

Cyberbullying:

Identification, Prevention, and Response



2026 Edition

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CYBERBULLYING
RESEARCH CENTER

People have been bullying each other for generations. The latest generation, however, can utilize technology to expand their reach and the extent of their harm.

This phenomenon, termed [cyberbullying](#), is defined as: "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Basically, we are referring to incidents where individuals use technology to harass, threaten, humiliate, or otherwise hassle their others. For example, a person can send vicious texts to others or spread rumors using smartphones or tablets. Some have also targeted others through hurtful content on social media, [livestreaming](#) platforms, and [metaverse environments](#). Still others might repeatedly threaten or stalk through private messages or anonymous apps, or even use [generative AI tools to cause harm](#).

While we have conducted international studies on [the experiences of adults](#), our research primarily involves children and adolescents. It is this population that we will focus on since so many youth-serving professionals, parents, and guardians have requested help to best serve those under their care.



What are some negative effects that cyberbullying can have on a person?

There are [many detrimental outcomes](#) associated with cyberbullying that reach into the real world. First, many targets report feeling depressed, sad, angry, and frustrated. In addition, [research](#) has tied experience with cyberbullying to low self-esteem, depression, anxiety, family problems, academic dif-

ficulties, delinquency, school violence, and suicidal thoughts and attempts. Over 60% of the students who experienced cyberbullying stated that it deeply affected their ability to learn and feel safe at school, while 10% said they skipped school at least once in the previous year because of cyberbullying.

Where does cyberbullying commonly occur?

Cyberbullying occurs across a variety of venues and mediums in cyberspace, and it shouldn't come as a surprise that it occurs most often where adolescents congregate online. In the early 2000s, many youth hung out in chat rooms, and as a result that is where most harassment took place. [With most youth currently drawn to social media](#) (such as Instagram, Snapchat, TikTok, and X/Twitter), voice/text chat in popular games (such as Roblox, Counterstrike 2, Call of Duty: Black Ops 7, Fortnite, Valorant, and Marvel Rivals) and video-sharing, streaming, and community sites (such as YouTube, Discord, and Twitch). This trend has led to increased reports of cyberbullying occurring in those environments -although their frequency, type, and the context varies greatly. We are also seeing it happen in XR (extended reality), inclusive of augmented reality (AR) and virtual reality (VR) spaces (also termed the "metaverse"), in social gaming sites, and on anonymous apps.

Cyberbullying by the numbers

[Estimates of the number of youth who experience cyberbullying vary widely](#) (ranging from 10-40%+), depending on the age of the group studied and how cyberbullying is formally defined. In our research, we inform students that cyberbullying is when someone "repeatedly makes fun of another person online or repeatedly picks on another person through email or text message or when someone posts something online about another person that they don't like." Using this definition, about 23% of the students who have been a part of our most recent five national studies over the last ten years have said they have been the victim of cyberbullying in the most recent 30 days. Across these studies, about 8% admitted to cyberbullying others during that time. In our 2025 [study](#) of a nationally-

Someone had created a TikTok account under our school name and made a racist video against me. It put out the impression to pretty much kill myself and that I should be beaten up by other people. My mother reported the video so that TikTok would take it down and delete the page completely. She then spoke to the school and an officer got involved along with our guidance counselor and a couple other teachers until the video was traced back to one girl in particular that I knew had already posted the video. I was afraid that people were gonna take it seriously and I was going to get hurt or beat up or God only knows when I went back to school. ~16-year-old girl from Kentucky

representative sample of approximately 3,500 middle and high schoolers in the U.S., 32.7% said they had been cyberbullied within the previous 30 days, an increase from 16.5% in 2016.

As another reference point, we conducted a [nationally-representative study of over 1,000 tweens](#) (9- to 12-year-olds) in 2020 and found that 14.9% had witnessed cyberbullying, 14.5% had been cyberbullied, and 3.2% admitted to cyberbullying others. In this study, 94% of tweens who were cyberbullied said it negatively impacted their life in some way. Nearly 70% said it affected their feelings about themselves, and about one-third said it affected their friendships, 13% said it affected their physical health, and 6.5% shared it influenced their school-work.

