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Negative aspects of being online: prevention from children's literature.

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Internet use has progressively increased due the rapid access to information. However, online communication is probably the most interesting feature for people. Indeed, the Internet has facilitated relationships with people known from real contexts but also offers the possibility to know new people and participate in online events and groups. Nevertheless, cyberspace also exposed children and youth to online risk like loose of privacy, access to inappropriate contexts and hostile and aggressive behaviors displayed by youth and adults. Cyberbullying is one of these negative sides of the Internet. Cyberbullying is understood as a form of aggression that inflicts harm through social and information technologies to victims that don't have the abilities to defend themselves (threats, rumors, messages and e-mails with the objective of exclude from networks are cyberbullying methods on inflicting harm). This paper shows the desing of a cyberbullying prevention project on the basis of children's literature. This prevention proposal emerges from children's books since we understand reading as an effective resource to analyze conflict situations. Although children books (picture books) have been traditionally directed to pre-school and nursery first readers, their evolution on themes and structure during last years have attracted readers from different ages. Picture and text are codes that allow children books to address different social issues from multiple levels of complexity and with diverse reading possibilities.

Keywords: Internet, cyberbullying, prevention, reading, children's literature

'Turning Theory Into Practice: introducing an innovative paradigm designed to assist schools to better understand and more effectively address cyberbullying'.

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This article provides an overview of a paradigm that has been developed so that educators can better understand and more effectively respond to school-related cyberbullying. Before addressing the paradigm, per se, an overview of current knowledge about the nature and frequency of school-related cyberbullying is provided. Three related models, which are the constituent parts of the paradigm, are then explored and explained. The 1st model names and describes the various forms that cyberbullying takes, discusses the processes and medium involved in creating a cyber attack, and identifies the decision points for initiating the possibility and then launching such an attack. The second and third models describe two overlapping processes designed to respond effectively to, and following up on, cyber attacks. The 2nd

model is designed to guide and support a targeted individual(s) through a series of steps in order to respond effectively to an attack and also to encourage the use the personal experience of being a target and responding effectively as a tool for educating others. The 3rd model describes the complementary role the school plays in both assisting targeted students (as in model 2), and in responding more generally to the viral qualities of cyberbullying. This 3rd model is the crucial foundation for the effective addressing of cyberbullying. It is built on 2 complementary foundations: I. Thoughtfully developed, long-standing and finely tuned policy and practice that were developed for dealing effectively with 'real space and time' bullying, and II. Up-to-date knowledge and understanding about cyberbullying and appropriate tools for addressing it. Finally, a taxonomy of the various and mutually supportive roles that have developed for dealing effectively with both cyber and real space and time bullying and which play important roles and provide depth and support to the third model are discussed.

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Cyberbullying and face-to-face bullying. The role of moral disengagement and pro-victim attitudes.

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Bullying and cyberbullying are known to have a lot of aspects in common. It is known that some socio-cognitive mechanisms as moral disengagement and pro-victim attitudes play a major role in bullying. However, research has also highlighted some significant differences between the two types of bullying. The aim of this study is to increase knowledge on the role of moral disengagement and of pro-victim attitudes in cyberbullying and to compare it with traditional bullying. Given the specific characteristics of the virtual context in which cyberbullying takes place, such as the absence of face to face contact, we could assume that both moral disengagement and pro-victim attitudes play a different role for the cyber context than it does in traditional bullying. The sample consists of 807 adolescents (mean age = 14.87; std. dev = 1.159) who were attending 48 classes of 8 schools in Tuscany during the academic year 2011-2012. Measures of (cyber)-bullying behavior, pro-victim attitudes and moral disengagement were investigated by self-report questionnaires. The results showed stronger correlations between attitudes, moral disengagement and bullying ($r_{attitudes}$= .492; $r_{moral\ disengagement}$= .537; $p<0.001$) and weaker correlations, although significant, between both variables and cyber-bullying ($r_{attitudes}$= .349; $r_{moral\ disengagement}$= .300; $p<0.001$). Further analyses will be run to investigate models where predictors can have direct or mediated effects on the behaviors.

Cyberbullying in Older Adolescents: A Survey of University Students in the U.S.

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Much research on cyberbullying focuses on young adolescents, but these behaviors do not cease upon high school graduation. The Cyberbullying Experiences Survey (Doane, Kelley, & Padilla, 2010) was administered to 1,144 students (51% male) at a large public university in the southwestern U.S. Participants reported their experiences as perpetrator and target of 20 actions; targets indicated how upsetting an incident was, whether the perpetrator was anonymous, and the medium used. There were three victim subscales: Public Humiliation (α = .85, Malice (α = .91, and Unwanted Contact (α = .90), and four perpetrator scales: Unwanted Contact (α = .94), Malice (α = .90), Public Humiliation (α = .78), and Deception (.77). Malice was the most often experienced, followed by Public Humiliation and Unwanted Contact. The degree of distress did not differ significantly by scale. Approximately three-fourths of incidents were not anonymous. For some items, distress differed between anonymous and known perpetrators. Facebook was the most commonly reported medium used. We collected demographic information (gender, race/ethnicity, class standing, sexual orientation, participation in Greek Life, major) and scales were compared on these categories. Female participants were significantly more upset by Malice and Unwanted Contacted than were males; no differences were detected by class standing. In addition, we included six items to assess the level of miscommunication/misunderstanding that prior focus groups identified as problematic, from which two components emerged: Receiver (α= .87) and Sender (α = .86). Participant were asked about the university's role in reducing problems associated with the use of technology (range 1 – 5). They agreed most strongly (M = 4.10, SD = .92) with stating syllabi of classes using online discussion boards should include policy prohibiting disrespectful posts, and least (M = 2.69, SD = 1.15) with the item, "Harmful digital communication among students is none of the university's business."

Cyberbullying and problematic mobile phone use among Japanese youth.

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Aichi University of Education, Department of Education The purpose of this present study is to examine the relationship between cyberbullying and problematic use of mobile phone. Some past studies used the time spent on the Internet as a predictor of cyberbullynig, but Internet use is a part of daily lives for many youth; thus, not just time spent on the Internet, but the way individual use the Internet should be an issue. For the past 10 years, researchers have found that problematic Internet use (PIU) have various internalizing problems, but the relationship between PIU and cyberbullying has not been fully explored. In Japan, most cyberbullying cases occur via mobile phone, and problematic use of mobile phones are often reported. But, the empirical data is limited. Thus, the present study investigated the relationship between cyberbullying and problematic use of mobile phone use among Japanese college students. The participants were 333 college students (M=19.98 year-old, SD = 1.22, Male = 26.7%, Female = 72.1%). They were recruited from two national universities. On average, the participants spend 2 hours on mobile phone daily, but a number of students who were involved in cyberbullying (either as victim or bully) was much lower compared to international findings. Problematic use of mobile phone was rather common. A significant relationship between cyberbullying and problematic use of mobile phone was found but time spent on mobile phone was not significant. The results suggest that appropriate use of mobile phone and Internet is more important predictor than time spent on mobile phone or Internet.

Cyberbullying : Étude exploratoire en France, de la « Cyber-Intimidation », des mécanismes d'adaptations et des conséquences psycho-physiologiques pour les victimes.

