidence in their ability to help them.

Given that it is not easy for students to report cyber bullying incidents, it is necessary that schools offer anonymous channels to report, which makes students feel safe when reporting, and confident in school's response. The creation of anonymous channels at school appear, in a research conducted with students, as one of the three solutions to cyber bullying most often selected, having the majority of participants agreed that they would report cyber bullying if they could do so anonymously. These findings show the importance students give to this measure (Cassidy et al., 2009).

Besides offering safe and anonymous channels to report, schools must invest in raising students' confidence in school's ability to understand and address the situation appropriately. This can be achieved through the different measures that form a whole-school approach. The promotion of a positive school environment, the definition, in the school policy against cyber bullying, of the procedures that are followed after a cyber bullying situation is identified, the clear definition of the consequences for those involved, and a clear and shared policy about the use of ICT, such as mobile devices, in the school context, all are examples of measures that contribute to students' feelings of safety, and confidence in school's responses.

Above all, teachers need to invest in creating positive and close relationships with students, encouraging them to report, and help students adopting a proactive behaviour in terms of supporting peers who are cyber bullied (Välimäki et al., 2012).

Examples of activities aimed at enabling students to report:



Telling adults at school (based in Lohmann & Taylor, 2013)

Activity for students

- Ask the students to describe, in a piece of paper, a cyber bullying situation they may need help with. They can base their description in their real experiences or cases they have known.
- Each student reflects on the following questions and answers them. Students share their answers and discuss them in groups of 4/5.
- How can telling an adult help the situation?
- What might keep you from telling an adult?
- What could adults at school do, to make telling an adult easier?

Activity for teachers

This activity is based on the outputs of the activity for students, previously described.

- In groups, teachers analyse and discuss the answers provided by students.
- Based on students' answers, teachers design a plan of action, in order to make telling an adult about cyber bullying easier

Use of peer pressure to discourage bullying

As children grow older, their susceptibility to peer influence increases, making peers important actors in the creation of a safe and peaceful school environment. Additionally, it is also known, from research on cyber bullying, that children are more likely to tell their peers when they are involved in a cyber bullying situation, than to tell an adult (Slonje, Smith, & Frisé, 2013; Smith, 2015). These tendencies should be taken into account by school when designing prevention or intervention strategies with regard to cyber bullying.

An important part of school's preventive action targeting students should be the conversion of neutral or positive attitudes towards cyber bullying into negative attitudes. To achieve this goal, school should involve students in the definition of the school's policy against cyber bullying, as well as in the implementation phase, namely in raising awareness campaigns about cyber bullying and in

other measures and initiatives presented before in this chapter. Activities aimed at developing students' understanding about the negative impact that cyber bullying have on the victims contribute to develop negative feelings and attitudes towards cyber bullying.

The development of negative attitudes about cyber bullying among students can be, in fact, a very effective deterrent factor, given that the less favourable attitudes towards a specific behaviour, the less motivated an individual will be to perform that behaviour (Heirman & Walrave, 2012). Heirman's and Walrave's study (2012) about factors that predict cyber bullying suggest that not only negative attitudes are an important predictor of cyber bullying perpetration, but also the perceived social pressure from significant others. These findings highlight the relevance of involving students in school's initiatives, in order to create among them the perception of a social pressure against the perpetration of cyber bullying.

The role of bystanders

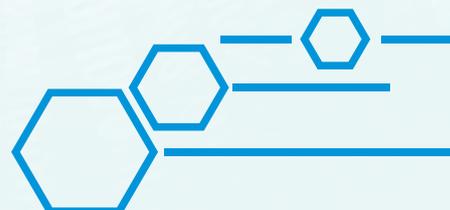
Important actors in the creation and maintenance of a school climate that discourages cyber bullying are bystanders. Their attitude when facing a cyber bullying situation, their proactive attitude in helping the victim, reporting the incidents or trying to stop the bully can be a factor that makes all the difference, and influences the course of incidents.