Cyberbullying vs. traditional bullying

While often similar in terms of form and technique, cyberbullying and traditional bullying have many differences that can make the former even more devastating. With cyberbullying, targets may not know who is targeting them, or why. The aggressor can cloak his or her identity using anonymous accounts and pseudonymous screennames. Also, the hurtful actions of those who cyberbully can more easily go viral; that is, a large number of people (at school, in the neighborhood, in the city, in the world!) can participate in the victimization, or at least find out about the incident with a few keystrokes or touchscreen impressions. It seems, then, that the pool of potential targets, aggressors, and witnesses/bystanders is limitless.

Furthermore, it is often easier to be cruel using technology because cyberbullying can be done from a physically distant location, and the aggressor doesn't have to see the immediate response by

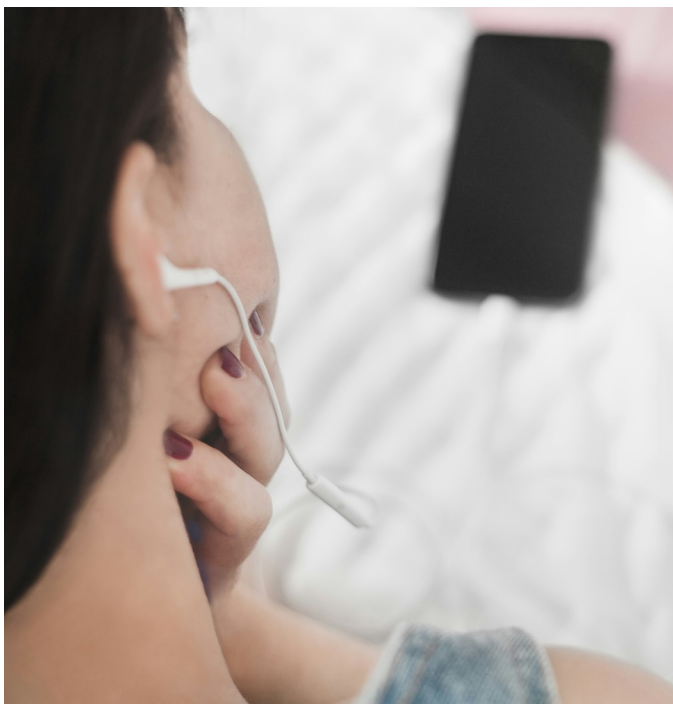
the target. In fact, some teens simply might not realize the serious harm they are causing because they are sheltered from the target's response. Finally, while parents and teachers are doing a better job monitoring youth at school and at home, many adults don't have the technological skills (or time) to keep track of what teens are up to online. As a result, a target's experience may be missed and an aggressor's actions may be left unchecked. Even if those who bully are identified, many adults find themselves unprepared to adequately respond.

Why is cyberbullying a major issue?

Because online communication tools have become a ubiquitous and essential part of the lives of youth, it is not surprising that some will utilize devices, apps, and platforms to be malicious or menacing toward others. The fact that teens are constantly connected to technology means they are susceptible to victimization, and able to act on mean impulses toward others, around the clock. And since some adults have been slow to respond to cyberbullying, many feel that there are little to no consequences for their actions.

Obstacles in the fight to stop cyberbullying

There are two primary challenges today that make it difficult to prevent cyberbullying. First, even though this problem has been around for over two decades, some people still don't see the harm associated with it. Some attempt to dismiss or disregard cyberbullying because there are "more serious problems to worry about." While it is true that there are many issues facing adolescents, parents, teachers, and law enforcement today, we first need to accept that cyberbullying is one such problem that will only get worse if ignored.



The role of parents and caregivers

[The best approach parents and caregivers can take when their child is cyberbullied](#) is to make sure they feel (and are) safe, and to convey unconditional support. Parents must demonstrate to their children through words and actions that they both desire the same end result: **that the cyberbullying stop** and that life does not become even more difficult. This can be accomplished by working together to arrive at a mutually-agreed upon course of action, as many times it is appropriate (and important) to solicit the child's opinion as to what might be done to improve the situation. It is so critical not to be dismissive of their perspective, but to validate their voice and perspective. Targets of cyberbullying (and those who observe it) must know for sure that the adults who they tell will intervene rationally and logically, and not make the situation worse.

