Annotated Bibliography for Cyberbullying, 2009 - 2015

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE
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Summary: This document presents a collection of externally published research articles focusing on cyberbullying. Articles include authors from both academic and military settings. This bibliography includes articles, citations, and abstracts. A total of 22 reference citations are provided that span from 2009 to 2015.

External Reports

Aboujaoude, E., Savage, M. W., Starcevic, V., & Salame, W. O. (2015). Cyberbullying: Review of an old problem gone viral. *Journal of Adolescent Health*, 57(1), 10-18.

Purpose: To explore and understand cyberbullying via media attention.

Sample size: None.

Methodology:
- Searched the MEDLINE, PubMed, and PsycINFO databases for articles on cyberbullying and related designations.
- The Google search engine was used to capture otherwise unpublished legislative, governmental, and community response data and to help identify relevant books and book chapters..

Findings:
- A significant proportion of children and adolescents (20%-40%) have been victims of cyberbullying, with females and sexual minorities seemingly at higher risk.
- Perpetrators are more likely to be male.
- By nature of the electronic platform, there seems to be an easier path to the bully-victim phenomenon (victims who become bullies or vice versa) than that in traditional bullying.
- A nonlinear relationship with age is suggested, but demographic data overall are preliminary.
- Accompanying psychopathology, including an increasingly well-established link to suicidality, is common.

Implications/Prevention Strategies:
- Cyberbullying's seeming ubiquity, its disproportionate toll on vulnerable populations (e.g., children and sexual minorities), the link with suicidality, and the expected continued rise in Internet penetrance and connectivity make confronting it an urgent matter.
- A multipronged approach is most likely to succeed and would include: educational media campaigns; school-based programs; parental oversight and involvement; legislative action; and screening and evidence-based interventions by health care providers, especially pediatricians and mental health professionals.

Future research:
- Available data suggest a serious problem whose consequences are real and should not be dismissed as a "virtual" by-product of an increasingly digitalized childhood and adolescence.

Cantone, E., Piras, A. P., Vellante, M., Preti, A., Daníelsdóttir, S., D'Aloja, E., Lesinskiene, S., Angermeyer, MC, Carta MG, & Bhugra, D. (2015). Interventions on bullying and cyberbullying in schools: A systematic review. *Clinical Practice and Epidemiology in Mental Health, 11*(Suppl. 1 M4), 58.

Purpose: evaluating randomized-controlled trials (RTCs) conducted between 2000 and 2013 to assess the effectiveness of school interventions on bullying and cyberbullying.

Sample size: 17 studies met the criteria.

Methodology:
- A systematic search of the scientific literature was conducted on Pubmed/Medline and Ebsco online databases.
- We also contacted experts in the field of preventive bullying research.

Findings:
- The majority of studies did not show positive effects in the long term.
- The interventions focused on the whole school were more effective in reducing bullying than interventions delivered through classroom curricula or social skills training alone.

Implications/Prevention Strategies:
- While there is evidence that programs aimed at reducing bullying can be effective in the short term, their long-term effectiveness has not been established, and there are important differences in the results based on gender, age and socio-economic status of participants.
- Internal inconsistency in the findings of some studies, together with the wide variability of experimental designs and lack of common standardized measures in outcome evaluation, are important limitations in this field of research.

Future research: None.

Doane, A. N., Kelley, M. L., & Pearson, M. R. (2015). Reducing cyberbullying: A theory of reasoned action-based video prevention program for college students. *Aggressive Behavior.*

Purpose: The goals of the present study were to develop a Theory of Reasoned Action (TRA)-based video program to increase cyberbullying knowledge (1) and empathy toward cyberbullying victims (2), reduce favorable attitudes toward cyberbullying (3), decrease positive injunctive (4) and descriptive norms about cyberbullying (5), and reduce cyberbullying intentions (6) and cyberbullying behavior (7).

Sample size: 167 college students

Methodology:
- Subjects were randomly assigned to an online video cyberbullying prevention program or an assessment-only control group.

