

Reducing Cyberbullying in Schools

International Evidence-Based Best
Practices

Edited by

Marilyn Campbell

Queensland University of Technology (QUT),
Brisbane, QLD, Australia

Sheri Bauman

University of Arizona, Tucson, AZ, USA



ACADEMIC PRESS

An imprint of Elsevier

Contents

About the Editors	xiii
About the Authors	xv
Part One General Strategies	1
1 Cyberbullying: Definition, consequences, prevalence	3
<i>Marilyn Campbell, Sheri Bauman</i>	
Introduction	3
Cyberbullying definition	3
Bullying definition	4
Is cyberbullying a form of bullying, or something different entirely?	5
Why is the meaning of the word <i>cyberbullying</i> important?	6
Types of cyberbullying	7
Prevalence of cyberbullying	8
Consequences of cyberbullying	9
Overlap of forms of bullying	10
References	11
Further reading	16
2 Addressing traditional school-based bullying more effectively	17
<i>Ken Rigby, Coosje Griffiths</i>	
Introduction	17
Interventions: proactive and reactive	17
Proactive interventions	20
Reactive interventions	22
A note on interventions in cases of cyberbullying	25
Discussion	26
Conclusion	28
References	29
Further reading	32

3	Technological solutions for cyberbullying	33
	<i>Cigdem Topcu-Uzer, İbrahim Tanrikulu</i>	
	Introduction	33
	Conclusion	44
	Acknowledgments	44
	References	45
4	Cyberbullying and the law: Parameters for effective interventions?	49
	<i>Des Butler</i>	
	Introduction	49
	Australia/United Kingdom	50
	United States	55
	Conclusion	58
	References	59
	Further reading	60
5	Parents coping with cyberbullying: A bioecological analysis	61
	<i>Lian McGuire, James O'Higgins Norman</i>	
	Introduction	61
	A multisystemic issue	61
	Parents—a unique role	62
	A digital divide?	63
	ParentNets' study	65
	Discussion and conclusion	69
	References	70
	Further reading	72
	Part Two Programs	73
6	Online social marketing approaches to inform cyber/bullying prevention and intervention: What have we learnt?	75
	<i>Barbara A. Spears, Carmel Taddeo, Alan Barnes</i>	
	Why consider online social marketing as a strategy?	76
	What do meta-analyses of school-based cyber/bullying intervention research tell us?	77
	The safe and well online study	80
	What did the program look like: four online social media campaigns	80
	How did we do it: methodology	85
	What did we find and what does it mean practically?	87
	Strengths, limitations, and conclusions	90
	Acknowledgments	91
	References	91
	Further reading	94

7	Cyber-Friendly Schools	95
	<i>Donna Cross, Amy Barnes, Patricia Cardoso, Kate Hadwen, Thérèse Shaw, Marilyn Campbell, Phillip T. Slee</i>	
	What is the program and how is it delivered?	95
	Evidence for effectiveness	100
	Implications and future research	104
	Acknowledgments	106
	References	106
8	A model for providing bullying prevention programs to K-12 education while training future educators	109
	<i>Meghan K. McCoy, Elizabeth Kandel Englander, Katalin Parti</i>	
	The Massachusetts Aggression Reduction Center	109
	Program description and delivery	111
	Outcomes research	114
	Discussion	122
	References	123
	Further reading	124
9	KiVa antibullying program	125
	<i>Sanna Herkama, Christina Salmivalli</i>	
	What is the KiVa antibullying program?	125
	Implementation of the KiVa antibullying program	127
	Evidence of effects KiVa antibullying program has on cyberbullying	129
	Implications and future directions	131
	References	133
10	Online and school-based programs to prevent cyberbullying among Italian adolescents: What works, why, and under which circumstances	135
	<i>Ersilia Menesini, Valentina Zambuto, Benedetta E. Palladino</i>	
	What is the <i>NoTrap!</i> program	135
	How <i>NoTrap!</i> program is delivered	136
	Evidence of the program's effectiveness	139
	Conclusion and future research	141
	Acknowledgments	142
	References	142
	Further reading	143
11	A school-based cyberbullying preventive intervention approach: The Media Heroes program	145
	<i>Anja Schultze-Krumbholz, Pavle Zagorscak, Herbert Scheithauer</i>	
	Introduction	145
	What is the program and how is it delivered?	146
	The theoretical model behind the program	147

