Effective Interventions That Decrease Cyberbullying Perpetration and Victimization

A Brief Summary of "A Systematic Review and Meta-Analysis of Interventions to Decrease Cyberbullying Perpetration and Victimization"

What is the aim of this review?

With the increase of internet usage and access among students, there has been an unfortunate rise in cyberbullying.

Cyberbullying perpetration and victimization refers to the act of giving and receiving negative, damaging, or abusive language online. In a recent survey from the National Center for Education Statistics (NCES), 15% of students ages 12–18 have been cyberbullied.

Research suggests that both victims and perpetrators of cyberbullying experience a range of negative outcomes, such as anxiety or lower academic performance.

The goal of this systematic review and meta-analysis is to summarize the effects such interventions have on the outcomes of cyberbullying perpetrators and victims.

What studies are included?

This review included studies that examine interventions on cyberbullying, or school-based social interventions, for students in grades K–12. In total, this review included 50 studies that examined the effects of such interventions on cyberbullying perpetration and victimization.

Most interventions (80%) included some form of skills building, which refers to training students for competencies applicable in real life (e.g., Skills for Life). A large group of the interventions (67%) included prepared contents to guide teachers, counselors, or family members to deliver the intervention (e.g., the Cyberbullying Prevention Program, an 8-week curriculum). Another group of interventions (65%) included a multimedia component such as videos that deliver content (e.g., Second Step). Other interventions include components of psychoeducation, individual or group targeted responses, or school policy changes.

> "Future implementation of one of the included programs that showed statistically significant intervention effects will reduce cyberbullying."

What are the main findings of this review?

Interventions targeting cyberbullying were effective in decreasing cyberbullying perpetration and victimization. The interventions also were associated with a decrease in in-person bullying perpetration and victimization.

Interventions with a focus on cyberbullying were moderately more effective for cyberbullying and traditional bullying, relative to programs with a focus on general violence interventions. Interventions were slightly more effective for cyberbullying perpetration than cyberbullying victimization.

Interventions were more effective for cyberbullying victimization when the sample included a larger proportion of males and when the sample had a higher socioeconomic status.

Other program and study characteristics, such as whether the study met What Works Clearinghouse review standards were considered but were not associated with program effectiveness.

What do the findings in the review mean?

Interventions aimed at reducing cyberbullying perpetration and victimization are successful and will likely decrease both online and in-person bullying perpetration and victimization. Interventions with a cyberbullying focus are more successful than others and will likely have a slightly larger effect on cyberbullying perpetration than victimization.

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