Findings:
- Immediately following the program, attitudes and injunctive norms for all 4 types of cyberbullying behavior (i.e., unwanted contact, malice, deception, and public humiliation), descriptive norms for malice and public humiliation, empathy toward victims of malice and deception, and cyberbullying knowledge significantly improved in the experimental group.
- At one-month follow-up, malice and public humiliation behavior, favorable attitudes toward unwanted contact, deception, and public humiliation, and injunctive norms for public humiliation were significantly lower in the experimental than the control group.
- Cyberbullying knowledge was significantly higher in the experimental than the control group.

Implications/Prevention Strategies:
- These findings demonstrate a brief cyberbullying video is capable of improving, at one-month follow-up, cyberbullying knowledge, cyberbullying perpetration behavior, and TRA constructs known to predict cyberbullying perpetration.

Future research: None.

Erdur-Baker, Ö. (2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky usage of internet-mediated communication tools. *New Media & Society*, 12(1), 109-125.

Purpose: This study examined the relationships between cyber and traditional bullying experiences regarding gender differences. Also, the contributions of frequent and risky usage of internet to cyber bullying experiences were examined.

Sample size: The participants were 276 adolescents (123 females, 151 males and 2 unknown) ranging in age from 14 to 18 years.

Methodology: None.

Findings:
- The results revealed that 32 percent of the students were victims of both cyber and traditional bullying, while 26 percent of the students bullied others in both cyber and physical environments.
- Compared to female students, male students were more likely to be bullies and victims in both physical and cyber-environments.
- The multivariate statistical analysis indicated that cyber and traditional bullying were related for male students but not for female students.
- Moreover, the multiple regression analysis revealed that both frequent and risky usage of internet account for a significant variance of cyberbullying but their contributions differ based on genders.

Implications/Prevention Strategies: None.

Future research:
- How gender influences aggressiveness and likeliness to bully in the future.

Farley, S., Coyne, I., Sprigg, C., Axtell, C., & Subramanian, G. (2015). Exploring the impact of workplace cyberbullying on trainee doctors. *Medical Education*, 49(4), 436-443.

Purpose: This study examines the impact of cyberbullying among trainee doctors, and how attributions of blame for cyberbullying influence individual and work-related outcomes.

Sample size: 158 trainee doctors (104 women, 54 men).

Methodology:
- Doctors over 6 months into training were asked to complete an online survey that included measures of cyberbullying, blame attribution, negative emotion, job satisfaction, interactional justice and mental strain.

Findings:
- Overall, 73 (46.2%) respondents had experienced at least 1 act of cyberbullying.
- Cyberbullying adversely impacted on job satisfaction and mental strain, although attributions of blame for the cyberbullying influenced its impact and the path of mediation.
- Negative emotion mediated the relationship between self-blame for a cyber-bullying act and mental strain, whereas interactional injustice mediated the association between blaming the perpetrator and job dissatisfaction.
- Acts of cyberbullying had been experienced by nearly half of the sample during their training and were found to significantly relate to ill health and job dissatisfaction.
- The deleterious impact of cyberbullying can be addressed through both workplace policies, and training for trainee doctors and experienced medical professionals.

Implications/Prevention Strategies: None.

Future research: None.

Friend, D. M. (2014). *Cyber Bullying Evolved: Bullying in the Military Workcenter* (Master's thesis, Regis University, 2014). Denver: All Regis University Theses.

Purpose: to understand the occurrence of cyberbullying amongst military personnel.

Sample size:
- The sample consisted of 51 military maintainers and 1 dependent who were all experts in their respective career fields. Each member was chosen to paint a full picture of the problem by incorporating from brand new military members to seasoned veterans and every stage in between.
- This study did not ask for individual sex so there is no breakdown between male and female responses.

Methodology:
- The data collected from the survey looked at bullying and victimization and cyber threats and was sorted utilizing Microsoft Excel and the Survey Monkey assessments.

Findings:
- The social conformity environment that the military enforces on its members allows those who are nonconforming to stand out more, and therefore be targets for bullying.
- Overall cyberbullying and bullying in general are problems that have embedded themselves into a society that seems to function regardless of its interference.

Implications/Prevention Strategies:
- It would be wise to incorporate a military policy based on cyberbullying and workplace bullying due to the responses received by patrons that have been personally influenced and those that have no understanding of the issue which in time may disclose there is a larger issue.

Future research:
- How cyberbullying negatively impacts different age groups in the military.