However, it is not easy for bystanders to take action when they witness a cyber bullying incident. The fear of retaliation, or becoming the next victim or simply the feeling of not knowing what to do can prevent bystanders from doing something.

Given the importance of their role, they need advice, training and support in order to take a more proactive stance against cyber bullying. A first important step is making them feel they are supported in their action. Besides this, they should be advised about what to do to support the victims.

Teachers should give advice to students about what to do, in case they are witnesses of cyber bullying.

Following, we present some examples of advice about how students can show their disapproval (see Kowalski, Limber, & Agatston, 2008; Davies &



Nixon, 2012; Cowie & Sharp, 1994).

More passive way:

- Think about what the victim could feel about what happened
- Listen to the victim
- Tell the victim that she is not responsible for what happened
- Show her you are on her side
- Take some time to do things together
- Make room in your social group for the student being bullied
- Do not participate in the bullying; don't forward messages or any information /images that may damage the victim
- Don't support the bully by laughing, making jokes about the bullying or any other sort of behaviour
- Exclude peers when they behave aggressively

More active way:

- Send or post some positive comments about the student being bullied
- Help the victim to escape from the bullying
- Encourage and accompany the victim to tell an adult
- Try to prevent contact between the bullies and the student being bullied
- Tell an adult
- Tell the bullies to leave the victim alone, and that you think their behaviour is unfair, if it is safe to do so
- Tell the bullies
- Encourage other students to not support the bullying

Example of activities to promote reflection on bystanders' role:

Being a bystander (based in Cowie & Sharp, 1994)

- Ask students to share their stories, in groups of 4/5: have you ever known that someone is being bullied but not done anything about it?
- Students perform a role-play, in which a student plays the role of victim and the other two the roles of bystander and bully. The other students in each group take the role of consultants. After role-playing, the victim and the bystander try to explain their feelings, and explore the reasons why the

bystander did not intervene.

- After the discussion, re-enact the bullying scene, but this time with the bystander helping the bullied student.

Discussion points:

- How does the victim feel?
- How does it feel to be a bystander
- Why bystanders did not help?
- What difficulties/fears did they face?
- What effects can inactive bystanders cause?
- What can bystanders do to help the bullied students?
- What does the bully think about the situation and about the reaction of bystanders? What impact can bystanders have on bullies' behaviour?

4.3. What schools can do to help victims and bullies

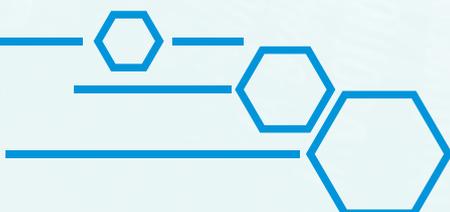
Despite all the preventive measures that schools may implement, cyber bullying incidents still may occur. Intervention to stop cyber bullying, and to diminish the negative consequences for those involved represents a second important line of action through which schools should tackle cyberbullying (Childnet International, 2007; Marczak & Coyne, 2007; Viejo et al., 2010).

Although helping the victims appears as a priority, action targeting bullies, aimed at prevention and rehabilitation is also of great importance.

4.3.1. Victims

Basic and immediate steps

The impact of cyber bullying on victims has been highlighted in several studies, which point to negative consequences on victims' general well-being (Cassidy et al., 2013; Kowalski et al., 2014; McGuckin et al., 2012). The effects on victims may be felt in several areas, and include mental health problems (such as feelings of sadness and frustration, isolation, depression), psychosomatic symptoms (headaches), sleeping problems, and also problems in interaction with others and in social relationships. Given that cyber bullying tends to start in the school



context and usually involves classmates (Olweus, 2012), these negative consequences extend to academic performance and school-related well-being.

Information and guidelines about what schools should do in terms of intervention are offered in several sources, which can be consulted for further information (Chadwick, 2014; Hinduja & Patchin, 2009; Sharp & Smith, 1994; Englander, 2012; Viejo et al., 2010).

When cyber bullying occurs, school's action should focus, in a first moment, in supporting the victims, giving them a feeling of security, and assuring that measures will be implemented to stop the bullying.

