



Review paper / Revisión bibliográfica

A systematic literature review on bullying and cyberbullying models, programs, and intervention strategies

Una revisión sistemática de la literatura acerca de modelos, programas y estrategias de intervención sobre el acoso y el ciberacoso

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ABSTRACT

Bullying and cyberbullying represent common social problems among children and adolescents around the world. This problem is characterized by the intention to hurt someone physically or emotionally. Cyberbullying is harassing someone over the internet. Multiple programs, strategies, and intervention models have been proposed to combat this problem. In this study, a systematic review of the literature on the state of research on bullying and cyberbullying intervention models, programs, and strategies was conducted using the Kitchenham methodology. The research is based on the identification of 262 research articles in the field of bullying and cyberbullying in the digital databases Redalyc, Pubmed, and SCOPUS, from which 83 papers were selected for analysis.

Keywords: Bullying, cyberbullying, prevention models, intervention, programs, children and teenagers.

RESUMEN

El acoso y el ciberacoso representan problemas sociales comunes entre los niños y adolescentes de todo el mundo. Este problema se caracteriza por la intención de herir a alguien física o emocionalmente. El ciberacoso consiste en acosar a alguien a través de Internet. Se han propuesto múltiples programas, estrategias y modelos de intervención para combatir este problema. En este estudio se realizó una revisión bibliográfica sistemática sobre el estado de la investigación de los modelos, programas y estrategias de intervención para el bullying y el ciberbullying utilizando la metodología de Kitchenham. La investigación se basa en la identificación de 262 artículos de investigación en el campo del bullying y el ciberbullying en las bases de datos digitales Redalyc, Pubmed y SCOPUS, de los cuales se seleccionaron 83 trabajos para su análisis.

Palabras clave: Bullying, ciberbullying, modelos de prevención, intervención, programas, niños y adolescentes.

1. INTRODUCTION

Bullying represents a common social problem in child and teens either in school or in social life, which worldwide generates interest from government and medical entities. Bullying has been studied since 1970 by Olweus. He defined bullying as the act of exposing a person, repeatedly and over time, to negative actions from one or more individuals (Olweus, 1994). This term got popularized in the 1990s due to the increase in bullying behaviors (Barrio *et al.*, 2008; Menin *et al.*, 2021).

Bullying is characterized by intentionality and an imbalance of power between the victim and the aggressor, whereby intentionality refers to the premeditated or deliberated desire, to harm another (Olweus, 2013). Moreover, imbalance of power refers to the power asymmetry between the victim and the harasser, which makes it difficult for the person being harmed to defend

themselves (Olweus, 1994). The internet expansion and its increased use among young people shifted this type of violence to the web. This phenomenon has been named cyberbullying. It is been defined as the act of intentionally harassing someone through electronic devices, by means of insults, threats, or jokes (Zych, Ortega, & Marín, 2016). The aim of this article is to develop a systematic review of the literature to determine the status of research on bullying and cyberbullying. Some compilations of the conducted research will be presented in this article.

Bullying and cyberbullying effects

Like any other type of violence, bullying can have adverse effects on the health, physical, psychological, and social of the individual such as depression, suicidal ideation, and anxiety, among other mental health problems (Garaigordobil *et al.*, 2019). According to Patchin & Hinduya (2010) being exposed to bullying harms



adolescent development. Other consequences may include losing motivation of going to school, a decline in academic performance, low self-esteem, sadness, and fear (de Oliveira Pimentel, della Méa, & Dapieve Patias, 2020). In particular, cyberbullying affects the victim, such as decreased immunity, stress, impaired attention or memory, insomnia, or loss of appetite (Mikhaylovsky *et al.*, 2019). In particular, peer violence affects sociability at the interpersonal level with family and couples because the individual loses confidence (Hamm *et al.*, 2015).