The other challenge relates to who is willing to step up and take responsibility for responding to the inappropriate use of technology. Parents often say that they don't have the knowledge or time to keep up with their children's online behavior, and that schools should be covering it in detail during class time and through other programming. Educators are often doing their part through policies, curricula, training, and assemblies, but sometimes don't know when and how to intervene in online behaviors that occur away from school but still involve their students. Law enforcement is hesitant to get involved unless there is clear evidence of a crime or a significant threat to someone's physical safety. As a result, cyberbullying incidents either slip through the cracks, or are otherwise mismanaged.

Based on these challenges, we need to create an environment where all youth feel comfortable talking with adults about this problem and feel confident that meaningful steps will be taken to resolve the situation. We also need to get everyone involved - youth, parents, educators, counselors, law enforcement, medical professionals like pediatricians, social media companies, and the community at large. Each stakeholder must do more.

If it is deemed necessary, parents should explain the importance of scheduling a meeting with school administrators (or another educator they trust) to discuss the matter. Parents may also be able to contact the parent or guardian of the aggressor, and/or [work with the Internet Service Provider, Cell Phone Service Provider, or Content Provider](#) to investigate the issue or remove the offending material. Often, the target simply wants the content removed or account deleted so they can move on with their life. The police should also be approached when threats are involved or a crime has possibly been committed (extortion, stalking, blackmail, sexual exploitation of minors, etc.).

Overall, parents must educate their children about appropriate online behaviors just as they convey appropriate offline behaviors. They should also monitor their child's activities while online – especially early in their exploration of cyberspace. This can be done informally (through active participation in their child's internet experience, which we recommend most of all) and formally (through software). Spying on kids and unnecessarily invading their privacy, though, should only be done as a last resort (and with their knowledge!) when there is a significant cause for concern, since it conveys distrust and may encourage youth to go further underground.

Someone believed something that I didn't do. Decided to blast me on Instagram and snapchat. It made me revert back to thoughts of self harm. I didn't tell anybody but my mom found out and she got involved and stopped it. ~14-year-old girl from Colorado

In time, parents will need to give their children more freedom, privacy, and responsibility. They will never be able to monitor their child's activities 24/7, nor should they need to do so. As a result, it is crucial that parents [cultivate and maintain an open, candid line of communication with their children](#), so that they are inclined to reach out when they experience something unpleasant or distressing online. Reinforce positive morals and values about how others should be treated with respect and dignity. Point out models to emulate in society, and use viral mistakes made by other youth and adults as teachable moments.

[Resilience](#) - the skill to bounce back after facing adversity - is also important to cultivate with intention at this stage. Instead of swooping in and rescuing youth from all of their social and relational struggles, [help them hone the ability](#) to deflect, disrupt, dispute, shrug off, or otherwise ignore hurtful things that others say or post. This can occur by [helping them internalize positive beliefs](#) (rather than self-defeating thoughts) after being cyberbullied, or by [spotlighting relatable overcomers in books and movies](#) with whom they can connect. Relatedly, [role-playing scenarios](#) can be used to discuss how best to respond in certain situations. We've also recently studied [digital resilience](#) - which we define as "positive attitudes and actions in the face of interpersonal adversity online." Here, we discovered that those youth who are able to laugh off or otherwise dismiss others who are trying to be cruel to them, as well as those who skillfully can stay calm and nonreactionary when interacting online, can successfully deal with cyberbullying.

Parents may also utilize an age-appropriate "[Technology Use Contract](#)" to foster a crystal-clear understanding about what is and is not appropriate with respect to the use of various devices and online communication tools. When there are violations, immediate logical consequences must be given that are proportionate to the misbehavior. Youth

need to learn that inappropriate online actions will not be tolerated. Get them to understand that technology use and access is a privilege, and not a right—and with those privileges come certain responsibilities that must be respected.