Victims of cyber bullying may need advice about the immediate actions they should take to stop the bullying and save evidence. These actions are summarized by Snakenborg, Van Acker and Gable (2011, p. 93) as “Stop, Save, Block and Tell”.

This means that they should be made aware of the importance of not retaliating, since it could make the situation worse.

They should be given advice about saving evidence. By saving evidence, victims of cyber bullying facilitate the investigation and the identification of the aggressors. Although it is understandable that victims may want to erase everything that is causing them great suffering, they need to know that before eliminating any message, webpage or email, they must make copies and save any related information (e.g., dates) that may help incidents investigation.

Students may also need advice about what to do to stop the aggression using the electronic media and adopting technological strategies.

Information and advice should be given them about:

- Blocking the unwanted messages using the mechanism offered by Internet and mobile phones (block the aggressor from accessing the social network, mark as spam, etc.)
- Using the report buttons or other procedures offered by service providers to report abuse. Most websites and social networks provide mechanisms (e.g. block button) to block or report abuses.
- Changing passwords and any other private information in order to stop the aggression and preventing it to escalate.

Long-term actions when a student is being bullied

Given the negative effects that cyber bullying may have on victims' feelings and well-being, it is important that victims find help in the school context, to lessen that negative impact.

Lohmann and Taylor (2013, p. 65) present some strategies that may help victims to reduce the stress and control the impact of cyber bullying, which schools may adapt as part of their advice and support to victimized students:

- Don't blame yourself for someone else's poor behaviour.
- Acknowledge your feelings. It's normal to feel angry, upset, frustrated, and more when you are the target of an online attack, especially if one of your friends is the attacker.
- Tell someone how you are feeling. Talking about a situations that are bothering you is a helpful outlet.
- If your friends keep bringing up the situation, ask them to stop. You can do it politely, yet assertively, let them know that you don't want to talk about it.
- No matter how much you want to retaliate, don't. Trying to get back at someone often causes the situation to escalate.
- Limit the time you spend on sites that provoke unpleasant feelings. Better yet, don't go to these sites at all. You ultimately choose where you spend your time online; choose wisely.

Other important measures to be taken by schools:

- Investigate incidents

The school's commitment in investigating cyber bullying incidents, no matter they are small or more serious, sends an important message (1) to victims - makes them feel school's concern about their safety and well-being, and gives them confidence in school's response, (2) to bullies - shows that cyber bullying is not accepted and that the school policy against it is implemented, and (3) to the whole community (contributes to the maintenance of a school climate that assures safety and makes students feel that school cares about their problems.

- Inform parents and other relevant actors

Another important step in addressing a cyber bullying incident is to inform parents, both parents of



victims and parents of bullies. Besides parents, school should inform all relevant actors that can contribute to solve the situation, such as psychological counsellors and electronic service providers. When evaluating the cyber bullying incident, school must decide if it fits in the situations covered by school rules and procedures, or if it reaches a more complex or serious level. In the former situation, and every time an incident represents a threat to physical safety, school should contact the police.

- Promote self-esteem

Research has shown that students who have been victimized tend to present lower self-esteem (Cassidy et al., 2013; Kowalski et al., 2014; Olweus, 2012; Smith, 2014). However, self-esteem can act as a protective factor, which helps victims of cyberbullying to cope with the aggression and its negative consequences, and increasing their resilience (O'Moore et al., 2012). In the study conducted by Cassidy et al. (2009), “work on creating positive self-esteem in students” was one of the three solutions to cyber bullying most offered selected as first choice by students.

Teachers' and schools' efforts to foster victims' self-esteem may thus contribute to their ability to cope with cyber bullying. Programs specifically intended to develop victims' self-esteem or the creation of activities whether integrated in the curriculum or in extracurricular activities, that allow them to show their skills and expertise are recommended. The use of positive rewards and messages of confidence may also contribute to build victims' self-esteem.