Prevalence of bullying in Ecuador

Studies in Ecuador indicate that 3 out of 5 students suffer bullying (Opinión Pública *et al.*, 2015). Statistics show that the regions with the highest presence of bullying are the Coast (61%) and the Amazon (64%), while the Sierra has 56%. The study highlights verbal and psychological violence as the most common. Shephard, Ordóñez, & Mora Oleas (2015) conducted a study in Cuenca, Ecuador, which consisted of two questionnaires applied to the victim and the bully, and the teachers to collect their perceptions of the school climate. The study concluded that 885 students from the second to the ninth year of General Basic Education from a sample of over 9% of adolescents suffer from school violence, showing the main importance of verbal and physical aggression. Furthermore, the study evidenced an increase in bullying from 6.4% in 2012 to 10.6% and 9.1% in two educational institutions in the city in 2015 (Shephard *et al.*, 2015). The study highlighted that the manifestations of bullying can be verbal (e.g., insults, name-calling, teasing) and physical (e.g., hitting, pushing, stealing other people's belongings). Likewise, the study describes some places where these types of situations are generated, such as classrooms and the playground, when students' perception of the school and family climate remains favorable.

Background

Lucena (2004, cited in Monelos, 2015) classifies bullying intervention programs into punitive and educational or preventive. The first one refers to those programs that use punitive measures for the elimination of aggressive behavior, the second one includes those programs whose objective is the improvement of the school climate. The strategies used for the intervention process can be categorized into those aimed at changing school organization, teacher training, classroom strategies, and specific strategies for working on cases of peer violence (Rey & Ortega, 2001).

Important intervening models in the case of bullying

a) Constructive coexistence model to prevent violence

The programs included in this model refer to prevention actions that help students learn more about bullying.

Against violence, educate for peace

The project "Against violence, let's educate for peace" (Ortega Salazar, Ramírez Mocarro, & Castelán Cedillo, 2005), developed in Mexico, aims to make children capable of solving problems peacefully. Therefore, it is necessary for them to learn to have adequate control over their emotions and to develop critical thinking skills, so they are able to make reasoned decisions, based on equity and cooperation. Sports activities have also been

encouraged to promote self-esteem, coexistence, and good discipline (Ortega Salazar *et al.*, 2005).

Values formation program

This is a values training program implemented in Mexico, to enable children to appreciate the benefits of peaceful coexistence. Through the subject "For a culture of legality" (Ortega Salazar *et al.*, 2005), the program aims contribute to harmonious coexistence, the importance of respect for the legality, and the scope of individual freedom. In addition, it contributes to increasing the values of democracy and ethical citizen participation, while contributing to the formation of future citizens.

b) Networking and community work model

Into the scope of bullying, a negative action is defined as when someone intentionally inflicts or tries to inflict harm or discomfort on another (Olweus, 1973). Education is a task that involves many people, both from the educational center and from outside it; that is why it is especially important that all of them are well coordinated to work cooperatively and achieve the same goal. It is important that citizens, associations, and different agents of non-professional entities are also involved in the community task (Viguer & Avià, 2009).

There are programs, used worldwide, which are based on this model and have a wide theoretical background to support it, for example:

Kiva program in Finland

KiVa is the acronym for Kiusaamista Vastaan (against bullying). It is a program to prevent and deal with bullying in schools that has been developed at the University of Turku (Finland), with funding from the Ministry of Education and Culture (Embajada Finlandia & Instituto Iberoamericano de Finlandia, n.d.).

KiVa was launched in 2007 and is already used in 90% of Finnish schools and has been exported to a dozen countries, including the Netherlands, the United Kingdom, France, Belgium, Italy, Estonia, Sweden, and the United States, and its effectiveness has been demonstrated in a large randomized controlled trial (Embajada Finlandia & Instituto Iberoamericana de Finlandia, n.d.). As part of the program, students, in three stages (7, 10, and 13 years old) attend classes in which they learn to recognize different forms of bullying and perform exercises to improve coexistence. Each school that adopts this system has a team of teachers, who take action when a case of bullying is reported. Further, all the teachers in the school are alert to possible conflicts and notify the KiVa team to take action.

The KiVa program consists of 10 lessons (2 sessions of 45 minutes) and assignments that are carried out over the course of an academic year. Students of specific ages or grades have lessons once or twice a month and each lesson consist of discussions about bullying and respecting others. Group work is discussed, and various exercises and group work are done. The lessons and topics are complemented by a KiVa video game through which students enter a virtual school to practice anti-bullying measures and receive feedback on their actions. It is also possible to access video games from home. The aim of the classroom sessions is to educate students about their role in preventing and stopping bullying. Instead of silently

condoning bullying or encouraging bullies, children learn to support victimized peers and, in doing so, convey the message that they do not condone the act. By developing a shared sense of responsibility, it is possible to change the group norms and end bullying.