[If a parent discovers that their child is cyberbullying others](#), they should first communicate how that behavior inflicts harm and causes pain in the real world. We must remember that kids are not sociopaths—they are just kids who sometimes lack empathy and make mistakes. Give them the opportunity to address the behavior and move on. That said, consequences should be firmly applied depending on seriousness and intentionality (and escalated if the behavior continues). Moving forward, it is essential that parents pay even greater attention to the technology use of their child to make sure that they have internalized the lesson and are continually acting in responsible ways.

Also, [empathy-building](#) must be a priority action in homes. *Affective* empathy involves feeling or experiencing the emotions of someone else while *cognitive* empathy refers to intellectually understanding their feelings. Research consistently shows that lower levels of empathy are linked to various problem behaviors, and in our own published work we found that adolescents with higher cognitive empathy and higher total empathy (affective and cognitive) were significantly less likely to cyberbully others.

As such, parents must seek to cultivate empathy by intentionally putting children in situations that make them uncomfortable and that can soften their heart. This might involve community service projects, missions trips, or similar activities. We might also elicit their reflections on personal experiences and then open their eyes to what they may be missing. Perhaps ask them to make a list of the top three absolute saddest times in their life or the top five things they wish they could change about themselves or in their life. Discuss the immediate and long-term impacts of these struggles. Get them

to think about how they wished others would treat them, come alongside them, or otherwise support them. Ask them if anyone they know might have gone through something similar. Here is a great time to also talk about how they might have been marginalized or rejected for perceived “differences” and how it can happen to others. Remind them that we need to treat everyone with the realization that life is hard, that everyone is going through something painful, that we all fundamentally desire love and belongingness, and that our words and actions are hold so much power. As children grow up, parents should continue to point this out in the lives of those in their children’s social circle (and even in media consumed together).

The role of schools

The most important preventive step that schools can take is to [educate their community](#) about responsible use of their devices at all times (ideally through a concerted focus on [digital citizenship](#)). Students need to know that all forms of bullying are wrong and that those who engage in harassing or threatening behaviors will be subject to discipline. Take the time to regularly discuss issues related to appropriate online communications in various areas of the general curriculum. These messages should be reinforced in classes that regularly utilize technology. Signage also should be posted around campus to remind students of the rules of acceptable use. In general, it is crucial to establish and reinforce an environment of respect and integrity where violations result in informal or formal sanction.

Furthermore, school district personnel should review their harassment and bullying policies to ensure that it allows for the discipline of students who engage in cyberbullying. If their policy covers it, cyberbullying incidents that occur at school - or that originate off campus but ultimately result in a



substantial disruption of the learning environment - are [well within a school’s official authority to intervene](#). The school then needs to make it clear to all stakeholders. In some cases, simply discussing the incident with the offender’s parents will result in the behavior stopping. If inappropriate behaviors continue, additional steps need to be taken (e.g., threat of litigation).

Students should understand that cyberbullying will result in consequences at school, and [our recent research shows that this known potential has a strong deterrent effect on youth](#). Utilize school liaison officers or other members of law enforcement to thoroughly investigate incidents, as needed, if the behaviors cross a certain threshold of severity.

I was playing my Roblox game with my friends and one of them started being mean to me because of the outfit my character was dressed in. She didn't like it. So she started texting in the game chat mean things to me. And also started an online fight with all the other friends that I was playing with. I felt very angry and I tried to tell her to stop but she wouldn't. So I told my mom and my mom said to block that person. I did that and so everything is ok now. ~14-year-old girl from Nevada

Once the offending party has been identified, develop a response that is [commensurate with the harm done and the disruption that occurred](#).

Moreover, schools should come up with [creative response strategies](#), particularly for relatively minor forms of harassment that do not result in significant harm. For example, students may be required to create anti-cyberbullying posters to be displayed throughout the school, or a public service announcement (PSA) video conveying an anti-bullying and/or a pro-kindness message. Older students might be required to give a brief presentation to younger students about the importance of using technology in ethically-sound ways. The point here, again, is to condemn the behavior (without condemning the child) while sending a message to the rest of the school community that bullying in any form is wrong and will not be tolerated.