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Notre étude vise principalement à effectuer une analyse exploratoire du Cyberbullying en France, dans le domaine de la psychologie clinique. Ainsi nous avons tenté d'observer les conséquences psychologiques pour les victimes du « cyberbullying » et les mécanismes d'adaptation qu'ils mettent en place pour se préserver des atteintes psychiques. Nos objectifs étaient de dégager un profil socio-démographique des victimes en France, afin de déterminer les caractéristiques spécifiques du harcèlement virtuel. Nous voulions également montrer la souffrance psychique qui résultait du harcèlement par les Nouvelles Technologies de l'Information et de la Communication (NTIC), c'est-à-dire la dépression, les différentes anxiétés, et le trouble du déficit de l'attention et de l'Hyperactivité (TDAH), ainsi que les conséquences sociales. Enfin, notre étude s'est également intéressée aux mécanismes adaptatifs, notamment les stratégies de coping, l'assertivité et l'alexithymie. La population visée était principalement celle à risque, c'est-à-dire les enfants et les jeunes adultes, particulièrement ceux ayant déjà subi des atteintes psychologiques. Mais nous désirions également élargir cette étude aux adultes, afin d'obtenir un panel épidémiologique le plus large possible. Cette étude a permis également de comparer les modes d'adaptations du harcèlement virtuel par rapport au harcèlement « classique ». Elle proposera enfin de comprendre les causes du cyberbullying et les perspectives de prise en charge des victimes.

Cyberbullying in social networking sites: A victim's perspective.

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Historically, much of the cyberbullying literature has been based upon the assumption that the pillars of the traditional bullying definition are adequate for a cyberbullying definition. Although this approach may suit the collection of prevalence estimates or may be useful in formal policy documents on cyberbullying, this project will be based upon the argument that there are some distinct differences between the two bullying types. These include how they are experienced and their associated impact, both of which should be considered in their respective measurement and intervention. Qualitative interviews from 15-24 year old cyberbullying victims and professionals (practitioners/teachers) who work with victims were conducted. Interview data formed the basis for the development of a reliable cyberbullying victimisation measurement tool sensitive to exposure to and impact of cyberbullying on adolescents in social networking sites (SNS). This measurement tool will be designed to guide effective interventions for adolescent cyberbullying victims in SNS. Qualitative data was imported into NVivo9 for analysis and preliminary analysis confirms the initial assertion that impact on the victim is more important in the understanding of cyberbullying compared to other components of the definition. Data also provides direction for associated impact areas (e.g. cognitive, social, and emotional) and the

time frame of impact related to the victimisation. A proposed study will also be presented on the specific behaviours that adolescents are engaging in on SNS that increase the likelihood of victimisation. Instead of focusing on factors such as gender, age or beliefs as predictors of behaviour, this project will target major features of Facebook profile pages (e.g. profile picture, interests, and contact information). Using a comprehensive coding scheme, the contents of adolescents' Facebook pages will be numerically recorded and used to predict cyberbullying victimisation. All qualitative data, a preliminary measurement tool and a relevant literature review will be presented as part of the poster presentation in June, 2012.

Le harcèlement entre pairs et les nouvelles technologies : résultats préliminaires d'une enquête suisse.

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Nous présenterons les résultats principaux d'une vaste enquête de prévalence sur le harcèlement entre pairs à l'école, menée auprès d'environ 4200 élèves (800 de la région suisse alémanique et 3400 de la région francophone) âgés de 10 à 12 ans, de l'école publique du canton alpin suisse du Valais. Cette recherche s'inspire de la méthodologie et utilise un questionnaire inspirés de l'étude de Debarbieux (OIVE - UNICEF, 2011) menée en France. Le poster mettra en évidence des données empiriques liées au harcèlement entre pairs et les liens existant avec les nouvelles technologies (les menaces et insultes provenant d'internet et des téléphones portables; la prise non autorisée de photographies et leur diffusion), et présentera une analyse croisée des données récoltées avec des éléments de formes plus courantes de harcèlement à l'école.

Bullying and new technologies: Preliminary results from a Swiss survey.

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The main results are presented of a wide-ranging prevalence survey of school bullying conducted on circa 4200 (800 German and 3400 French speaking) 10 to 12 year old public school pupils from the Swiss alpine canton of Valais/Wallis. This research borrows from the methodology and uses a questionnaire adapted from the Debarbieux (OIVE - UNICEF, 2011) study in France. The poster will highlight empirical data concerning bullying and its interface with new technologies (internet and cell phone threats and insults; unauthorized photographing and dissemination), and cross-analyze the data with the more traditional school based bullying.

Do adolescents trust adults to report cyber-victimization? A qualitive research.

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The Youth are brought up in an advanced technological society where they are confronted with risks that threaten psychological well-being. Cyberbullying has emerged as a “digital” threat with real consequences to the lives of adolescents, as it impairs the quality of youngsters’ personal life. Consistent with research on school bullying, research on cyberbullying suggests that adolescents are reluctant to tell adults about cyber victimization; instead, they prefer to seek advice among their friends or even to deal with cyberbullying incidents alone. As a result, adults are unaware of the cyber victimization and consequently they do not prioritize actions against cyberbullying. In general, this study focused on children’s views of cyberbullying behavior. More specifically the aims of the study were to investigate their responses to cyberbullying and if adolescents are willing to reveal cyberbullying incidents they have experienced or have heard about their friends to others. A total of a 100 students were interviewed during focus groups held at two middle and three public high-schools in Thessaloniki, in northern Greece. Pupils were interviewed in 11 focus groups composed with two only female participants, two only male participants and seven mixed by gender.

The discourse analysis points to the significance of a trusting relationship between adolescents and adults; adolescents turn to adult for help when they perceive them as supportive and trustworthy. However, with parents they are cautious as they believe they will overreact, be accusatory and/or forbid Internet access. Also, students reported a reluctance to tell teachers about their or others’ experiences of cyberbullying, when they feel them to be unsupportive or indifferent and they may fail to respect confidentiality. The study also suggests that adolescents do seek help from adults when cyberbullying is more chronic or pervasive and when there is a fear of escalation.

Key-words: cyberbullying, adolescents, adults, focus group

Using ict-based sleep diaries to promote adolescents’ coping in educational settings.

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Backround: The use of ICT in educational settings has been increased during the last years. It has also been doubt due to the gap between innovations and the current level of use. One example of integrating ICT innovations in the school environment is the use of an ICT-based sleep diary. Many adolescents are suffering from a low level of functioning during the day time at schools due to insufficient sleep and this has been linked to poorer educational outcomes and a risk of depression. In Europe, on average 92% of households have a computer at home, often located in the adolescent's room. Integrating the sleep diary into daily computer use is one way to collect information about adolescents' sleeping habits.

Aims: To describe adolescents' sleeping habits using self-reported ICT-based sleep diaries.

Methods: RCT study with an intervention group and a control group was run in two out-patient psychiatric clinics in Finland (Academy of Finland 2006-2009). Adolescents in the intervention group (n=69) used an ICT-based self-help programme independently at home for five weeks in addition to usual care. The sleep diaries were analysed using quantitative and qualitative methods.

Results: 19 out of the 69 adolescents completed the sleep diary. Reported amount of sleep varied between 0 to 12 hours. In 9 diaries were reported periods of being awake during the night for 15-180 minutes or finding difficult to get sleep. 1 adolescent reported to be satisfied with the amount of sleep and 5 reported tiredness in the morning.

Discussion: Adolescents can follow their own sleeping habits by using ICT-based sleep diaries during their school weeks. From adolescents' point of view a sleep diary offer an illustrative tool to support their daily life and rhythm.

Affective rhythms: social media, becoming, and education.

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This paper investigates the quality of technologically mediated processes of inclusion and exclusion and takes a particular interest in accounts of events that are recognized as cyber bullying.

