
**Abstract:** Background and purpose: Many holistic anti-bullying interventions have been attempted, with mixed success, while little work has been done to promote a 'self-help' approach to victimization. The rise of the ICT curriculum and computer support in schools now allows for approaches that benefit from technology to be implemented. This study evaluates the cross-cultural effects of a computer-based anti-bullying intervention on primary school-aged children's knowledge about bullying and relevant coping strategies. Programme description: FearNot! is an interactive computer-based virtual learning environment designed for use as an anti-bullying intervention. It includes interactive virtual agents who assume the most common participant roles found in episodes of bullying. FearNot! was used by children over three consecutive weeks to allow its effectiveness to be evaluated in a longitudinal in situ programme. Sample: Two comparable samples were drawn from the UK and Germany. In the UK, 651 participants (aged 8-11) were recruited from primary schools in Hertfordshire, Coventry and Warwickshire, whereas the 535 German participants (aged 7-10) were sourced from Grundschulen in the Bayern and Hessen regions. Because of lack of parental consent, late joiners and absences/missing responses, data from 908 participants (UK 493; Germany 415) were analyzed. Design and methods: A quasi-experimental, pre/post-tests control group design employed pre-published and bespoke questionnaires to collect data. Descriptive and inferential analyses were conducted. Results: UK students possessed higher coping strategy knowledge scores than German participants, but German children's scores improved over time and as a result of the FearNot! intervention. Conclusions: Overall, while not effective at increasing children's coping strategy knowledge in this study, the FearNot! intervention could prove a useful classroom tool to approach the issue of bullying as part of a wider initiative. Cultural differences at baseline and reactions to the intervention are discussed.


**Abstract:** Technology has transformed the lives of adolescents, including the ways they bully one another. Variously referred to as electronic bullying, online bullying, or cyber bullying, this new method of bullying involves the use of e-mail, instant messaging, Web sites, voting booths, and chat or bash rooms to deliberately pick on and torment others. To combat cyber bullying, educators need to better understand the nature of it and be aware of actions that they can undertake to prevent cyber bullying in the schools.

**Abstract:** A total of 432 students from grades 7-9 in Canadian schools reported their experiences of cyber-harassment, which is a form of harassment that occurs through the use of electronic communications such as e-mail and cell phones. More than two-thirds of students (69%) have heard of incidents of cyber-harassment, about one quarter (21%) have been harassed several times, and a few students (3%) admitted engaging in this form of harassment. In addition, victims of cyber-harassment reported a variety of negative consequences, especially anger and sadness, and had experienced other forms of harassment. These results suggest several avenues of research needed to explain how and why adolescents use technological advances to harass their peers.


**Abstract:** Educators and the public alike are often perplexed with the enormous and evolving cyber mise en scène. Youth of the digital generation are interacting in ways our fore-mothers and fathers never imagined - using electronic communications that until 30 years ago never existed. This article reports on a study of cyber-bullying conducted with students in grades 6 through 9 in five schools in British Columbia, Canada. Our intent was to quantify computer and cellular phone usage; to seek information on the type, extent and impact of cyber-bullying incidents from both bullies' and victims' perspectives; to delve into online behaviors such as harassment, labeling (gay, lesbian), negative language, sexual connotations; to solicit participants' solutions to cyber-bullying; to canvass their opinions about cyber-bullying and to inquire into their reporting practices to school officials and other adults. This study provides insight into the growing problem of cyber-bullying and helps inform educators and policymakers as to appropriate prevention or intervention measures to counter cyber-bullying.


**Abstract:** Everyday many students face bullying situations that they are ill equipped to manage. E-learning has recently emerged as a potentially effective tool in teaching children social skills, in addition to academic subject matter. Quest for the Golden Rule is one of the first bullying prevention e-learning programs available, designed by the Practi-Quest Corporation, for children in grades 2-5. The purpose of the current study was to explore data collected as part of standard program quality assurance practices to evaluate the impact of the gaming modules on how much children learned through interacting with the modules. Sample sizes ranged from 226 to 438 depending on the module; with approximately equal numbers of boys and girls. Following their interactions
with each module, children's knowledge of **bullying** and their identification of strategies to prevent **bullying** improved significantly. The majority of children reported that they enjoyed the game and felt confident that they could help solve **bullying** problems. Quest for the Golden Rule is an engaging, effective, and efficient means of raising awareness, fostering positive attitudes, and promoting effective problem-solving for **bullying** prevention in schools. (Contains 3 tables and 2 figures.)