4.3.2. Bullies

The analysis of existing guidelines related to ICT use and cyber bullying in different countries, conducted in the context of the COST Action IS0801 (Guidelines) revealed that, with regard to the guidelines aimed at school, very few valued the importance of working with students who cyber bully others. However, the work with bullies is highlighted by several authors as an important measure, not only to help the bullies, who are at a great risk of having problems in social relationships, but also to prevent cyber bullying to continue or occur again.

As referred by Cowie and Colliety (2010),

students who bully are more likely to have behaviour and criminal problems in the future. Research point to a relationship between the involvement in cyber bullying and other problematic behaviours, such as hyperactive behaviour, substance use, problems and less commitment to school (Cassidy et al., 2013; Patchin & Hinduja, 2012). In addition, if school's response addresses only the specific incident, without putting in action a plan to accompany the bully and help him to develop social skills, such as perspective taking and empathy, it is more probable that the bullying behavior will continue.

In order to better intervene and work with bullies, it is important to understand what motives and factors can trigger cyber bullying among students.

Reasons and risk factors for cyber bullying

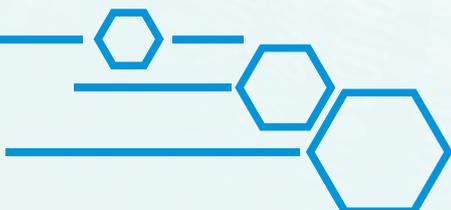
Many factors may contribute to the development of aggressive behaviour, including individual, family and school factors, such as the lack of love and care, exposition to models of aggressive behaviour or the lack of consistent rules (O'Moore, 2010).

Some reasons that might trigger cyber bullying are summarized in the manual “Taking action against violence in schools – A training manual for trainers” (Jäger, Stelter, O'Moore, Corcoran, & Crowley, 2012): bullying being seen as normal and as part of daily interaction (for what contributes the lack of action by those who witness); the boredom felt by students in certain moments; the existence of intercultural conflicts and conflicts in the school community (with the increasing use of ICT to communicate with each other, it is expectable that the conflicts that occur in the school space move to the cyberspace), and friendship change (when a relationship breaks, whether between friends or young lovers).

Work with bullies

Disciplinary methods and sanctions

Disciplinary methods are part of many intervention programs, such as Olweus anti-bullying program, which includes serious talks with bullies, sending them to the principal, or depriving them from privileges. In fact, these strategies were identified as one of the effective components of this program



(Farrington & Ttofi, 2009).

However, there is also evidence (e.g., Smith, Pepler, & Rigby, 2004) that the use of disciplinary methods and sanctions should meet some criteria and follow some procedures, in order to be well accepted and received by students as fair. The promotion of a positive school climate, and the involvement of students in the definition of the school policy and rules, and the inclusion of disciplinary methods in a global framework aimed at countering cyber bullying are examples of the conditions that may contribute to the an effective use of this type of intervention measures.

The KiVa program helped to understand the effectiveness of disciplinary methods, by comparing the punitive and non-punitive sanctions, suggesting that disciplinary methods are more effective with younger children, while non-punitive methods worked better with older children. This information should be taken into account, in order to adapt school intervention to the age of students. Further information of the components and effectiveness of disciplinary methods and sanctions can be found in Cowie and Colliety (2010), and in Farrington and Ttofi (2009).

Promote empathy, train social skills

Together with more immediate actions aimed at stopping the bullying behaviour and at implementing school measures and rules, there is also the need to implement a longer and deeper program, in order to help the bullies understand the impact of their action, and develop their social skills, related to perspective taking and empathy. These skills are essential for establishing or restoring bullies' positive relationships at school, which in turn are a condition to prevent cyber bullying from reoccurring.

Following, we briefly present some methods that have been proposed as successful to work with bullies:

Promoting Issues in Common (PIC) Method

This method was developed by Hazler (1996), and aims to change the bully-victim relationship. To achieve this aim, the intervention is focused in developing bullies problem-solving skills and on enabling bullies “to understand the fears and anxieties that they have in common with those they bully”

(Cowie & Colliety, 2010 p. 36).