Within international research on cyber bullying there is widespread agreement on what are the most important characteristics of cyber bullying, i.e. anonymity, (Shariff, 2008; Kowalski et al, 2008; Shariff, 2008; Spears et al., 2009), the impossibility of escaping derogatory messages (Kowalski et al 2008; Slonje & Smith, 2008), the possible infinite audience that witness the evaluations posted online (Shariff, 2008).

This paper suggests that the tissue which relates these traits in cases of cyberbullying can be conceptualized as affective rhythms. Affective refers to the particular quality of these processes and hints at how cases of cyber bullying are highly intense and affective affairs. Rhythms refer to the affective rush and drama of the altercations which lie at the heart of cyber bullying and to the particularity of the ways in which affects flow and stick.

A concept of affective rhythms allows for addressing both the sensations appropriated by certain affects such as envy, fear or joy and to address the intensities that are indefinite and not (yet) appropriated by a particular and recognizable affect. Drawing on Patricia Clough and Brian Massumi's work it becomes analytically possible to address the affective tissue of cyber bullying in ways that allow for the multiplicity in both affecting and being affected, in both flowing and sticking.

The paper unfold analysis of one case of cyber bullying based on qualitative empirical data and will illustrate how a concept of affective rhythm can help us further an understanding of the quality of such enactments.

Bullying and Cyberbullying among Intellectually Disabled Students.

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The paper concerns results of examining prevalance of bullying and cyberbullying among mild intellectualy disabled adolescents in special education setting (N=100). The strong emphasis is devoted to outline relations between victimization and perpetration of traditional bullying and cyberbullying.

Intellectually disabled children are more often isolated or rejected by a group of their peers. They tend to have fewer friends at school or outside and become “easy targets” of aggression, including hostile act provided with ICT (Information and Communication Technology – mostly via internet and cell phones). For intellectually disabled students risk of becoming a victim is at least two times greater than for students within intellectual norm. Intellectually disabled pupils often have limited social skills, which in some cases may also enhance the risk of their aggressive behavior toward peers.

The data was obtained with the LEAPQ questionnaire (Lodz Electronic Aggression Prevalence Questionaire – Jacek Pyzalski’s tool for measuring cyberbullying, adjusted to respondents abilities). The research revealed several issues related to negative apsects of ICT usage. Such problem is not well recognized in Polish and foreign literature (both in special education field as well as in literature on general ICT usage).

Bystander typology and Self-esteem: The relationship found in Korean Children’s Cyber bullying.

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In previous study, the total scores of self-esteem (SE) for each of the bystander type were significantly different and the hierarchical rank was re-organized depending on whether it is cyber bullying via mobile phone or the internet. SE can be divided into 6 sub categories; overall satisfaction with the self: Global Self-Esteem (GSE), School life satisfaction: School Self-Esteem (SSE), physical appearance satisfaction: Body Self-Esteem (BSE), sports ability satisfaction: Sports Self-Esteem (SpSE), interrelationship satisfaction: Peers Self-Esteem (PSE), and familial relationship satisfaction: Family Self-Esteem (FSE). The aim of the present study was to investigate whether a certain type of bystander role has a significant effect on a particular sub category of SE.

The participants were 350 students attending elementary or secondary school near Seoul city and experiences of bully, victim, participant role in mobile or internet bullying, and SE were measured. The experiences of being mobile phone bully or bullying-victim did not have significantly different influences on all 6 sub categories of SE. However, experiences of witnessing mobile bullying, either in the form of assistants/reinforcers, outsiders, or defenders had significantly different effect on SpSE. The highest scores were from assistants/reinforcers group and the lowest from defenders group ($F(3,347)=2.984$, $p<.05$). Although, the effect size was not large, differences were found among BSE scores between the types of participant role played by the bystander. In internet bullying, the bully and bullying-victim experiences did not have significantly different effect on all sub categories of SE. Significant differences were found on PSE and FSE. The assistants/reinforcers had the highest PSE. Defenders and outsiders came next in the order ($F(3,347)=2.828$, $p<.05$). For FSE, assistants/reinforcers were the highest FSE scorers and defenders, the lowest ($F(3,347)=4.489$, $p<.005$).

The study was able to closely examine the sub categories of SE and their different degrees of relationship to mobile phone bullying and internet bullying. Furthermore, the results indicated that in mobile bullying, the score differences were found on self-focused construct, SSE. In

internet bullying, the significant differences were shown on relationship oriented categories, PSE and FSE. This can be interpreted that children's understanding of the concepts of mobile phones serve as tools for private communication, and internet as a tool shared by users at schools and homes.

Noncadiamointrappola 4th edition! Students and teachers together against bullying and cyberbullying.

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Noncadiamointrappola (Let's not fall into the trap!) is an ongoing project carried out since 2008 to prevent and reduce bullying and cyberbullying. Starting from the positive results of the previous years (Menesini, Nocentini, 2011; Palladino, Nocentini, Menesini, 2011), we maintained the same peer led model and some effective components (i.e. promoting adaptive coping strategies, online and offline activities for peer educators) and we added new components: such as involvement of school teachers through a specific training; more structured activities for peer educators both online and offline and new activities for teachers and students together. The aim of the present study is to describe and evaluate the whole project and the different components according to the international standards of evidence based on prevention science research (Flay et al, 2005). In particular, compared to previous years, the sample was enlarged involving schools from different geographical areas and the project steps were more structured to standardize the intervention for other schools.

41 1st grade classes of secondary high schools in Tuscany participated in the study (experimental group N= 675; 53.6% male; control group N= 320).

The project involves the following steps :

- Launch of the project and awareness developing (in collaboration with Postal Police – the Italian authority of cyber-crime) ;
- Teachers training ;
- Day training for peer-educators ;
- Interventions of online peer educators in the forum and facebook domain ;
- Interventions of face-to-face peer educators in their own classroom ;
- Revision of the school rules and guidelines for a safer ICT use, and bullying and cyberbullying prevention (teachers and students together).

The evaluation is still ongoing and has been conducting through a longitudinal comparison (pre, middle, and post-intervention) between the experimental group and the control group. Results will be presented for 1st and 2nd waves of data collection.

Improved Cyberbullying Detection Through Personal Profiles.

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Online social networks brought a new definition to relationships and communications. One may have hundreds of friends in cyberspace without even having seen their real faces. Along with this transition there is increasing evidence that bullying has transformed as well, from school yards to internet precincts – cyberbullying.

Although bullying draws a lot of attention, due to its technical aspects, cyberbullying is not fully understood yet. State-of-the-art studies in cyberbullying detection have mainly focused on the

sentiment of terms and the content of conversations, while largely ignoring the involved actors and their interactions. A funny chat between teenage friends, just because of having foul words, can be flagged as bullying while a tenacious intruder with subtle but hurtful comments sneaks out.

We hypothesize that incorporation of the potential victim's profile and their characteristics, into cyberbullying detection improves the discrimination capacity of the procedure. This study outlines a framework for this faceted approach. Our study demonstrated that deploying gender-specific and age-specific features improve the cyberbullying detection accuracy for the MySpace dataset, compared to the conventional approaches. Analysis showed that authors' information can be leveraged to discriminate between harassing posts and the bullying ones.

The main limitation of our experiment was the limited size of the dataset. A larger and more diverse dataset should be developed for future work in cyberbullying detection. Other features which may differentiate writing styles, such as profession, and educational level can also be investigated in this matter.

In future stages this approach will be extended by considering the behaviour of actors across social networks, and how they react to a potentially cyberbullying incident. A second line of future research will be to address the various use scenarios for the detection of bullying as well as the corresponding detection approaches that may be required in each of the different types of cyber contexts.