Hemphill, S. A., Tollit, M., Kotevski, A., & Heerde, J. A. (2014). Predictors of traditional and cyber-bullying victimization a longitudinal study of Australian secondary school students. *Journal of Interpersonal Violence.*

Purpose: The purpose of the present article is to compare the individual, peer, family, and school risk and protective factors for both traditional and cyberbullying victimization.

Sample size: This article draws on data from 673 students from Victoria, Australia, to examine Grade 7 (aged 12-13 years) predictors of traditional and cyberbullying victimization in Grade 9 (aged 14-15 years).

Methodology:
- Participants completed a modified version of the Communities That Care youth survey.

Findings:
- There were few similarities and important differences in the predictors of traditional and cyberbullying victimization.
- For Grade 9 cyberbullying victimization, in the fully adjusted model, having been a victim of traditional bullying in Grade 7 and emotional control in Grade 7 were predictors.
- For Grade 9 traditional bullying victimization, predictors were Grade 7 traditional bullying victimization, association with antisocial peers, and family conflict, with family attachment and emotional control marginally statistically significant.

Implications/Prevention Strategies:
- The use of evidence-based bullying prevention programs is supported to reduce experiences of both traditional and cyberbullying victimization, as is the implementation of programs to assist students to regulate their emotions effectively.
- In addition, traditional bullying victimization may be reduced by addressing association with antisocial friends, family conflict, and bonding to families.

Future research: None.

Holt, T. J., Fitzgerald, S., Bossler, A. M., Chee, G., & Ng, E. (2014). Assessing the risk factors of cyber and mobile phone bullying victimization in a nationally representative sample of Singapore youth. *International Journal of Offender Therapy and Comparative Criminology.*

Purpose: This study utilized routine activity theory to examine the relationships between online behaviors, target suitability, and cyber and mobile phone-based bullying victimization.

Sample size: youth from 9 schools across Singapore

Methodology: None.

Findings:
- Key measures in all 3 categories-access to technology, online routine behaviors, and target suitability-were significant predictors of both forms of bullying victimization.
- In particular, females and victims of physical bullying were more likely to experience both forms of victimization.
- Access to technology and online routine behaviors predicted cyber and mobile phone-based bullying victimization differently.

Implications/Prevention Strategies:
- These findings demonstrate that routine activity theory is a viable framework to understand online bullying in non-Western nations, consistent with the existing literature on Western nations.

Future research: None.

Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health*, 53(1), S13-S20.

Purpose: To examine the relationship between children's and adolescents' experiences with cyberbullying and traditional bullying and psychological health, physical health, and academic performance.

Sample size: 931 students in grades 6-12

Methodology:
- An anonymous survey was given to the subjects to measure levels of anxiety, depression, self-esteem, physical well-being, school attendance, and academic performance.
- The students were categorized as belonging to 1 of 4 groups: cyber victims, cyberbullies, cyberbully/victims, and those not involved in cyberbullying.
- A similar categorization was done with traditional bullying.

Findings:
- Those in the bully/victim groups (and particularly the cyber bully/victim group) had the most negative scores on most measures of psychological health, physical, health, and academic performance.
- There appears to be a substantial, although not perfect, overlap between involvement in traditional bullying and cyberbullying. Additionally, the physical, psychological, and academic correlates of the 2 types of bullying resembled one another.

Implications/Prevention Strategies: None.

Future research: None.

Kraft, E., & Wang, J. (2010). An exploratory study of the cyberbullying and cyberstalking experiences and factors related to victimization of students at a public liberal arts college. *International Journal of Technoethics*, 1(4), 74-91.

Purpose: This article shows the results of a study of the cyberbullying and cyberstalking experiences of students at a public liberal arts college.

Sample size: A total of 57 respondents, comprised of sophomores, juniors, seniors, and graduate students at a college.

Methodology: A survey

Findings:
- The prevalence rates were 10% for cyberbullying and 9% for cyberstalking.
- Traditional college students under 25 years of age were experiencing and participating in cyberbullying at higher rates than older college students.
- Prior experience as a victim of cyberbullying in high school was a significant risk factor for cyberbullying and cyberstalking in college, which implies that students' roles in cyberbullying are maintained from high school to college.
- The majority of college students are handling cyberbullying incidents themselves rather than utilizing campus resources, but 2/3 of respondents would be more likely to consider reporting an incident if there was a central e-mail address available for reporting incidents.