**Abstract:** The display of aggressive behaviors among the digital generation has modernized the traditional attributes of bullying. Cases of bullying are no longer confined to physical altercations between peers in school hallways or hostile verbal exchanges during recess periods. With the progression of technology, educators must recognize the changes of our students' behaviors as lives become modified by the digital era. The issues of cyber bullying have gained global visibility due to the disheartening publicized cases of the victims. While the families of victims mourn the loss of their children and earnestly seek to understand the cause of each account, researchers actively examine and implement preventative measures in hopes of educating individuals (e.g., general and special educators, parents, students, community professionals) to distinguish the warning signs of aggressive behaviors in digital forms.


**Abstract:** Background: Cyber bullying describes bullying using mobile phones and the Internet. Most previous studies have focused on the prevalence of text message and email bullying. Methods: Two surveys with pupils aged 11–16 years: (1) 92 pupils from 14 schools, supplemented by focus groups; (2) 533 pupils from 5 schools, to assess the generalisability of findings from the first study, and investigate relationships of cyber bullying to general Internet use. Both studies differentiated cyber bullying inside and outside of school, and 7 media of cyber bullying. Results: Both studies found cyber bullying less frequent than traditional bullying, but appreciable, and reported more outside of school than inside. Phone call and text message bullying were most prevalent, with instant messaging bullying in the second study; their impact was perceived as comparable to traditional bullying. Mobile phone/video clip bullying, while rarer, was perceived to have more negative impact. Age and gender differences varied between the two studies. Study 1 found that most cyber bullying was done by one or a few students, usually from the same year group. It often just lasted about a week, but sometimes much longer. The second study found that being a cyber victim, but not a cyber bully, correlated with Internet use; many cyber victims were traditional ‘bully-victims’. Pupils recommended blocking/avoiding messages, and telling someone, as the best coping strategies; but many cyber victims had told nobody about it. Conclusions: Cyber bullying
is an important new kind of bullying, with some different characteristics from traditional bullying. Much happens outside school. Implications for research and practical action are discussed.


Abstract: The article provides information on Internet safety survey related to the use of Internet by children and teenagers. It informs about legislative attempts to regulate social networking sites from sex offenders, cyber bullying and proposed solutions to online safety issue. It further informs that comprehensive education is the best solution to social networking safety and cyber bullying.


Abstract: This paper explores the phenomenon of cyber bullying. The argument here is that, although there is a case for sanctions, schools also have a critical role to play in preventing and reducing cyber bullying through a process of awareness-raising, the education of the emotions and active participation of children and young people themselves.


Abstract: Objectives: The Internet has created a new communication tool; particularly for young people whose use of electronic communication is exploding worldwide. While there are many benefits that result from electronic-based communication, the Internet is concurrently a potential site for abuse and victimization. Methods: This paper systematically reviews the effectiveness of cyber abuse interventions in increasing Internet safety knowledge and decreasing risky online behavior. Results: Significant results were found between pre- and posttest scores related to Internet safety knowledge. Most results related to risky online behavior were not significant. Conclusions: Results provide evidence that participation in psycho educational Internet safety interventions is associated with an increase in Internet safety knowledge but is not significantly associated with a change in risky online behavior.


Abstract: Cyber bullying is a growing concern among school-age students. The combination of increased access, ease, and use of Web-based communication are part of what attributes to the problem. Cyber bullying affects not only students, but also parents
and administrators. Because schools have the ability to reach all groups involved, it may be practical for schools to implement preventive and support ongoing efforts to address the concern. Research shows that prevention programs focused at the school level will have the strongest effect. By implementing a consistent school wide approach to cyber bullying, it is hopeful that the benefits will carry through a student's academic career and beyond. This article reviews recent research and Web-based resources on existing programs and makes recommendations for schools to develop their own cyber bullying prevention program.


Abstract: A two-part screening procedure was used to assess school-age children's experience with bullying. In the first part 16,799 students (8,195 girls, 8,604 boys) in grades 4 to 12 were provided with a definition of bullying and then asked about their experiences using two general questions from the Olweus Bully/Victim Questionnaire (1996). In the second part, students were asked about their experiences with specific types of bullying: physical, verbal, social, and cyber. For each form of bullying, students were provided with several examples of what constituted such behavior. Results indicated that the general screener has good specificity but poor sensitivity, suggesting that the general screening questions were good at classifying noninvolved students but performed less well when identifying true cases of bullying. Accordingly, reports from the World Health Organization, UNICEF, and the United Nations may underestimate the prevalence of bullying among school-aged children worldwide.