Cyber-victimization in the Arab-Muslim minorities Sector: Characteristics of online behavior patterns among young adolescents, and teachers' apprehension.

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Violence is considered as an increasing problem in schools and in the community; A risky behavior that can undermine behavior and learning. As the computerized technologies penetrate people lives, cyberbullying (CB) became the new outline of virtual violence.

Using the Internet in the Arab society is in increase during the last years; 65% of the adults use the Internet, while % 95 of the youth use the Internet daily for chats, blogs, facebook, etc. Youth from the Arab sector in Israel are facing the challenges of combining traditional Arab culture and the interactive and dynamic modern world.

The present study examined the characteristics of online behavior and Cyberbullying patterns among 120 young adolescents (aged 12-14, mean= 12.6, SD = 0.9) living in two Muslims' villages in Israel, as well as the relationships between cyber-victimization, social aspects and academic performance. The adolescents filled four questionnaires concerning CB, social support, loneliness, and anxiety. In addition 65 teachers filled questionnaires regarding their coping with CB.

Finding shows that 80% of the adolescents reported being cyber-victims; Positive correlations were found between face-to-face and cyber-victims ($r = .86$, $p < 0.001$).

Cyber-victims reported lower social support, higher sense of loneliness and anxiety, while negative correlations were found between cyber-victimization and academic achievements ($r = -0.56$; $sig < 0.01$).

According to teachers' reports, pupils who were more absent from school were more vulnerable in the net. Most teachers (70%) are worried about CB, 84% believe that the school is responsible and committed to deal with it, but only 16% reported they are able to cope with the new phenomenon.

The present study is the first study that investigated CB in Muslim/Arab society and its results have important contributions to the Arab educational system. In light of the study's findings it is

recommended to apply safety skills courses, to increase teachers' awareness and to supply appropriate tools for prevent or minimize the cyber-bullying phenomenon.

Dignity and the internet: a study of the opinions of young people in Greece.

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The use of computers and the internet has a profound influence on our daily life in many positive ways, offering a powerful means for gathering information, communication, education, entertainment, shopping, access to public services, etc, thus enabling an extended democratic way of accessing and exchanging information for everyone on a global scale. At the same time, there is also a growing concern on the problems and dangers all users might encounter on it, and especially young people. The internet poses also a threat, since some people may use this open means for disturbing, or offensive purposes. A lot of work has been done on making the internet a safer place through the use of specific software applications, and through informing young people and their parents on how to react in case of cyberbullying. Our addition to the former, and our starting point is the notion of dignity. Dignity might not be a very strong issue, as in some cases a dangerous thread, but if young people are educated to have a sense of dignity and to resist to offences of their dignity, we empower them to acknowledge an offence, to resist and finally to take action and control of the situation. As a beginning, we wanted to find out if young people have a sense of dignity and if they are aware that the internet could pose a thread on their dignity. Therefore, we studied the opinion of young people on dignity and the internet. With the use of a questionnaire we examined the responses of secondary school pupils, undergraduate physics students and undergraduate theology students on possible threads to their dignity from the use of the internet. In this presentation we will present the analysis of the received questionnaires and the findings of this survey.

A New Multidimensional Measure of Cyber Bullying: Introducing The Adolescent Virtual Behaviours Instrument.

Katrina A. Newey; Rhonda G. Craven; Alexander S. Yeung; Nida Denson; & Linda Finger

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Today's adolescences are faced with new unprecedented challenges and cyber dangers which were not faced in earlier generations. Technology has become an integral part of adolescents' social lifestyle so much so that this generaton of adolescences is commonly referred to as "digital natives". Students have expanded traditional bullying techniques into virtual environments (i.e., mobile phone, email, social networking sites, e-chat, and discussion forums). Although, international research efforts have made significant progress in the area of traditional bullying research, much remains to be done to advance cyberbullying research. Research has suffered from an over reliance in utilising dichotomous and single scale itemed instruments, which have resulted in problems with accurately interpreting incidence rates and making comparisons across studies difficult. This paper outlines the development and psychometric assessment of a multi-dimensional and developmentally appropriate new measure entitled: The Adolescent Virtual Behaviours Instrument-Target and Bully measure (AVBI). A total of (N=650) secondary Australian high school students participated in completing the pilot questionnaire. The new AVBI cyber bullying instrument is designed to measure 5 distinct factors of cyberbullying (flaming, cyber stalking, misinformation, indecent harassment, and happy slapping). A confirmatory factor analysis (CFA) revealed that the preliminary pilot results of this new measure support the reliability and validity of this new instrument. These results have implications for cyber bullying measurement, theory, research, and practice.

Adolescents' feedback on using ICT education as a source of mental health.

Minna Anttila, MNSc, Doctoral Candidate (Department of Nursing Science, University of Turku, Finnish Post-Graduate School in Nursing Science); Marjo Kurki, MNSc, Project coordinator (Department of Nursing Science, University of Turku, Primary Health Care Organization of the City of Vantaa) ; Kaisa Kauppi, MNSc student (Department of Nursing Science, University of Turku) ; Maritta Välimäki, PhD, Professor, Nursing Director (Department of Nursing Science, University of Turku, Hospital District of Southwest Finland)

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Background: Adolescents with mental health disorders prefer Internet to traditional face-to-face health care, primarily because of perceived stigma and desire for privacy. ICT used as an education source could be a viable method in adolescents' self-help even in the school environment. However, adolescents have difficulties in selecting education which is of good quality and tailored to their needs.

Purpose: To receive feedback on the educational content of a self-help programme developed for adolescents suffering from depression or anxiety disorders.

Methods: Adolescents treated in two out-patient psychiatry clinics in Finland used the ICT programme independently at home for five weeks in addition to usual care. Data was collected from adolescents' (n = 31) feedback questionnaires. The questionnaires with open-ended questions were read through and data on the educational content of the programme were analysed using inductive content analysis.

Results: Adolescents' feedback of the education content was of two types; they reported that the education was too simple and too familiar to them or then that it was educational and important. The topic the adolescents valued most was depression e.g. symptoms. Moreover, adolescents' rights, sexuality, and the meaning of daily structure elicited positive feedback.

Discussion: ICT as an education source for adolescents' use is especially important to those without sufficient information, who are at risk of developing mental health disorders and also adolescents who already have disorders. However, more education is needed on the treatment of depression and how to take care of oneself or others when depressed.

Conclusions: ICT can be used in the school environment to educate adolescents about mental health disorders. Adolescents expect to have education which has alternatives and is concrete but is human rather then resembling a textbook. However, it is a challenge for the education provider that adolescents also expect to receive solutions to their problems.

Bullying and cyberbullying in South-east Asian countries.

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This talk will first review knowledge about bullying and cyberbullying in the South-East Asian countries: Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam. It will discuss definitional and linguistic issues, and the main findings in the limited number of studies available. I will then focus on research in Thailand, with more detail on the research so far, and on any actions taken and guidance available for schools,

parents and young people. In the final part of the talk I will focus on cyberbullying in Thailand; the phenomenon appeared several years ago, as the use of electronic devices such as computers and mobile phones by young people has increased. I will present statistics on the number of mobile phones and use of internet in Thailand, examples of news reports about cyberbullying in the press, and qualitative data from interviews with 10 students about the issue in South Thailand. I will conclude with suggestions for a future research project.

Evaluation of Childnet e-safety film Let's Fight it Together.

Susanne Robinson, Fran Thompson, & Peter K Smith

Goldsmiths, University of London, U.K.