Even though the vast majority of these incidents can be handled informally (calling parents, counseling the aggressor and target separately, expressing condemnation of the behavior, temporary removal from school-based sports and clubs), there may be occasions where formal response from the school is warranted. This is particularly the case in incidents involving serious threats toward another student, if the target no longer feels comfortable coming to school, or if cyberbullying behaviors continue after informal attempts to stop it have failed. In these cases, detention, suspension, changes of placement, or even expulsion may be necessary. If these extreme measures are required, educators must clearly articulate the link to their school and present evidence that supports their actions.

The importance of school climate

The benefits of a positive school climate have been identified through much research [over the last thirty years](#). It contributes to more consistent attendance, higher student achievement, and other desirable student outcomes. Though limited, research done on school climate and traditional bullying also underscores its importance in preventing peer conflict. [One of our studies](#) found that students who experienced cyberbullying (as targets *or* aggressors) perceived a poorer climate at their school than those who had not experienced cyberbullying.

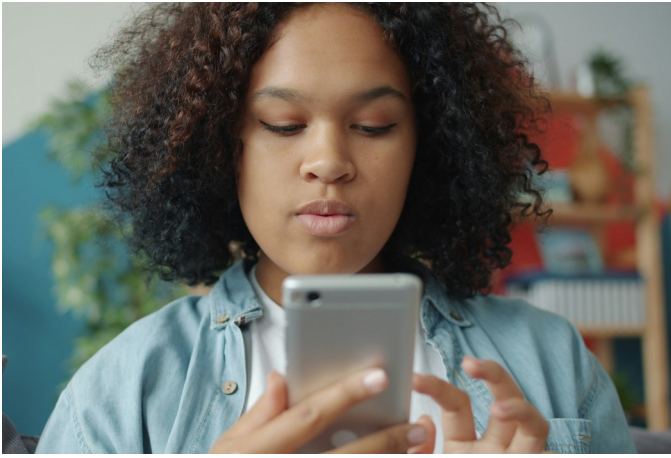
Those who cyberbullied others or who were the target of cyberbullying were less likely to agree with those statements.

As such, it is critical for educators to [develop and promote a safe and respectful school climate](#) - one marked by shared feelings of connectedness, belongingness, peer respect, morale, safety, and even school spirit. [A positive on-campus environment will go a long way in reducing the frequency of many problematic behaviors at school, including bullying](#). In this setting, educators must demonstrate emotional support, a warm and caring atmosphere, a strong focus on academics and learning, and a fostering of healthy self-esteem while also providing structure and setting high expectations for behavior. [In schools with healthy "authoritative" climates, students know what is appropriate and what is not](#).

Recently, we have also been examining the positive psychological construct of hope, and how the ability to look forward to a future of goal attainment positively affects the developmental trajectory of youth. Hope serves as a protective factor in their lives; put another way, we hypothesized that teens who have high hope for their future will be less inclined to put that positive future at risk by violating social norms through wrongful interpersonal behaviors. Based on a national sample of around 2,500 US youth, we found that lower levels of hope were associated with increased bullying and cyberbullying. As such, it is incumbent upon counselors and educators to implement programming to develop this cognitive-motivational asset through scenario-based experiential learning. Supportive-cooperative interventions (where students who have bullied others are enlisted to be part of the solution), and through therapeutic techniques associated with hope bonding, hope enhancing, and hope reminding either in one-on-one or group settings.

What can youth do?

First and foremost, youth should develop a relationship with an adult they trust so they can talk about any experiences they have online (or off) that make them upset or uncomfortable. When possible, [teens should ignore minor teasing or name calling](#), and



not respond to the aggressor as that might simply make the problem continue. If they can develop the ability to demonstrate [resilience](#), it will bode well for their future since there will always be others who want to tear them down as they journey towards personal and professional success in life.

Youth should also use the account and privacy settings within each device, app, or network to control who can contact and interact with them, and who can read their online content. This can significantly reduce their victimization risk.

With the use of screenshots, screen recordings, chat or text logs, and date/time stamps, youth should take the time to report any harassment, threats, impersonation, or other problems they see or experience (we have a frequently-updated list of Internet, gaming, and social media companies and their contact information at cyberbullying.org/report so they know exactly where to get help).