The ABC Model

This program was created and implemented in 2004 by Mona O'Moore. It is applied in many primary schools throughout Ireland and involves specialized training of some teachers, as well as the community and people who indirectly are active in the school (traffic wardens, bus drivers, etc.). The adaptation of the curriculum is reflected in the incorporation of two compulsory subjects in which bullying is addressed: Personal and social health education and civic, social and political education (Rosario Ortega, 2010, p. 233). The program focuses on social education and the staff is trained in strategies such as Canter's assertive discipline approach; Merrett and Wheldall's positive teaching approach; and Rogers' whole-school approach to behavior management (Abelló *et al.*, 2014, p. 23).

The TEI (peer tutoring) program

González (2015, p. 24) explains that "TEI is a coexistence program for the prevention of violence and bullying, it is institutional and involves the entire educational community". In addition, the objective is to improve school integration, work for an inclusive and non-violent school, and encourage more satisfactory peer relationships, aimed at improving or modifying the climate and culture of the school with respect to coexistence, conflict, and violence of any kind.

c) Prevention model focusing on emotions: the social and affective method

The program created by Trianes (1996) seeks to promote, through the curriculum and daily coexistence, effective prevention of violent behavior and aggression towards students and teachers or objects. Considering that, in primary education, the objective is to prevent, educating broadly social and emotional skills and competencies through effective procedures, avoiding those socioemotional conflicts that become entrenched, both in terms of individual students and in terms of the environment or atmosphere of the center. The program is based on the following assumptions:

- Educates social and emotional competence, for which we work on reflective thinking for interpersonal problem solving, to curb impulsivity and teach a reflective style of coping with interpersonal problems. Emotional awareness is key here for social relationships. Practicing this style is working on negotiation, as a response to situations of conflict of interests, assertiveness, response to situations of violation of one's own needs, and as an alternative to the aggressive response.
- Educates social participation, involvement in the progress of the class, and feelings of belonging. Work for a classroom climate of acceptance, and easy and spontaneous communication, in which there are bonds of affection among the students, all of which contribute to making the group feel stronger and more motivated. Particularly, reflection, discussion, and personal

involvement in defining and following the class rules related to coexistence are sought.

- Promotes help and cooperation in cooperative work groups. This form of organization of schoolwork increases the interdependence of the students who are members of the group, the probability of conflict resolution and cooperation, facilitates communication, arouses reciprocal help, induces feelings of mutual trust, and increases agreement and responsibility among those who cooperate. It is considered a suitable intervention strategy to prevent interpersonal problems of aggression, social exclusion, racism, or isolation.

2. THE SYSTEMATIC LITERATURE REVIEW

A systematic literature review is a rigorous process that allows the evaluation and interpretation of the current state of research on a specific topic. It starts from the research question and uses a reliable and auditable methodology (Cedillo *et al.*, 2018). A systematic review encompasses 3 phases: i) planning, ii) conducting, and iii) reporting, according to the methodology established by Barbara Kitchenham (2004).

2.1. Planning the review

The planning of the review consists of the establishment of the steps that will be executed. The research questions and sub-questions are established, followed by the search strategy and finally the quality assessment. In total, the planning has a total of 6 steps: i) defining the research questions and sub-research questions, ii) defining the search strategy, iii) selection of primary studies, iv) quality assessment, v) data extraction strategy, and vi) selecting the synthesis methods.

Research question: For this study the following research question was selected: "What strategies, models, intervention programs have been developed to combat bullying and cyberbullying?"

Research sub-questions: The proposed research sub-questions were: RQ1: What programs, interventions, or prevention models are used for the intervention process?; RQ2: What strategies are used to intervene in bullying and cyberbullying?; RQ3: What are the characteristics of bullies, victims, and bystanders of bullying and cyberbullying?; RQ4: What are the risk and protective factors of bullying and cyberbullying?; RQ5: What are the digital platforms on which cyberbullying goes viral?; and RQ6: What is the current state of research in this area?