More detailed information about this method can be found at Cowie & Colliety (2010) and Hazler (1996).

Support Group Method

The Support Group Method was developed by Robinson and Maines (2007, 2008), and aims to change the behaviour of children who bully others, by fostering the development of empathy for the bullied pupil's feelings and investing in the use of peer pressure to elicit prosocial response.

More detailed information about this method can be found at Cowen and Colliety (2010), Robinson and Maines (2007), Rigby (2012), and Smith (2014).

Method of Common (or Shared) Concern (Pikas)

The Method of shared concern was developed in Sweden by Atol Pikas, and is a non-punitive counselling-based approach, which aims at finding a solution for the bullying situation which enables victims and bullies to coexist within the same school.

More detailed information about this method can be found at Rigby (2012), Sharp, Cowie and Smith 1994), Smith (2014), as well as at Rigby (n.d.³).

4.4 Summary

Cyber bullying creates new challenges for schools and teachers, as it brings new features to bullying, a phenomenon with which they are still learning to cope with. The technological dimension of cyber bullying, associated to its occurrence without boundaries of space and time, adds complexity to the initiatives of prevention and intervention, and calls for an integrated, collaborative, and systemic approach, which must be based on strong and stable partnerships between schools, families, and the community as a whole.

In this context, the role of school, where cyber bullying often starts, involving classmates, is extremely important in terms of prevention and intervention when cyber bullying occurs, as well as regarding the development of a concerted approach, based on the ability to mobilize all relevant stakeholders and resources.

Students are both beneficiaries and key-actors in any school action. Their expertise in terms of ICT use and their potential in terms of peer support, as well as peer leadership are amongst the more valuable

³http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf

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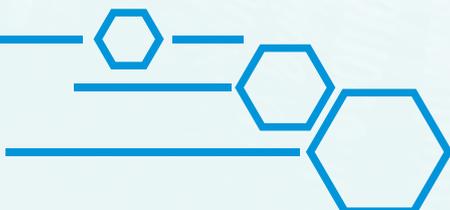
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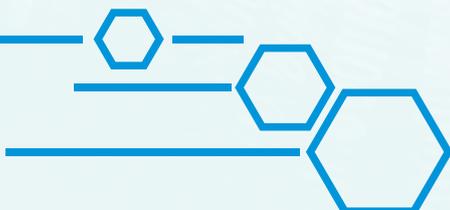
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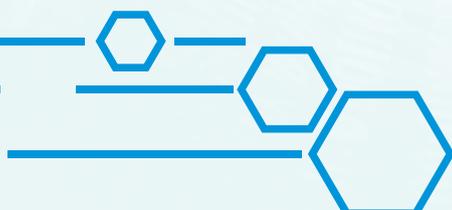
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Beat Cyber bullying; Embrace Safer Cyberspace

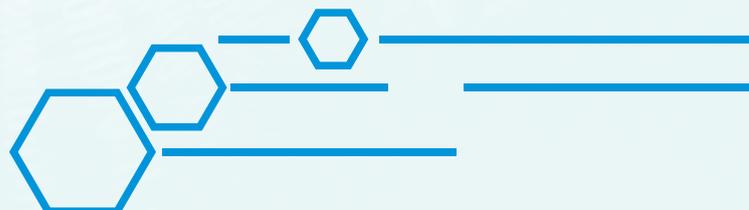
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Learn about:

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- The fascination power of the Internet
- Social networks and relevance for youth development tasks

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- Possible reasons, roles and effects of bullying
- Similarities and differences between traditional and cyber bullying
- Various forms and possible harmful effects of cyber bullying

How parents can prevent, detect and handle cyber bullying

- How parents can prevent their child from taking part or being hurt by cyber bullying
- How to detect that a child is being exposed to or involved in cyber bullying
- What parents can do if their child is being exposed to or involved in cyber bullying

How schools can prevent, detect and handle cyber bullying

- How schools can work to prevent bullying
- What schools can do to help students who are involved in a cyber bullying situation

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ISBN No: 978-975-11-4140-8