

Commentary on Successful and Emerging Bullying Control Programs: A Comparison between Eighteen Bullying Interventions Applied Worldwide

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Abstract : Our lives now revolve more around online-related tasks, as the internet has become a necessity. One of the disturbance concerns with high internet usage is the multiplication of cyber-associated risky behaviors such as cyber aggression and/or cyberbullying. Cyber Bullying is an emerging issue that needs immediate attention from many stakeholders such as parents, doctors, school administrators, policymakers, researchers, and others, especially in the COVID-19 pandemic when online learning has been adopted as an instructional strategy, and there is a continuous rise in cyberbullying cases. The aim of the article is to review existing successful and emerging interventions designed to control bullying and cyberbullying by engaging individuals through teachers' professional development and adopting a whole-school approach. The study identified the strengths and limitations of the programs and suggested improvements to existing interventions. Preparing interventions with a strong theoretical framework, integrating applications of emerging theories in interventions, promoting proactive and reactive strategies in combination, beginning with the baseline needs assessment surveys, reducing digital time and digital divide among parents and children, promoting the concept of lead trainer, peer trainer, and hot spots, focusing on physical activities, use of landmarks are some of the recommendations proposed by authors. In addition to face-to-face intervention, the researchers recommend updating and improving previous intervention programs with games and apps. Especially in the time of pandemic crises, when face-to-face interactions are limited and cyberbullying is triggered, the use of apps, web-based interventions, and games can be an effective way to control electronic perpetration and victimization.

Keywords : anti bullying programs, cyber bullying, individualized trainings, teachers' professional development, whole school interventions

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