Data source and search strategy: The following digital libraries were selected for the automatic search: Redalyc, Pubmed, SCOPUS, and IEEEExplore. In addition, the most relevant journals, books, and proceedings of conferences on the subject were selected for the manual search.

Manual search: The documents related to existing models, programs, strategies, and interventions not found in the automatic search but that are relevant to the research were

selected from relevant books, journals, and proceedings of conferences on bullying and cyberbullying.

Automatic search: For the automatic search, keywords were evaluated and chosen to access more relevant and efficient information on the research topic. The keywords were selected according to the criteria and prior knowledge of the authors about bullying and psychological intervention. Several search strings were performed with different combinations of words and connectors. Finally, the search string shown in Table 1 was chosen.

Search Period: The first research on peer violence dates to the 1960s in Sweden under the term "mobbing" (Olweus, 2013). Subsequently, the behavioral sciences became interested in this phenomenon. Dan Olweus was positioned as one of the leading pioneers in peer violence, establishing a relationship between bullying and aggressiveness as personality traits (Boge & Larsson, 2018). In 1983 the first reports of bullying appeared, which were studies carried out by Olweus and Erling, whereafter attention to this problem spread throughout Europe and the world (Castillo, 2011). With the advent of the internet and technology, peer violence has been transported to digital media (Donegan, 2012). The beginnings of the study of cyberbullying date back to approximately 2006, with uneven progress over the years (Rodríguez *et al.*, 2020). Smith *et al.* (2008) proposed that cyberbullying is an intentionally aggressive act executed through electronic forms of communication. Correspondingly, we started the literature search in 1973, with Olweus work on bullying.

Extraction criteria: To answer the research sub-questions, we defined extraction criteria as depicted in Table 2.

1) Selection of primary studies:

Each paper derived from the automatic or manual search was analyzed by the authors to decide whether to include it. The title, abstract, and keywords were considered for inclusion or exclusion. When a discrepancy in the inclusion of a study, it was resolved by consensus between the authors.

Studies that meet at least one of the following criteria were included:

- Studies presenting information of bullying and cyberbullying.
- Studies presenting psychological intervention on bullying and cyberbullying.
- Studies presenting research on bullying and cyberbullying on education.
- Studies presenting information on bullying and cyberbullying in children and adolescents.

Studies that met at least one of the following exclusion criteria were excluded:

- Studies that do not deal with bullying or cyberbullying.
- Articles about bullying in institutions other than schools or high schools.
- Studies on grooming and other types of harassment.
- Introductory papers for short papers, books, and workshops.
- Duplicate reports of the same study in different sources.
- Short papers with less than five pages.
- Articles that are not written in English or Spanish.

2) Quality assessment

The quality of the selected articles was assessed using a three-point Likert scale questionnaire consisting of two bullying related questions and two non-subject questions, respectively (Table 3):

- The study presents questions about models and interventions in bullying and cyberbullying.
- The study presents questions about the programs of bullying and cyberbullying in education.
- The study has been published in a relevant journal or conference.
- Other authors have cited the study.

Table 1. Search string.

| Concept | Sub-String | Connector | Alternative Terms |
|--|---------------|-----------|--|
| Cyberbullying | Cyberbullying | AND | Bullying, bully, school harassment, online harassment, |
| Child | Child | OR | Childhood, children, kids |
| Teenagers | Teen | AND | Teen, adolescents, youth, young |
| Tool | Tool | OR | |
| Solution | Solution | OR | |
| Method | Method | OR | Methodology |
| Prevention | Prevention | AND | Intervention, models, programs |
| Psychology | Psychology | | Psychological |
| Search string: (Cyberbullying) AND (Child OR Teenagers) AND (Tool OR Solution OR Method) AND (Prevention) AND Psychology | | | |

Table 2. Extraction criteria.