Finally, youth should [pause before they post](#)—and [make wise decisions with what they share or send or post online](#), considering the possibility that anyone and everyone may see it (including their parents, and others with opportunities to give them).

Don't stand by

Those who witness cyberbullying generally do not want to get involved because of the hassle and problems they fear it might bring upon them, yet often recognize that what they are seeing is not right and should stop. However, by doing nothing, bystanders are doing something—they are passively encouraging the behavior. [By actively standing up—in that moment or right afterward](#) (by defend-

ing and/or encouraging the target, helping to block and report the harassment, saving digital evidence, and reaching out to an adult), they [can make a big difference in improving the situation](#), as targets often feel helpless and hopeless and are in need of support. Finally, they should never directly or indirectly contribute to the behavior – by forwarding hurtful messages, laughing at inappropriate jokes or content, condoning the act just to “fit in,” or otherwise silently allowing it to continue.

To be sure, sometimes it is hard for a student - all alone - to step up on behalf of others. However, it is a lot easier to do when the help and support of one or two other friends. Encourage youth to band together with others if they are nervous about intervening or responding by themselves.

One of the most promising findings from our examination of [twens across the US](#) was that most have sought to help those being targeted when they see it happen. Previous research has found that younger students are more likely than older students to intervene in school bullying, but that the relevance of age becomes less important when it comes to cyberbullying. We found that 66.3% of tweens are willing to step in to defend, support, or otherwise assist those who are bullied online when they see it. The importance of helping behaviors need to be reiterated, reinforced, and rewarded as early in life as possible so they become habitual instead of based solely on emotions in the moment.

When should law enforcement get involved?

Law enforcement officers also have a [role in preventing and responding to cyberbullying](#). They first need to be aware of ever-evolving state and local laws concerning online behaviors, and equip themselves with the skills and knowledge to intervene as necessary. We found that almost [one-quarter of officers did not know if their state had a cyberbullying law](#). This is surprising since their most visible responsibility involves responding to law violations (e.g., harassment, threats, stalking). Even if the behavior doesn't appear to rise to the level of a crime, discretion should be used to appropriately handle the situation. Indeed, a simple discussion of the legal issues involved in cyberbullying may be enough to [deter some youth from future misbehavior](#).

The last time I experienced cyberbullying was during high school, when I posted a piece of my artwork on Instagram. At first, the comments were supportive, but then a few anonymous accounts began leaving cruel remarks, calling my work "trash" and mocking the way I drew faces. It started with one person, but soon others joined in. Some of the comments got personal, attacking not just the art, but me as a person. At first, I tried to ignore it, but it really got under my skin. I felt embarrassed, exposed, and kind of powerless.

~16-year-old boy from Pennsylvania

Relatedly, officers can play an essential role in preventing cyberbullying from occurring or getting out of hand in the first place. They can speak to students about cyberbullying and online safety issues more broadly to discourage them from engaging in risky or unacceptable actions and interactions. They might also address parents about local and state laws, so that they are informed and can properly respond if their child is involved in an incident.

Do your part

To be sure, there are many stakeholders who necessarily must be involved in addressing cyberbullying. We work with many social media and gaming companies that are increasingly doing their part through in-app features, AI, messaging strategies, and other safety mechanisms. Families and communities must step up and realize their role to teach and model the competencies all youth need. Youth

professionals (counselors, teachers, social workers, pediatricians, nurses, coaches, and others) gradually are learning what they should do through research and professional development opportunities.

Whenever there is a platform to reach youth about this issue, it should be used because of its deep relevance to their lives. Seize those opportunities to instruct and inspire. As you do what you can, we stand at the ready to assist —just reach out!

Suggested citation

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The **Cyberbullying Research Center** (cyberbullying.org) provides the latest research, downloadable fact sheets and top ten tip sheets, project-based learning ideas, policy and programming guidance, interactive maps and activities, and a wealth of other resources to promote the positive use of social media, phones, gaming platforms, the metaverse, and more.

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