Childnet International is a non profit organisation working to "help make the internet a great and safe place for children and young people", through the provision of workshops in schools and resources including films and lesson plans to download from their website. As part of a DAPHNE III project an evaluation of Childnet's e-safety film Let's Fight it Together was conducted. Three secondary schools participated, with a focus on pupils in KS3 (11-14 years old). Teachers were asked to access the resources from the Childnet site. Prior to being shown the film, pupils were asked to give a definition of cyberbullying, say if they had experienced any form of cyberbullying or if they knew of someone who had been cyberbullied, and what strategies they would use if they were cyberbullied or suggest if someone they knew were being cyberbullied. These questions were repeated in the after film evaluation. Pupils were asked to rate the film overall, and certain aspects of the film, on a scale of 1-5. The pupils overall rated the film as good, however, girls rated some aspects as very good. The great majority of students were able to provide a valid definition of cyberbullying. When asked 'what you would do if someone cyberbullied you?' or 'what would you do if someone cyberbullied someone you know? The most common strategies reported both before and after the film were: tell a parent, tell a friend and tell a teacher, with do nothing as the least common strategy reported. No changes were noted in the strategies reported for before and after the film.

An Investigation into the roles of the Victim, Bully and Bystanders in Role-play Incidents of Cyberbullying amongst 18-21 year olds.

Dr Carrie-Anne Myers (City University London) and

Prof. Helen Cowie (University of Surrey)

Much research focuses on the individual aspects of cyberbullying by exploring the characteristics of perpetrators and targets, so overlooking the powerful influence of its social context. Building on Salmivalli's participant role approach, this poster discusses the findings of a qualitative role-play research methodology involving 60 university students (aged between 18 and 21). We divided the students into groups consisting of the bully, the victim and the peer group (bystanders). The students were given a role play situation and invited to assume their assigned roles within their groups. The purpose of the exercise was to resolve the outcome of an alleged incident of cyberbullying using a social network site via the means of a full restorative conference. The students each took a turn, defending their point of view and this continued until all parties were satisfied with the outcome. A full debriefing session then took place once the conflict was resolved.

This paper discusses the interesting observations that even in a role-play, imagined scenario, stereotyped roles played out. The bystanders tended to blame the victim and were reluctant to intervene, the victim felt let down and marginalised by peers' indifference and hostility, and the bully failed to realise or understand the consequences of their actions.

Although this was based on a fictional case study, the findings suggest that the power of the peer group and wider networks need to be fully understood if bullying/cyberbullying, is to be tackled efficiently. The study offers ideas for strategies and policies to address the issue of cyberbullying with adolescents and young adults.

Cyberbullying from the point of view of students, their families and teachers.

M. Angeles de la Caba and Rafael López Atxurra

University of the Basque Country

This piece of research is located within the context of the concern about cyberbullying and has a two-fold objective. Firstly, it aims to analyze how 10-14-year-old boys and girls respond to cyberbullying at school. And secondly, it aims to analyze what educational and cooperation-based strategies are adopted by both families and teachers. The sample group comprised 1713 participants (1018 students, 604 parents and 101 teachers).

As regards method, the data collection procedure was carried out by means of an ad hoc situational questionnaire. Students were asked to put themselves in the position of both the victim and the classmate who witnesses it. For each of the positions five possible coping responses were given: passive, negative reciprocity, assertiveness, seeking help and “others”. The questionnaire for parents and teachers presents the same stories and they are asked to indicate what they would do if told of the situation by the victim (a student in the case of teachers and their child in the case of parents). The questionnaire offers six alternatives: turn a blind eye, dictate a solution, play down the importance of the problem, help them think of solutions, fostering autonomy and reflective thinking, pass the problem on, other strategies. For families and teachers, another ad hoc questionnaire was used.

The results, based on the analyses carried out using SPSSS, reveal significant differences in accordance with age and sex. Paradoxically, there is an increase in negative coping strategies among older students, particularly boys. As regards the assessment of families and teachers, the highlight the need for active educational strategies and cooperation not only between the family and the school, but also with other kinds of community institutions.

Understanding the Role of Bystanders in Cyberbullying: A Call for Research.

Rhonda Craven (University of Western Sydney, Australia), Janet Mooney (University of Sydney, Australia), and Kurt Marder (University of Western Sydney, Australia)

Cyberbullying is an international social justice issues of our time; these behaviors have disturbing consequences for the wellbeing of targets, perpetrators, and communities (Parada, Craven, & Marsh, 2008; Swearer, Espelage, Vaillancourt, & Hymel, 2010). The importance of this topic makes construct validation research vital. Whilst traditional bullying research has been grounded by advances in theory, research, and practice that have resulted in identifying the key structural components of traditional bullying constructs, these advances have not been fully applied to cyberbullying research in a way that integrates, stimulates new directions in, and extends scholarship. The role of bystanders has been demonstrated to be pivotal in traditional bullying (2000). Salmivalli and others (Salmivalli, 1999; Salmivalli, Lagerspetz, Bjoerkqvist & Oesterman, 1996) has proposed that bystanders witnessing bullying incidents may react in different participant roles. Marsh et al. (2011) have identified four factors: Active Reinforcer (behaviors actively encouraging perpetrators); Passive Reinforcer (behaviors passively encouraging perpetrators); Target Advocate (behaviors supporting the target); and Ignore Disregard (behaviors ignoring a bullying incident and doing nothing about it). However, there is a paucity of research that has explicated the role of bystanders in relation to cyberbullying. In this paper we present a rationale and call for the dire need for both quantitative and qualitative research to explicate the extent of multidimensional roles of bystanders in cyberbullying, the extent of the similarity and differences of cyber bystander roles in relation to bystander roles in traditional bullying research, and the processes underpinning cyber bystander responses.

Furthering Theory: New Multidimensional Theoretical Structural Models of Cyberbullying and their Potential Relations to Traditional Bullying Constructs.

Rhonda G. Craven and Kurt Marder

Centre for Positive Psychology and Education

University of Western Sydney

A hallmark of academic rigor is that theory, research, and practice are inextricably intertwined; a weakness in any one of these areas undermines the others. In cyberbullying research in particular and traditional bullying research in general this hallmark is yet to be fully achieved. Cyberbullying research has addressed substantive problems and between-construct issues before within-construct issues such as definition, structure, and measurement have been resolved. Until these problems have been dealt with, it is likely that: integration of advances in the field will be problematic; the generalizability of cyberbullying findings will remain severely limited; findings will be ambiguous; the complexity of the nature and structure of cyberbullying constructs will remain unresolved; and importantly the relation of cyberbullying constructs to traditional bullying and victimization constructs will remain unclear. New theory-driven approaches are also essential whereby theory is proposed, psychometrically sound measurement instruments devised to test theoretical propositions, and the theory supported, revised, or refuted based on empirical evidence. In this presentation we present: a mature structural theoretical model of bullying and victimization constructs stemming from recent empirical findings (e.g., Marsh, Nagengast, Morin, Parada, Craven, & Hamilton, 2011) tackling complex substantive within-construct issues in traditional bullying research; multidimensional theoretical models of bystander roles and their relation to bullying and victimization; theoretical models of cyberbullying and cyber targetization building upon the theoretical models derived from traditional bullying research; and describe the nature of bystander roles. Finally a new holistic, hierarchical multidimensional theoretical conceptualization of the structure and relation of cyberbullying and cyber targetization constructs to traditional bullying and victimization constructs is offered to theorize the potential place of cyberbullying constructs within structural models of traditional bullying in an attempt to integrate traditional and cyberbullying within-construct research.