Implications/Prevention Strategies:
- Incorporate a bullying resource for students to go to if they are being bullied.

Future research: None.

Lazuras, L., Barkoukis, V., Ourda, D., & Tsorbatzoudis, H. (2013). A process model of cyberbullying in adolescence. *Computers in Human Behavior,* 29(3), 881-887.

Purpose: The present study used an integrated theoretical model incorporating empathy, moral disengagement, and social cognitions related to cyberbullying.

Sample size: 355 randomly selected adolescents

Methodology: Structured questionnaires were administered.

Findings:
- Linear regression analysis showed that social norms, prototype similarity and situational self-efficacy directly predicted cyberbullying expectations.
- Multiple mediation modeling indicated that normative influences mediated the effects of moral disengagement and affective empathy on cyberbullying expectations.

Implications/Prevention Strategies:
- These findings provide valuable information regarding the effect of both distal and proximal risk factors for cyberbullying in adolescence, highlight the relationship between normative processes and moral self-regulation, and set the basis for related educational and preventive interventions.

Future research: None.

Mishna, F., Khoury-Kassabri, M., Gadalla, T., & Daciuk, J. (2012). Risk factors for involvement
in cyberbullying: Victims, bullies and bully–victims. *Children and Youth Services
Review,* 34(1), 63-70.

Purpose: The purpose of the current study was to examine the frequency of cyberbullying
among youth.

Sample size: A diverse sample of 2186 middle and high school students

Methodology:
- Self report questionnaires

Findings:
- Over 30% of the students in this study identified as involved in cyberbullying, as victims
or perpetrators, and 1 in 4 of the students (25.7%) reported having been involved in
cyberbullying as both bully and victim during the previous 3 months.
- Students who were involved in cyber bullying were more likely than others to report
perpetration of violence toward peers, to use computers for more hours a day, and to give
their password to friends.
- Other risk factors, such as gender, age and safety, were found to be specific only for 1
category of cyber bullying.
- The findings revealed that students are highly involved in cyberbullying.
- In traditional bullying the category of bully–victims represents the smallest and most
vulnerable group of children, whereas in the current study the bully–victims category
emerged as common.
- In addition, females were more likely than males to be bully–victims, in contrast to
research on traditional bullying, in which more males than females are typically involved
as bully–victims.
- In addition, several risk factors were common among the 3 groups of children, including
the amount of hours per day students use the computer, and giving passwords to a friend.

Implications/Prevention Strategies: None.

Future research:
- These results point to the need for further examination and to focus on the risk factors for
students' cyber bullying involvement in each of the 3 categories.

Mishna, F., McInroy, L., Lacombe-Duncan, A., & Daciuk, J. (2015). Motivations for cyberbullying study: A longitudinal and multi-perspective inquiry.

Purpose: A study to understand motivations for cyberbullying and how it evolves during a period of 3 years.

Sample size: 3 participant groups were selected: (1) students, (2) parents, and (3) teachers.

Methodology:
- A series of questionnaires and conducting interviews.

Findings:
- Many felt that being bullied was a normalized feeling.
- Additionally, a theme of not wanting to report bullying emerged for fear of the consequences.
- Furthermore, bullying was found to be different in perceptions and methodologies by gender.

Implications/Prevention Strategies: None.

Future research: None.

Pabian, S., & Vandebosch, H. (2015). An investigation of short-term longitudinal associations between social anxiety and victimization and perpetration of traditional bullying and cyberbullying. *Journal of Youth and Adolescence,* 1-12.

Purpose: This study examined short-term longitudinal associations between feelings of social anxiety and involvement in traditional bullying and cyberbullying.

Sample size: 2128 adolescents aged 10-17 (56.6 % girls).

Methodology:
- A cross-lagged panel analysis provided evidence for the contribution of social anxiety to later victimization of bullying, both on- and off-line.
- The possibility of a reciprocal relationship was also examined, although it was not supported.
- Furthermore, longitudinal bidirectional relationships between social anxiety and the perpetration of bullying were investigated.

Findings:
- Only 1 significant longitudinal association was found: the perpetration of traditional bullying predicted subsequent higher levels of social anxiety.

Implications/Prevention Strategies:
- Lowering levels of internet usage.