Abstract: The article discusses cyber bullying, specifically focusing on the legal and psychological ramifications of the action. Cyber bullying involves the transmission of harmful or cruel text or images using the Internet or other digital communication devices, such as cell phones. It often involves stalking, threats, harassment, impersonation, and humiliation. The author reveals that cyber bullies and their victims are just as likely to be female as male, though they are often older adolescents. The consequences of cyber bullying are detailed.


Abstract: Bullying has long been of concern to school officials and parents alike. Bullying, which is a type of aggressive behavior, has now entered the electronic age in the form of cyber bullying (e.g., e-mails, text messages, profile sites). Cyber bullying
especially insidious because it affords a measure of anonymity and the opportunity to reach a much larger number of victims without a significant threat of punishment. In this article, the authors discuss efforts to combat cyber bullying that include prevention and intervention programs at the community, school, and family levels. The authors point out that the majority of U.S. states have written legislation to address bullying and cyber bullying and that many schools have established policies that prohibit electronic bullying and developed consequences for doing so. Last, the authors discuss a number of antibullying curricula and mediated programs, software packages, and intervention strategies for the school and home designed to help protect children and adolescents from being targets of cyber bullying.


Abstract: BACKGROUND: Bullying is a national public health problem affecting millions of students. With the rapid increase in electronic or online communication, bullying is no longer limited to schools. The goal of the current investigation was to examine the overlap among targets of, and the similarities between, online and in-school bullying among Internet-using adolescents. Additionally, a number of common assumptions regarding online or cyber bullying were tested.

METHODS: An anonymous Web-based survey was conducted with one thousand four hundred fifty-four 12- to 17-year-old youth.

RESULTS: Within the past year, 72% of respondents reported at least 1 online incident of bullying, 85% of whom also experienced bullying in school. The most frequent forms of online and in-school bullying involved name-calling or insults, and the online incidents most typically took place through instant messaging. When controlling for Internet use, repeated school-based bullying experiences increased the likelihood of repeated cyber bullying more than the use of any particular electronic communication tool. About two thirds of cyber bullying victims reported knowing their perpetrators, and half of them knew the bully from school. Both in-school and online bullying experiences were independently associated with increased social anxiety. Ninety percent of the sample reported they do not tell an adult about cyber bullying, and only a minority of participants had used digital tools to prevent online incidents.

CONCLUSIONS: The findings have implications for (i) school policies about cyber bullying, (2) parent education about the risks associated with online communication, and (3) youth advice regarding strategies to prevent and deal with cyber bullying incidents.


Abstract: Purpose with the Internet quickly becoming a new arena for social
interaction, it has also become a growing venue for bullying among youth. The purpose of the present study was to contrast the prevalence of Internet bullying with physical and verbal bullying among elementary, middle, and high school boys and girls, and to examine whether key predictors of physical and verbal bullying also predicted Internet bullying.

Methods
As part of an ongoing, statewide bullying prevention initiative in Colorado, 3,339 youth in Grades 5, 8, and 11 completed questionnaires in 78 school sites during the fall of 2005, and another 2,293 youth in that original sample participated in a follow-up survey in 65 school sites in the spring of 2006. Questionnaires included measures of bullying perpetration and victimization, normative beliefs about bullying, perceptions of peer social support, and perceptions of school climate.

Results
The highest prevalence rates were found for verbal, followed by physical, and then by Internet bullying. Physical and Internet bullying peaked in middle school and declined in high school. Verbal bullying peaked in middle school and remained relatively high during high school. Males were more likely to report physical bullying than females, but no gender differences were found for Internet and verbal bullying. All three types of bullying were significantly related to normative beliefs approving of bullying, negative school climate, and negative peer support.

Conclusions
Preventive interventions that target school bullying by changing norms about bullying and school context may also impact Internet bullying, given the shared predictors.


Abstract: **Bullying** at school is a common problem facing youth, school officials, and parents. A significant body of research has detailed the serious consequences associated with **bullying** victimization. Recently, however, a new permutation has arisen and arguably become even more problematic. Cyber bullying, as it has been termed, occurs when youth use **technology** as an instrument to harass their peers—via email, in chat rooms, on social networking Web sites, and with text messaging through their computer or cell phone. The current study seeks to shed light on the potential causes of both variants of adolescent aggression by employing the arguments of Agnew’s (1992) general strain theory as a guiding framework. Results suggest that those who experience strain are more likely to participate in both traditional and nontraditional forms of **bullying**. Implications of these findings and suggestions for further research in this growing area of study are also discussed.