‘Friendly Attac’: the development of an online intervention tool against cyberbullying.

Sara Bastiaensens (University of Antwerp, Belgium), Ann DeSmet (Ghent University, Belgium), Heidi Vandebosch (University of Antwerp, Belgium), Ilse De Bourdeaudhuij (Ghent University, Belgium).

Karolien Poels (University of Antwerp, Belgium), Katrien VanAN Cleemput (University of Antwerp, Belgium).

This poster will discuss the development of an evidence-based online intervention tool against cyberbullying among youngsters. Several studies have shown that there is a strong overlap between traditional bullying and cyberbullying: the cyberbullies and cybervictims often know each other from an offline context (e.g. schools, sport clubs). Furthermore, they seem to take the same role in both types of bullying: youngsters that bully/are bullied at school (in sports clubs…), also bully/ are bullied through the internet and mobile phones.

The traditional anti-bullying interventions are however not (completely) well-adjusted for tackling this new type of bullying. Several affordances of the internet and mobile phones (e.g. the broad potential reach of social network sites, the 24/7 character of mobile phones, the feeling of acting anonymously) seriously complicate the bullying dynamics. In this project, we depart from the idea that actively acting upon the affordances of ICT, and involving ICT in anti-(cyber)bullying intervention programs holds great potential. ICT allow us to combine entertainment, information,

and socializing with friends in an intervention, and, at the same time offer youngsters a personalized experience (for instance by using data from social network sites).

In this inter-disciplinary project, called 'Friendly Attac' (ATTAC = Adaptive Technological Tools Against Cyberbullying), we will use the intervention mapping strategy (Bartholomew, Parcel, & Kok, 1998) to develop an evidence-based intervention tool. The aim of the project is to modify relevant determinants of behaviors related to the roles of bullies, bystanders and victims, by means of highly personalized virtual experience scenarios, providing players with immediate feedback, in a safe computer-mediated environment.

Positive uses of Ict to support adolescents' ability to manage their problems in educational environments.

Maritta Välimäki, PhD, Professor, Nursing Director (1,2); Minna Anttila, MNSc, Doctoral Candidate (1,3); Marjo Kurki, MNSc, Project coordinator (1,4); Heli Hätönen, PhD, Researcher (1), Marita Koivunen, PhD, (1, 5); (1) Department of Nursing Science, University of Turku, (2) Hospital District of Southwest Finland, (3) Finnish Post-Graduate School in Nursing Science, (4) Primary Health Care Organization of the City of Vantaa, (5) Hospital District of Satakunta, Finland

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Background: Depression is the most common health problem among adolescents in Finland. However, perceived stigma in educational settings is a major barrier to seeking help. Online mental health information and ICT based applications could be a viable method for seeking support.

Purpose: To introduce a self-help programme a as mean to educate adolescents to cope with daily problems.

Methods: An ICT-based self-help programme was developed to support adolescent mental well-being (the Academy of Finland 2006-2009). The program was targeted at adolescents aged between 15 and 17 years and it was developed together with researchers, health care staff, and adolescents. It included information and exercises that aimed to foster self-reflection and manage their problems faced also in school life (social relationships, boy or girl friends etc.).

Results: The programme included information about general wellbeing (friendship, how to take care of themselves), family (how to identify problems), rights and responsibilities (what is adolescent role, right to be supported, own responsibilities in social network), mental problems, and where and how to seek help. It also included exercises: 1) a topic where an adolescent was able to focus his/her problem, 2) an instrument to identify their own problems, 3) a reflective diary, 4) a question corner, 5) a social network map, and 6) a sleeping diary.

Discussion: ICT use with self-reflection exercises may be a mean to start to manage problems that are difficult to manage in face-to-face contacts.

Conclusions: ICT can be used to support adolescent daly problems faced in their school days, social networks and family life.

Practical implications: Teachers and social/health care staff should be more aware of adolescents' problems in school life. A variety of methods should be introduced in school environment to support adolescents' ability to cope with their daily problems. ICT may have potential in this task.

Self-Disclosure on Social Networking Websites and Online Friendship Quality in Adolescents with Learning Disabilities.

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It is well documented that forming online friendships is one of the most generally appealing aspects of computer mediated communication among adolescents. This evidence directs our attention to the possibility of social networking websites as a potential outlet for the formation of close online friendships in learning disabled adolescents, because of the fact that sometimes it is difficult for them to develop social networks in real societal environments. Specifically, this study measured how self-disclosure on these websites related to the relationship quality with friends that adolescents with learning disabilities had met online. Research suggests that self-disclosure plays an important role in intimacy development in interpersonal exchanges and adolescents with Learning Disabilities (LD) are more likely to disclose personal information, thoughts and feelings on the internet due to the relative anonymity it offers. Eighty LD students in grades 7 to 12 across 12 Greek schools participated in the study. The LD students attended mainstream classes and for each one a nondisabled student of the same race and sex was randomly selected from the same mainstream class. Measurements administered include Self-Disclosure Index and Network of Relationships Inventory-Relationship Qualities Version (NRI-RQV). Findings are discussed with respect to the possible beneficial effect of self-disclosure on social networking websites in the friendship relations of adolescents with learning disabilities.

Keywords : Learning Disabilities, Self-Disclosure, Social Networking Websites, Online Friendship Quality

European Union European Social Fund	This research has been co-financed by the European Union (European Social Fund – ESF) and Greek national funds through the Operational Program "Education and Lifelong Learning" of the National Strategic Reference Framework (NSRF) - Research Funding Program: Heracleitus II. Investing in knowledge society through the European Social Fund.

Be responsible - look closely – take action! A qualification for bullying-intervention-teams (BIT) on schools in Saarland (Germany).

Mateas D., Müller G., Wilhelm C. & Dörr G.

Teachers as well as students are more and more often defamed publicly by cyber-bullying and have to suffer from the serious consequences it causes. As a reaction to the increasing need from schools and parents, concerning help and advice facing an old problem in a new dress, the “Landesinstitut für Präventives Handeln (LPH)”* offers a qualification program for bullying-intervention-teams on schools in Saarland (Germany) as well as their evaluation.

*National prevention institute in Saarland (Germany).

This training is designed for relevant people within school boards and is carried out by a team of pedagogues and policemen in three full-day modules with the following contents:

- "Borders - rules - consequences", "new- media-competences".
- "Bullying/Cyber-bullying": forms, consequences and criminal offences.
- "Terms of prevention and intervention" on different levels.

The aim is to provide several methods on how to recognize (cyber-)bullying, how to help the victims effectively and to work out what schools can do to stop and avoid it. The participants will get introduced to different anti-harassment-programs for prevention and anti-bullying-strategies for intervention in case of emergency by specific professional case management. The respective school-BIT-team will be responsible for implementing the improvement of school climate into the school guidelines and the anchorage in the respective school development. Further the BIT-team should be responsible for analysing how harassment-prevention-measures come into effect in their school and how they can adopt a clear positioning to the topic (e.g., by anti-bullying-conventions, school contracts etc.)

It is a matter of sensitizing teachers and students, offering them alternatives in experiencing the positive effects of cooperation and solidarity.

E-mail : www.saarland.de/lph.htm

Evaluation of the Beatbullying CyberMentor scheme.

Fran Thompson and Peter K. Smith, Goldsmiths, University of London, U.K.