Future research: None.

Perren, S., Dooley, J., Shaw, T., & Cross, D. (2010). Bullying in school and cyberspace: Associations with depressive symptoms in Swiss and Australian adolescents. *Child and Adolescent Psychiatry and Mental Health*, 4(28), 1-10.

Purpose: The current study investigated associations between cyber versus traditional bullying and depressive symptoms.

Sample size: 374 and 1320 students from Switzerland and Australia respectively

Methodology:
- All participants completed a bullying questionnaire (assessing perpetration and victimization of traditional and cyber forms of bullying behavior) in addition to scales on depressive symptoms.

Findings:
- Across both samples, traditional victims and bully-victims reported more depressive symptoms than bullies and non-involved children.
- Importantly, victims of cyberbullying reported significantly higher levels of depressive symptoms, even when controlling for the involvement in traditional bullying/victimization.
- Overall, cyber-victimization emerged as an additional risk factor for depressive symptoms in adolescents involved in bullying.

Implications/Prevention Strategies: None

Future research: The correlation between mental health and bullying.

Pham, T., & Adesman, A. (2015). Teen victimization: prevalence and consequences of traditional and cyberbullying. *Current Opinion in Pediatrics*, 27(6), 748-756.

Purpose: The present article reviews several key risks and consequences of bullying for adolescent victims.

Sample size: None.

Methodology: None.

Findings:
- Bullying victimization has been linked with a number of adverse health and social outcomes, including mental health issues, weapon-carrying, substance abuse, academic problems, and other adverse consequences - some of which may persist into adulthood.
- Recent findings on cyberbullying, in particular, highlight the real-life consequences of virtual victimization.
- Pediatricians play a critical role in identifying and supporting victims of bullying and counseling parents about surveillance and intervention strategies.

Implications/Prevention Strategies: None.

Future research: None.

Renati, R., Berrone, C., & Zanetti, M. A. (2012). Morally disengaged and unempathic: Do cyberbullies fit these definitions? An exploratory study. *Cyberpsychology, Behavior, and Social Networking,* 15(8), 391-398.

Purpose: The main purpose of the present exploratory study was to investigate the associations between cyberbullying and the mentioned constructs among Italian adolescents.

Sample size: 819 high-school students (mean age 16.08)

Methodology:
- The subjects were administered a battery of standardized tools, along with Cyberties, a new instrument created to assess the prevalence of (and the type of involvement in) different forms of electronic assaults.
- Analyses of variance were conducted to compare 4 roles ("pure" bullies, "pure" victims, bully victims, and uninvolved subjects).

Findings:
- Participants who identified themselves as cyber bullies or cyber bully victims showed significantly higher levels of overall moral disengagement and of both types of aggression.
- Cyberbullies also displayed a lack of affective empathy.

Implications/Prevention Strategies:
- People who bully often do not have the emotional capability that bullied people do.
- Thus, their emotional coping strategies result in bullying but instead we should aim to help bullies grow emotionally.

Future research: None.

Runions, K. C., & Bak, M. (2015). Online moral disengagement, cyberbullying, and cyber-aggression. *Cyberpsychology, Behavior, and Social Networking,* 18(7), 400-405.

Purpose: This article reviews the literature to propose a new conceptual framework addressing how features of the online context may enable specific mechanisms that facilitate moral disengagement.

Sample size: None.

Methodology:
- Specific affordances for moral disengagement proposed here include the paucity of social-emotional cues, the ease of disseminating communication via social networks, and the media attention on cyber bullying, which may elicit moral justification, euphemistic labeling, palliative comparison, diffusion and displacement of responsibility, minimizing and disregarding the consequences for others, dehumanization, and attribution of blame.

Findings:
- These ideas suggest that by providing affordances for these mechanisms of moral disengagement, online settings may facilitate cyber-aggression and cyberbullying.

Implications/Prevention Strategies: None.

Future research: None.

Samnani, A., & Singh, P. (2014). Performance-enhancing compensation practices and employee productivity: The role of workplace bullying. *Human Resource Management Review, 24*(1), 5-16.

Purpose: to present a typology and conceptual model that explore the boundary conditions under which performance-enhancing compensation practices may result in bullying behavior with differential effects on target and perpetrator productivity.