Abstract: This article examines the relationship between middle school students' experience with cyber bullying and their level of self-esteem. Previous research on traditional bullying among adolescents has found a relatively consistent link between victimization and lower self-esteem, while finding an inconsistent relationship between offending and lower self-esteem. It is therefore important to extend this body of research by determining how bullying augmented through the use of technology (such as computers and cell phones) is linked to differing levels of self-esteem. METHODS: During March and April 2007, a random sample of 1963 middle school students (mean age 12.6) from 30 schools in one of the largest school districts in the United States completed a self-report survey of Internet use and cyber bullying experiences. RESULTS: This work found that students who experienced cyber bullying, both as a victim and an offender, had significantly lower self-esteem than those who had little or no experience with cyber bullying. CONCLUSIONS: A moderate and statistically significant relationship exists between low self-esteem and experiences with cyber bullying. As such, bullying prevention programs incorporated in school curricula should also include substantive instruction on cyber bullying. Moreover, educators need to intervene in cyber bullying incidents, as failure to do so may impact the ability of students to be successful at school.

Lane, D.K. (2011). Taking the lead on cyberbullying: why schools can and should protect students online. Iowa Law Review. 96(5), 1791.

Abstract: This Note argues that schools are the best line of defense against the growing problem of cyber bullying and offers a guide for schools wary of First Amendment lawsuits by students punished for their cyber speech. In many cases, a student engaging in cyber bullying of a classmate will create a substantial disruption at school or interfere with the right of the victim to an environment conducive to learning, thus justifying action by the school under the Tinker standard. Other Supreme Court cases regarding indecent or offensive speech and speech the Court viewed as promoting drug use may provide helpful arguments for schools accused of overstepping constitutional boundaries. This Note also suggests that schools may wish to argue that courts should show more deference to disciplinary decisions made by schools that have punished students for cyber speech directed at another student as opposed to cyber speech about a school official. Courts could make this distinction based on an analogy to defamation law.


Abstract: The experiences of 247 middle school children around cyber bullying were examined through in-class questionnaires. Their use of different media, their experiences...
with cyber bullying, and the relationships among school type, gender, and grade level were analyzed. Of the students in this sample 33% of female and 20% of male students reported being a cyber victim or a bully. Social networking sites and cell phones were the media most often used. Interesting results included a nonlinear relationship between Internet use and cyber bullying and the increase in cyber bullying throughout middle school. Also, students perceived that neither teachers nor parents were prepared to assist them with cyber bullying problems.


Abstract: This study investigates the nature and the extent of adolescences' experience of cyber bullying. A survey study of 177 grade seven students in an urban city is conducted. In this paper, "cyber bullying" refers to bullying via electronic communication tools. The results show that almost 54% of the students were victims of traditional bullying and over a quarter of them had been cyber-bullied. Almost one in three students had bullied others in the traditional form, and almost 15% had bullied others using electronic communication tools. Almost 60% of the cyber victims are females; while over 52% of cyber-bullies are males. Majority of the cyber-bully victims and bystanders did not report the incidents to adults.


Abstract: Children and youths use electronic technology such as the Internet more than any other medium through which to communicate and socialize. To understand the phenomenon of cyber abuse from children's and youths' perspectives, the authors examined anonymous posts made by children and youths to a free, 24-hour, national, bilingual phone and Web counseling, referral, and information service. The children and youths were between 11 and 24 years of age (average = 14 years). This analysis of anonymous posts by children and youths provides information about their involvement in online interactions and their experiences with cyber abuse. Findings revealed the regularity and importance of the Internet and communication technology for socialization: the forms, extent, and impact of cyber abuse; and children and youths' fear of disclosing cyber abuse to adults, particularly parents. Iniplication-i for parents, social workers, and other practitioners, researchers, and policymakers are discussed.