As part of a DAPHNE III project on cyberbullying, the Beatbullying CyberMentor scheme was evaluated. In this scheme, trained pupil cybermentors are online to support young people who contact them for help and advice. Using the CyberMentor website, two online questionnaires for cybermentors and cybermentees were devised to evaluate mentoring sessions. Both mentors and mentees were asked to provide information about any cyberbullying incidents they had been involved in, the former from the perspective of a peer supporter, the latter, as a victim. Questions included what happened, the identity of the perpetrators (including age and gender), the means used to cyberbully, the duration of the cyberbullying and the coping strategies used by the victims. Cybermentors were asked about the advice and support they gave the mentees and if they knew if the cyberbullying had stopped. They were asked to evaluate their training, referral procedures and the levels of support provided by Beatbullying staff. Cybermentees evaluated the helpfulness of the cybermentor's advice/support and how they coped with the cyberbullying; and if they would use the scheme again and advise others to do so. Both cybermentors and cybermentees were mostly female, aged 11-18 years. Most cyberbullying incidents lasted several weeks; involved Facebook and the victims knew the perpetrators, who were the same age. Cybermentees rated the incidents as more serious, and reported it to others more often, than assessed by cybermentors. Cybermentors rated the Beatbullying website easy to use and safe. Cybermentees rated the cybermentors as easy to contact and talk to. Fuller results will be available at the conference.

"Cyberbullying: What are the Psychological Profiles of Bullies, Victims, and Bully-Victims?"

Ikuko Aoyama, Ph.D.

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Tokyo University of Social Welfare, Department of Psychology For the past few years, researchers have found the the relationship between internalizing problems and cyberbullying. The characteristics of vicims and bulies are also reveled. However, studies on bully-victims group are still scant. This group should not be overlooked because traditional bullying studies

have found that bully-victims experience double negative effects as both bullies and victims (Marini et al., 2006). In fact, bully-victims report a higher rate of depression, somatization, and psychiatric referrals than their other peer groups (Ybarra & Mitchell, 2004). Thus, The purpose of this study is to 1) classify youth into subgroups based on their frequency of involvement in cyberbullying (i.e., as a bully, victim, bully-victim, or not involved in cyberbullying); 2) to examine differences between four groups in terms of internalizing problems and peer relationships.

Participants were 463 middle and high school students in the U.S. (male = 47%, female = 50.9%; middle school = 26.1%, high school = 72.6%). The online survey was group administered during class time at each school. Cyberbullying and cybervictim experiences, self-esteem, depression, anxiety, stress, and peer relationships were measured. It was hypothesized that participants who were involved with cyberbullying would score lower on self-esteem and higher on depression, anxiety, and stress and lower peer relationships when compared to those who were not involved in cyberbullying, and the hypothesis was supported. As for classification, very few students were categorized in exclusively either the victim or the bully group. The majority of participants who were involved with cyberbullying were categorized in the bully-victim group.

How (dis)similar is cyberbullying to other traditional risk behaviors?

Jacek Pyżakski

Nofer Institute of Occupational Medicine, Lodz, Poland

Research shows that adolescents engaging in risk behaviours (such as violence, substances abuse, etc.) often engage in more than one kind of behaviuor at once. Moreover – risk and protective factors of engagement is such behaviors seem to be similar regardless the specific behaviour. Cyberbullying due to new media as tools for hostile acts seems to be a qualitatively new phenomenon.

Yet, it is vital to explore to what extent cyberbullying can be “placed in the same basket” with traditional risks behaviours – particularly when risks and protecting factors are in the scope. This knowledge is needed when we want to tailor prevention activities for the needs of adolescents – particularly those who engage in new risk behaviors connected to cyberspace and ICT usage.

Those issues have been explored in two research projects conducted among Polish adolescents.

The paper will show selected data from two research projects conducted in Poland – one national grant (N=2143, 15 y.o.) and ECIP Project (Daphne III) conducted in 6 countries (with Polish data presented) (N=573). The conclusion is that generally cyberbullying shows many similarities with more traditional risk behaviours and those who undertake this behavior seem also to engage in other risk behaviours. However there are some new risk factors that will be described.

Understanding the Role of Bystanders in Cyberbullying: A Call for Research.

Rhonda Craven (University of Western Sydney, Australia), Janet Mooney (University of Sydney, Australia), and Kurt Marder (University of Western Sydney, Australia)

Cyberbullying is an international social justice issues of our time; these behaviors have disturbing consequences for the wellbeing of targets, perpetrators, and communities (Parada, Craven, & Marsh, 2008; Swearer, Espelage, Vaillancourt, & Hymel, 2010). The importance of this topic makes construct validation research vital. Whilst traditional bullying research has been grounded by advances in theory, research, and practice that have resulted in identifying the key structural components of traditional bullying constructs, these advances have not been fully applied to cyberbullying research in a way that integrates, stimulates new directions in, and

extends scholarship. The role of bystanders has been demonstrated to be pivotal in traditional bullying (Sullivan, 2000). Salmivalli and others (Salmivalli, 1999; Salmivalli, Lagerspetz, Bjoerkqvist & Oesterman, 1996) has proposed that bystanders witnessing bullying incidents may react in different participant roles. Marsh et al. (2011) have identified four factors: Active Reinforcer (behaviors actively encouraging perpetrators); Passive Reinforcer (behaviors passively encouraging perpetrators); Target Advocate (behaviors supporting the target); and Ignore Disregard (behaviors ignoring a bullying incident and doing nothing about it). However, there is a paucity of research that has explicated the role of bystanders in relation to cyberbullying. In this paper we present a rationale and call for the dire need for both quantitative and qualitative research to explicate the extent of multidimensional roles of bystanders in cyberbullying, the extent of the similarity and differences of cyber bystander roles in relation to bystander roles in traditional bullying research, and the processes underpinning cyber bystander responses.

Revisiting Cyberbullying in Schools using the Quality Circle Approach

Simone Paul, Peter Smith & Herb Blumberg - Goldsmiths University of London.

An earlier study (Paul, Smith, & Blumberg, 2010) reported the use of Quality Circles (QC) in a UK school in the context of understanding and reducing bullying and cyberbullying. Here, we report further work in the same school setting. The QC approach allows explorative analysis of problems in school settings, whereby students embark on a problem-solving exercise over a period of time. The process involves identifying key issues and prioritising concerns, analysing problems and generating solutions, through participation in a series of workshops. The purpose of this research was to explore further the use of QCs as an effective means of gathering information on bullying and cyberbullying in school, and how these might have changed over one academic year; as well as to examine the use of QCs in empowering pupils and in producing pupil-led solutions. This study validated the use of QCs as an engaging process for pupils (N = 30) which encourages a range of suggested solutions to problems. The information gained from the QCs supported a transitory notion of bullying behaviour, whereby forms of bullying and cyberbullying continue to alter over time, thus prevention programmes must adapt to the changeable nature of this behaviour to remain effective.

“Interviews with the Cyberbullying”, contrasting and preventing cyberbullying with the help of new technologies.

Francesca Conti, Lucia Nencioni

Istituto degli Innocenti

Piazza SS.Annunziata, 12 Firenze

“Interviews with the Cyberbullying” is a part of the TROOL project (All Kids On Line Now), that was developed by Istituto degli Innocenti to promote web 2.0 literacy and a responsible use of the Internet among children and young people.

TROOL consists of a web 2.0 portal with a special editorial team and a series of educational, training and information activities for elementary and middle school pupils, faculty, education experts and parents.

“Interviews with the Cyberbullying” promotes knowledge and awareness of cyber bullying, and aims to provide children with valuable tools to recognize and contrast it.

Children and young boys first learn how to surf the web safely, then work in groups and interview friends, relatives and even personalities, using multimedial devices.