Different versions of the program for different needs	148
The intervention levels of the program	150
Evidence for effectiveness to date	151
Program acceptance	153
Program effectiveness	154
Acknowledgments	156
References	156
12 Stronger than Bullying, a mobile application for victims of bullying: Development and initial steps toward validation	159
<i>Isabelle Ouellet-Morin, Marie-Pier Robitaille</i>	
Introduction	159
Numeric platforms: A new opportunity to help bullying victims	160
Overview of Stronger than Bullying	160
Conceptual framework	161
Description of Stronger than Bullying	162
How the intervention is delivered?	163
Evidence for the program so far	164
The pilot study	164
The first investigation: A qualitative study	164
The second investigation: A quantitative study in schools	166
Discussion and conclusion	169
References	171
13 Stop Online Bullies: The advantages and disadvantages of a standalone intervention	175
<i>Francine Dehue, Trijntje Völlink, Nicole Gunther, Niels Jacobs</i>	
Introduction	175
What is the content of the program and how is it delivered?	175
Evidence for effectiveness	179
Benefits and drawbacks of Stop Online Bullies	180
Conclusion	182
References	184
Further reading	188
14 Cyberbullying prevention within a socio-ecological framework: The ViSC social competence program	189
<i>Petra Gradinger, Dagmar Strohmeier</i>	
Prevention of cyberbullying	189
The ViSC social competence program	192
Program evaluation	197
Lessons learned, drawbacks, and implications	199
Acknowledgments	200
References	200

15	The ConRed program: Educating in cybercoexistence and cyberbullying prevention by improving coexistence projects in schools	203
	<i>Jose A. Casas, Rosario Del Rey, Rosario Ortega-Ruiz</i>	
	Introduction	203
	What is the program and how is it delivered	204
	Theoretical basis of the program	205
	From coexistence to cybercoexistence	207
	Evidence for effectiveness	209
	References	210
16	Smartphone Summit: Children's initiative to prevent cyberbullying and related problems	213
	<i>Kazuo Takeuchi, Kaito Abe, Motoko Miyake, Yuichi Toda</i>	
	A short history of the Smartphone Summit	213
	The Smartphone Summit framework	215
	The logistics of the Smartphone Summit	217
	Evaluation of the Smartphone Summit	218
	Future directions	221
	References	222
	Further reading	223
17	An intervention using the Information-Motivation-Behavioral Skills Model: Tackling cyberaggression and cyberbullying in South African adolescents	225
	<i>Maša Popovac, Philip Fine</i>	
	Introduction	225
	Theoretical rationale for the program	226
	Evidence for the intervention's effectiveness	233
	Implications and evaluation of the intervention	238
	Conclusion	240
	References	240
18	A short intervention on cyberbullying for students in middle school and their parents	245
	<i>Leslie Ramos Salazar, Anthony J. Roberto, Jen Eden, Matthew Savage, Douglas Deiss</i>	
	Introduction	245
	What is the program and how is it delivered?	246
	Evidence for the intervention to date	247
	Recommendations & future directions	250
	Concluding thoughts	251
	References	251
	Further reading	252

Part Three Reflections	255
19 Commentary: Ways of preventing cyberbullying and evidence-based practice	257
<i>Peter K. Smith</i>	
Are rates of bullying and cyberbullying getting better or worse?	258
Technological versus relationship oriented interventions	259
Specialized versus generalized interventions	260
An ecological perspective	261
Sample characteristics	263
Some issues in intervention research	264
Implementation and evaluation	265
Summary	268
References	268
20 Summary	273
<i>Sheri Bauman, Marilyn Campbell</i>	
Reference	282
Index	283