| RQ1: What programs, intervention or prevention models are used for the intervention process? | | |
|---|---|--|
| EC1 | Intervention programs (Monelos, 2015) | Sanctioning Educational or preventive Others |
| EC2 | Prevention models (Hamodi & Jiménez, 2018) | Constructive model of coexistence for violence prevention Networking and community work model Prevention model focused on working with emotions: the socio-affective |
| EC3 | Intervention models or perspectives (Zych & Ortega-Ruiz, 2021) | Emotional intelligence model Social and emotional learning Social development model Ecological and holistic perspective Others |
| RQ2: What strategies are used to intervene in bullying and cyberbullying? | | |
| EC4 | Strategies | Awareness-raising Diffusion Social skills Coping strategies Psychoeducation Others |
| RQ3: What are the characteristics of bullies, victims and bystanders of bullying and cyberbullying? | | |
| EC5 | Characteristics | Psychological Family Contextual Social Personality Economic Others |
| RQ4: What are the risk and protective factors for bullying and cyberbullying? | | |
| EC6 | Risk factors | Personal Social Educational Technological Economic Others |
| EC7 | Protective factors | Personal Social Educational Technological Economic Others |
| RQ5: Which are the digital platforms in which cyberbullying is virtualized? | | |
| EC8 | Digital platforms | Social media Online videogames Videoconference platforms Web sites Others |
| RQ6: What is the current state of this research area? | | |
| EC9 | Phase(s) in the which the studies are based | Diagnostic Design Execution Results |
| EC10 | Approach scope | Non-academic institutions Academy |
| EC11 | | Country |
| EC12 | | Year |

Table 3. Results of evaluation of citation.

| Citation | Number | Percentage |
|----------|--------|------------|
| +1 | 72 | 86.75 |
| 0 | 7 | 8.43 |
| -1 | 4 | 4.82 |
| Total | 83 | 100.00 |

2.2. Conducting the review

Application of a search string on the consulted digital libraries permitted the selection of 262 articles. This number was reduced to a manageable number of 83 papers using a search substring. Table 4 shows the number of selected and included articles per consulted digital library, including the articles identified by the manual search.

Table 4. Number of papers accepted.

| Digital bases | String | Articles | Included | % |
|----------------------|--------|----------|----------|-------|
| <i>Redalyc</i> | 89 | 89 | 51 | 61.45 |
| <i>Pubmed</i> | 108 | 108 | 14 | 16.87 |
| <i>SCOPUS</i> | 35 | 35 | 9 | 10.84 |
| <i>Manual search</i> | 30 | 30 | 9 | 10.84 |
| <i>Total</i> | 262 | 262 | 83 | 100 |

3. DISCUSSION

The systematic conducted review of bullying and cyberbullying yielded the following results:

- There are three main models of intervention in bullying and cyberbullying: 1) a constructive coexistence model to prevent violence, which has two programs against violence: educating for peace and the values training program; 2) a networking and community model consisting of the KiVa program in Finland, the ABC model, and the TEI (peer tutoring) program; 3) a prevention model focused on emotions which have a social and affective component [9, 11, 21, 26]. The latter model refers to how emotional and social competencies could help victims to avoid bullying and cyberbullying (Zych & Ortega, 2021). This section of the systematic review tried to explain the importance of those and other models of bullying and cyberbullying.
- In the systematic review of the literature two strategies are highlighted, among them are social skills in which through interpersonal skills and abilities the professional helps people immersed in this situation to cope better. Likewise, coping strategies are the effort used to reduce or tolerate the demands that occur in a stressful situation [48]. Some of the responses that are generated are blocking the aggressor, asking for help, or even confronting the aggressor (Giménez-Gualdo, Arnaiz-Sánchez, & Cerezo-Ramírez, 2018).
- Similarly, the traits that emerge most clearly in the systematic literature review are the psychological, social, and personality traits that can be influential, as there are those who commit cyberbullying, others who are victims of violence, and those who watch from a distance [24, 57, 63].

Figure 1 shows that there are 13 studies on the coping strategies (EC4) that are implemented when a person suffers from bullying and that is one of the main characteristics of those who are involved in the psychological part (EC5). On the other hand, in this figure, the community work and network model (EC2) have 4 works that also talk about the psychology (EC5) of people. This model uses the psychological part as the axis in its research. Risk factors are the characteristics or circumstances that favor the probability of a social problem occurring. On the contrary, protective factors are those that reduce the probability. Figure 2 shows that there is more mention of risk factors for bullying and cyberbullying (abscissa axis, first quadrant) than protective factors (abscissa axis, second quadrant) compared to intervention models or perspectives (ordinate axis).

