Cyberbullying: Shifting boundaries in scenes and roles of offending and victimization. The TABBY model program

Background: There are several studies focusing on school bullying (Smith, Pepler & Rigby, 1999, Farrington & Baldry, 2008), however its online version, cyberbullying is a less researched area: it only emerged by the spreading of Internet and mobile communication technology (see e.g. Europe's most comprehensive study on the field, the EU Kids Online published by Livingstone, Haddon, Görzig & Ólafsson, 2010; and its follow up by Livingstone, Kirwil, Ponte & Staksrud, 2013) Though even today, there is just a few program which evaluation is properly tested. (Smith, Pepler & Rigby, 2004; Vreeman & Carrol, 2007; Farrington & Baldry, 2008) Nontheless, online bullying requires complex management strategy.

Objective: TABBY in Internet (JLS/2009-2010/DAP/AG) is a complex action research managed through the years 2011 and 2012, with the participation of 5 European countries. The presentation aims to describe the structure and the most important results of the research, as well as its options of utilization.

Method: We tested 11-17 year-old pupils' 'objective' (environmental) and 'subjective' (personal) risk factors of getting involved in school (offline) and online bullying situations, the prevalence and patterns of bullying, and its possible background elements, in two steps (pre-test and post-test survey), by an online self report risk assessment toolkit (TABBY toolkit). Between the two tests, we provided sensitization trainings for teachers, school counselors, and similar trainings for students (peer mentors), so the effectiveness of the trainings and the activities of the mentors could be measured by comparing the outcomes of the first and the follow up tests.

Results: Researches show that there is a strong link between school and online bullying. (Offline incidents often migrate into online scenes: Raskauskas & Stoltz, 2007; Patchin & Hinduja, 2006) Our experience has justified an additional characteristic of bullying: whereas the roles of bully and victim are less permeable at school, the borderline between the two types of behavior is not so strict in the online scene. Victims of school bullying usually stay victims at school, however they tend to become offenders and take revenge online. (Patchin & Hinduja, 2006, 2009; Menesini & Nocentini, 2009) We studied the prevalence and patterns of different types of bullying, its gender distribution, and the environmental and personal factors conjugating in the role of an offender, a victim or a bystander. We managed to separate groups with different level of involvement into offline and online bullying by level of vulnerability and socio-demographic features. The study identified the factors that form the 3 types of role.

<u>Conclusion</u>: Students with different roles apply different coping mechanisms, so that they require different approaches from the school staff. We can conclude that the trainings were effective, as the experimental group showed less risk level compared to the pre-test and the control group's results. The program has positive outcome, however there are weaknesses as well. Important lessons learned that have to be incorporated in the follow up of the program.

Bio of the authors

<u>Katalin Parti (author 1)</u>
a Ph.D. in infocommunication and law, an MA in media- and communication sociology, and a is BSc in law and political sciences. She is a research fellow with the National Institute of Criminology with research fields of cybercrime, cyber deviances, policing virtual realities, and surveillance society.

<u>Andrea Schmidt (author 2)</u>
is an economist and sociologist, an academic researcher at Hungarian Academy of Sciences on the fields of education, sustainable development, innovation and urban sociology, and lecturer of social economy at Moholy-Nagy University of Art and Design Budapest. Schmidt is a PhD candidate in sociology at ELTE University, Budapest.

<u>Bálint Néray (author 3)</u>
Bálint Néray is a sociologist, a PhD candidate at Corvinus University of Budapest, a young researcher at Hungarian Academy of Sciences on the fields of education, social network analysis; further more a lecturer at Corvinus University of Budapest and Széchenyi István College for Advanced Studies.

<u>György Virág (author 4)</u>
is Ph.D., clinical psychologist and lawyer, researcher on criminology and criminal psychology, leading lecturer on criminal psychology at the Criminology Master Course of ELTE University, Budapest. Former director, currently the deputy of the National Institute of Criminology Hungary.