Sample size: None

Methodology: None

Findings:
- By mediating the roles of individual competition and stress between zero-sum pay systems and workplace bullying, perpetrators realized increased productivity.
- This increased productivity was generated through instilling fear in the targeted employee to compete for output, which increased the perpetrator's relative ranking.
- As a result, targets tended to suffer decreased productivity.

Implications/Prevention Strategies:
- Eliminate environments of competition in the workplace and both bullies and the perpetrators will be more productive.

Future research: None.

Sourander, A. (2010). The association of suicide and bullying in childhood to young adulthood: A review of cross-sectional and longitudinal research findings. *Canadian Journal of Psychiatry,* 55(5), 282.

Purpose: To review the research addressing the association of suicide and bullying, from childhood to young adulthood, including cross sectional and longitudinal findings.

Sample size: Varied

Methodology: Varied

Findings:
- Cross-sectional findings indicate that there is an increased risk of suicidal ideation and/or suicide attempts associated with bullying behavior and cyberbullying.
- The few longitudinal findings available indicate that bullying and peer victimization lead to suicidality but that this association varies by sex.
- Discrepancies between the studies available may be due to differences in the studies participants and methods.

Implications/Prevention Strategies:
- Bullying & peer victimization constitute more than correlates of suicidality.

Future research:
- Identifying specific causal paths between bullying and suicide.

Waasdorp, T. E., & Bradshaw, C. P. (2015). The overlap between cyberbullying and traditional bullying. *Journal of Adolescent Health,* 56(5), 483-488.

Purpose: The first aim was to examine the overlap of traditional bullying with cyberbullying.
The second aim examined student- and school-level correlates of cyber victimization as compared to traditional victims.
The final aim explored details of the cyberbullying experience (e.g., who sent the message, how was the message sent, and what was the message about).

Sample size: Data came from 28,104 adolescents (grades, 9-12) attending 58 high schools

Methodology: None.

Findings:
- Approximately 23% of the youth reported being victims of any form of bullying (cyber, relational, physical, and verbal) within the last month, with 25.6% of those victims reported being cyberbullied.
- The largest proportion (50.3%) of victims reported they were victimized by all 4 forms, whereas only 4.6% reported being only cyberbullied.
- Multilevel analyses indicated that as compared to those who were only traditionally bullied, those who were cyberbullied were more likely to have externalizing and internalizing symptoms.
- Additional analyses examined detailed characteristics of the cyberbullying experiences, indicating a relatively high level of overlap between cyber and traditional bullying.

Implications/Prevention Strategies:
- Target youth involved with cyberbullying and other forms of bullying are also likely to diminish.

Future research: None.

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*(4), 368-375.

Purpose: 4 forms of school bullying behaviors among US adolescents and their association with socio-demographic characteristics, parental support and friends were examined.

Sample size: Data were obtained from the Health Behavior in School-Aged Children (HBSC) 2005 Survey, a nationally-representative sample of grades 6 to 10 (N = 7182).

Methodology:
- The Olweus Bully/Victim Questionnaire was used to measure physical, verbal and relational forms of bullying.
- 2 items were added using the same format to measure cyberbullying.
- For each form, 4 categories were created: bully, victim, bully-victim, and not involved.
- Multinomial logistic regressions were applied, with socio-demographic variables, parental support and number of friends as predictors.

Findings:
- Prevalence rates of having bullied others or having been bullied at school for at least once in the last 2 months were 20.8% physically, 53.6% verbally, 51.4% socially or 13.6% electronically.
- Boys were more involved in physical or verbal bullying, while girls were more involved in relational bullying.
- Boys were more likely to be cyber bullies, while girls were more likely to be cyber victims.
- African-American adolescents were involved in more bullying (physical, verbal or cyber) but less victimization (verbal or relational).
- Higher parental support was associated with less involvement across all forms and classifications of bullying.
- Having more friends was associated with more bullying and less victimization for physical, verbal and relational forms, but was not associated with cyberbullying.

Implications/Prevention Strategies:
- Parental support may protect adolescents from all 4 forms of bullying.
- Friends associate differentially with traditional and cyberbullying.
- Results indicate that cyberbullying has a distinct nature from traditional bullying.

Future Research: How adolescent behavior evolves into adult behavior, in regards to bullying.