The risk factors that victims and aggressors of bullying and cyberbullying may present are divided into personal or individual, social, technological, economic, and other risk factors. Regarding personal or individual risk factors, 55 studies have been found that refer to physical appearance, 19 studies refer to personality traits and 21 studies to psychological state.

For victims, personal factors include personality traits such as shyness [7], and introversion [36], with low social adaptation [49]. Within the physical characteristics one study mentions that body weight implies a risk factor for victimization [36], another mentions that victims are people considered "ugly" [54], and people with mental disorders are mostly victims [21]. For perpetrators, some studies mention personality traits related to aggressiveness, antisocial behaviors, and impulsivity [43, 54, 19, 34, 9]. Two studies indicate that aggressiveness is mostly present in men [54, 34]. In addition, perpetrators show little sensitivity or empathy towards the victims [80]. One study mentions that perpetrators are people with a high degree of anxiety and isolation [52], and one study relates traits of psychopathy and moral disconnection with the perpetration of bullying [19].

Among the risk factors related to the emotional state of the victims a paper [7] suggests that this is related to low levels of self-esteem [7], while another study states that the latter occurs mostly in girls [49]. Further, this factor can also be an indication of the aggressors [49], in addition to the lack of self-confidence [54]. Aggressors may have feelings of jealousy or envy [55] and loneliness [81]. Regarding social risk factors, it is mentioned that the victim is usually perceived as inferior [55], even one study mentions that alcohol consumption is related to victimization [18], while other studies mention that substance abuse is related to aggressors [7, 43], and victims show a lower facility to make friends [43]. On their side, aggressors may have the need to be accepted by their peers [49], which may be related to immersion in antisocial groups [36], feelings of superiority [55], and exclusion behaviour [43]. The social context may reinforce aggressive behaviour if it is accepted by peers [49].

Speaking of technological risks, several studies mention that the greater the frequency of internet or ICT use, the greater the risk of being involved in cyberbullying behaviors [1, 4, 8, 21, 34, 43]. One study attribute it to the probability of victimization [21], and other associates it to both roles: victims and aggressors [8], likewise,

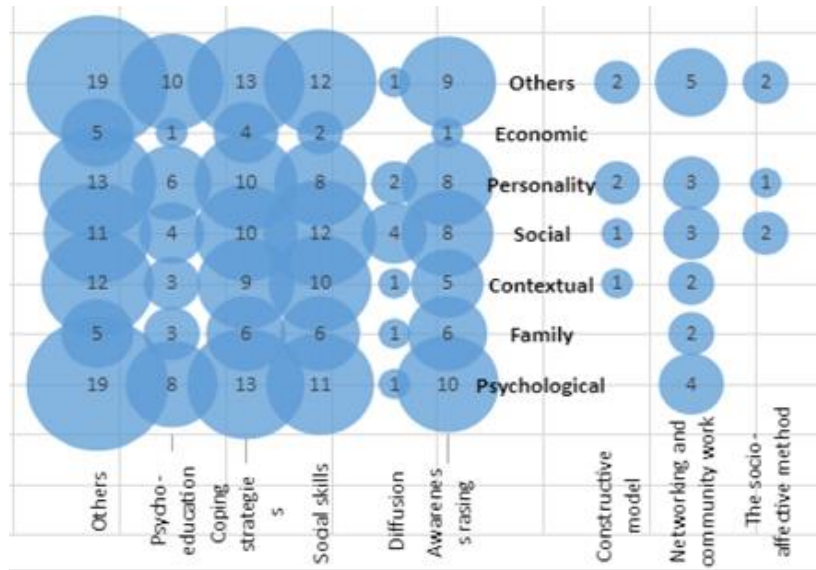


Figure 1. Comparison between EC5 (characteristics), EC4 (strategies), and EC2 (prevention models).