Tasks:

- bring media education into schools as a practice to provide children and teachers with Net knowledge;

- help children to recognize the dangers of the Net and to use it in a safe and responsible way;

- transform children from passive users into creators of quality contents that are shared with peers;

- teach children the importance of protection of privacy and self-reputation online;

- improve children's participation in social life bringing them from digital citizenship to citizenship *tout-court*;

- make children aware of the consequences of their behaviour and avoid they can become victims or actors of cyber bullying and cyber crimes in general.

Methods:

- didactic laboratories in classrooms: brainstorming, focus groups, role-playing, concept maps;

- didactic laboratories in multimedia rooms with a professional journalist: analysis of video-interviews, practice of safe surfing and simulation of interviews.

Obtained results:

- improvements in relationships and cooperation among childrens and young boys;

- production of both video- and written interviews about cyber bullying with personalities of the town;

- production of posts about cyber bullying for the portal Trool.

The work was realized with the financial support of the Tuscany Regional Government and the CIAF (Childhood and Adolescence Center) of Livorno municipality

Poster session, Paris COST Conference

Authors: *Linda Beckman and Lisa Hellström*

Working at "Centre for research on child and adolescent mental health" at Karlstad University

The spillover effect of cyberbullying from leisure to school - Implications for anti-bullying prevention

Abstract:

Background

Since cyberbullying transcend time and space, schools are likely to face new challenges. Schools have traditionally had comprehensive responsibility for anti-bullying work. However, as bullying now involve new technologies, the arena has been extended and new questions are raised on how the schools will be able to handle this new challenge and if this requires new working methodologies.

The school, and in particular school nurses and school counselors play important roles when working with bullying since they may be the first ones to meet students involved in bullying.

Aim:

The aim of this exploratory study was to gain knowledge about school nurses and school counselor's perspectives on challenges working with new types of bullying.

Method:

Four focus groups including 16 participants were conducted in November-January 2011/2012 in Sweden. Data were analyzed using content analysis.

Results:

The results showed that what happens during leisure time may also have an effect in school, implying s*pill-over effects*. Monday mornings often include talking about cyberbullying incidents that took place during the weekend.

Further, *awareness* included the importance of informing students and parents about how to deal with cyberbullying incidents and attitudes concerning Internet usage. Instead of taking a restrictive approach, the participants found it important to have had an engaging and reassuring view and to inform students about the risks involved.

Conclusions

The results confirm that cyberbullying challenges schools to work in new ways. New kinds of problems place new demands on schools as problem solvers, or “debriefers”, as students being involved in cyberbullying or harassments during the weekend actualize their vulnerability in school.

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Abstract for poster:

The research agenda of the Unicef Office of Research, Innocenti (IRC) covers areas such as child poverty, child protection and child rights[1] and the aim of the research is to provide an evidence base to inform policy and programming both within Unicef and its partners.

Between 2009 and 2011 the IRC carried out research on sexual abuse and exploitation of children through ICTs and the findings were presented in the Child Safety Online study. The study examines children’s online behaviour, risks and vulnerability to harm, documenting existing preventive and protective measures to combat their online abuse and exploitation.

Cyberbullying was raised as a key concern for children but was not analysed in depth in the study. As a follow up, the IRC, in collaboration with the McGill University, developed a discussion paper (to be finalised in July 2012). Key questions the paper examines are:

1. How is cyberbullying linked to offline bulling and peer violence more broadly?

2. The role and influences of gender, media, race and other underlying factors;

3. How do the emerging legislation and policy responses address cyberbullying?

The paper is based on a review of literature from 35 countries, including Unicef’s research such as:

- Unicef Croatia, Results from a survey on the 'Experiences and Attitudes of Children, Parents and Teachers toward the Electronic Media', 2011.

- Unicef Division of Communication, Youth of Turkey Online An Exploratory Study of the Turkish Digital Landscape, 2011.

[1] For more information about the research areas see: www.unicef-irc.org/aboutIRC/

- Unicef Division of Communication, From ‘What’s your ASLR’ to ‘Do You Wanna Go Private? 2011.

Unicef’s work in the field of cyberbullying is closely linked to its efforts to prevent violence in schools. As evidenced, bullying (and cyberbullying) can influence educational outcomes of children and their physical and psychological wellbeing, thus addressing this problem calls for multispectral approach and action that involves teachers, parents, policy makers and social workers.

The poster will show how the work on cyber bullying, bullying and peer violence is interlinked and how research may influence policy in practice

Comparative study of cyberbullying in Qatar and the UK: risk factors, impact on health and solutions

Authors:

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Abstract:

Traditional and cyber bullying are currently high-profile concerns for health practitioners, policymakers, schools, teachers, parents, children, and communities. The potential for cyberbullying has grown with the increasing penetration of networked computers and mobile phones among young people all over the world. There have been some studies on cyberbullying in the UK. However, research on traditional and cyber bullying and anti-bullying interventions and policies is lacking in Qatari schools. These issues need to be investigated and addressed, since cyberbullying causes huge distress to the victim (Ybarra et al., 2006; Smith et al., 2008) and the potential breadth of the audience for cyberbullying acts serves to intensify their impact. The proposed study is a cross-cultural, longitudinal study that investigates cyberbullying in Qatari and UK school children over 3 years. The objectives are to evaluate the diagnostic tools used by health practitioners when diagnosing problems related to cyberbullying; evaluate the adequacy of the current socio-legal and policy context and perform a systematic review and meta-analysis on cyberbullying studies. In addition, the study aims to describe the incidence and nature of bullying in the converged online-offline environment experienced in Qatar and the UK (age 11-16), to investigate the risk factors and consequences of cyberbullying amongst children and adolescents in a smaller sub-sample in Qatar and the UK (500 from each country) and to perform interviews with the health practitioners about the diagnostic tools that they use and the inclusion of cyberbullying. A qualitative study to investigate the feelings and perceptions of pupils on cyberbullying in comparison to traditional bullying and exploring the visual representation of the personal accounts of bullying of a small group of young people from both Qatar and the UK will also be performed. The study will inform health practitioners, policy makers and schools of suitable intervention programmes and legalization for cyberbullying to reduce its negative impact and prevalence.

The Effectiveness of Coping Strategies Used by Cyberbullying Victims.

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Abstract:

The poster will present preliminary findings from the survey on coping with cyberbullying that was conducted in November 2011/ January 2012. Overall, data from 2092 Czech adolescents aged 12-18 years were collected. In terms of victimization on the internet or via cell phones, 451 (68 % girls) reported that they had experienced cyberbullying or online harassment. We selected subsample of 130 (88 % girls) cyberbullying victims who reported harm that lasted for several or more weeks. These victims were asked about 26 possible coping strategies which they could use when handling with cyber victimization. The strategies covered several dimensions of coping strategies: technological coping, seeking support, reframing, retaliation, confronting the bully, avoidance, and dissociation. The most common strategies which victims used were labeling the aggressor as pitiful, trying to focus on something else to avoid thinking about cyberbullying, or telling someone about it. Furthermore, we asked about the effectiveness of used strategies. Victims were asked whether the strategies helped them feel better or whether it helped them stop cyberbullying. The results showed that the most common strategy that lead to end of the cyberbullying was deleting one´s own profile on the web page where cyberbullying had occurred, followed by changing the contact setting that prevented bullies to contact victims, and refraining from visiting the web page where cyberbullying had occurred. Offline retaliation, telling somebody about cyberbullying, and refraining from visiting the web page where cyberbullying had occurred represented the strategies that helped victims feel better.