Abstract: Bullying is a complex phenomenon that is reported to be pervasive in many countries around the world (Harel-Fisch, et al., 2010; Hazler, Miller, Carney & Green,
Although there is a considerable body of research on bullying, very little has been devoted to studying the perspectives of the parents of children involved. An ecological framework, whereby bullying dynamics are seen to extend beyond the children who are bullied, and include peers, teachers, the school, community, and parents (Atlas & Pepler, 1998; Mishna, Wiener, & Pepler, 2008), is essential to address the complexities involved in bullying. This study provides one of the first qualitative assessments of bullying based solely on the perceptions of parents of victimized children. In-depth interviews were conducted with parents whose children disclosed being victimized by their peers as identified by The Safe School Questionnaire (Pepler, Connolly, & Craig, 1993, adapted from Olweus, 1989). Interviews were conducted with 20 parents (2 fathers, 14 mothers, and 2 mother-father dyads). Themes that emerged included: 1) participants' definition of bullying and how they identify bullying behaviors; 2) parents' reactions to their child self-identifying as bullied; 3) parents' awareness of their child witnessing bullying incidents; 4) parents' descriptions of the effects being victimized has had on their child; 5) gender differences; 6) strategies parents suggested to respond to bullying; and 7) complexities regarding disclosure of bullying. The results of this exploratory research highlight that understanding parents' perceptions and conceptualizations is crucial to bullying research and intervention efforts, as parents' understanding of bullying undoubtedly impacts their recognition of bullying incidents and subsequent interventions.


Abstract: The use of online technology is exploding worldwide and is fast becoming a preferred method of interacting. While most online interactions are neutral or positive the Internet provides a new means through which children and youth are bullied. The aim of this grounded theory approach was to explore technology, virtual relationships and cyber bullying from the perspectives of students. Seven focus groups were held with 38 students between fifth and eighth grades. The participants considered cyber bullying to be a serious problem and some characterized online bullying as more serious than ‘traditional’ bullying because of the associated anonymity. Although the students depicted anonymity as integral to cyber bullying, the findings suggest that much of the cyber bullying occurred within the context of their social groups and relationships. Findings revealed five major themes: technology embraced at younger ages and becoming the dominant medium for communication; definitions and views of cyber bullying; factors unique to cyber bullying; types of cyber bullying; and telling adults. The findings highlight the complexity of the perceived anonymity provided by the Internet and how this may impact cyber bullying. The study offers greater awareness of the meanings of online relationships for children and youth.

Abstract: Many young people cannot remember a time before Instant Messaging (IM), cell phone text messaging, video conferencing, blogging, e-mailing, and MySpace and Facebook postings existed. Thanks to the ubiquitous nature of technology in the 21st century, digital natives are accustomed to seeing, and being seen, on a scale that was unimaginable by their parents and teachers. This limitless access to information, peers, and even strangers around the globe brings with it a new set of safety concerns for parents and school personnel. Although schools have made concerted efforts to curb Internet abuse by developing acceptable use policies and installing filtering software for websites, expanded forms of technology and differing formats of information presentation have surfaced, and they warrant a new discussion of digital safety, abuse, and bullying. In this article, the author discusses technology abuses of the 21st century—cyberbullying and sexting—and provides tips to parents and educators for preventing cyberbullying. Responsible parents and educators have an obligation to understand the potential uses of new technologies and guide young people in their responsible implementation of them.


Abstract: Cyber bullying has recently emerged as a new form of bullying and harassment. 360 adolescents (12–20 years), were surveyed to examine the nature and extent of cyber bullying in Swedish schools. Four categories of cyber bullying (by text message, email, phone call and picture/video clip) were examined in relation to age and gender, perceived impact, telling others, and perception of adults becoming aware of such bullying. There was a significant incidence of cyber bullying in lower secondary schools, less in sixth-form colleges. Gender differences were few. The impact of cyber bullying was perceived as highly negative for picture/video clip bullying. Cyber victims most often chose to either tell their friends or no one at all about the cyber bullying, so adults may not be aware of cyber bullying, and (apart from picture/video clip bullying) this is how it was perceived by pupils. Findings are discussed in relation to similarities and differences between cyber bullying and the more traditional forms of bullying.


Abstract: The article offers information on the importance of bullying. It defines the concept of bullying and highlights the characteristics of the children who are victims of such harassment, and those who bully others. The article further discusses the role of pediatricians in the issue, and the interventions which include, anti-bullying approaches in school, and healthy cyber behavior.

Abstract: The purpose of this study was to assess the nature of bullying on the school bus. Videotapes were used to identify occurrences of bullying on buses of elementary school students. Incidents were reviewed for forms of bullying, fullness, presence of friends, and severity of acts. Results indicated that approximately two incidents occurred per bus ride and that both frequency and severity differed by bus fullness. Gender differences were observed for types of bullying; however, the presence of friends was not found to be protective for either gender. Implications for bus safety and future research are discussed.