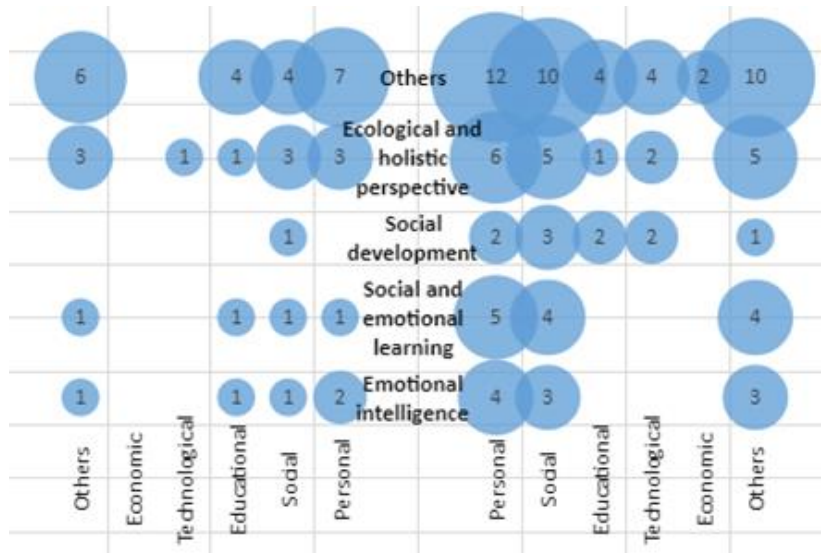


Figure 2. Comparison between EC3 (intervention models or perspectives), EC6 (protective factors), and EC7 (risk factors).

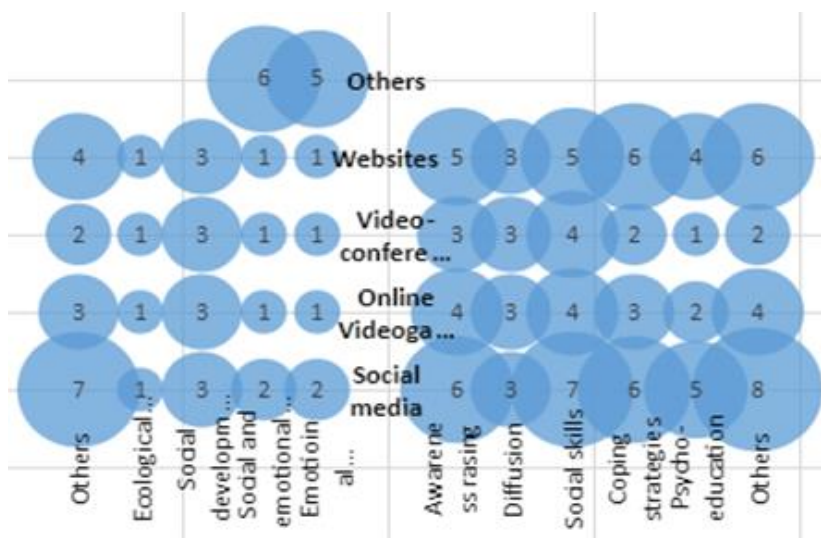


Figure 3. Comparison between EC8 (digital platforms), EC3 (prevention models or perspectives), and EC4 (strategies).

computer and internet skills and knowledge can predict the perpetration of cyberbullying [1]. In addition, the sense of impunity that anonymity can provide when perpetrating cyberbullying behaviors can influence aggressors [1, 18, 19, 54]. In addition to this, the availability of cell phones and computers and access to the Internet are found to be predictors of cyberbullying [52], the latter may be related to economic factors [43]. It is mentioned that an earlier start in the use of the Internet may be a risk of becoming a victim or aggressor [4, 43]. Economic risk factors for cyberbullying are related to the access of electronic devices and the Internet [52]. Low socioeconomic status can be a reason for being a victim of bullying [43, 55]. Another study mentions that socio-economic status is related to bullies [43]. One study found no significant differences in terms of living situations in groups involved and not involved in cyberbullying [18]. Other authors mention that parental unemployment is associated with an increased risk of cyberbullying [2].

Regarding gender, numerous studies mention that boys are usually more involved in bullying or cyberbullying behaviors than girls [4, 6, 7, 19, 27, 36], and women have been mostly positioned as victims [2, 7, 21, 36, 54]. The risk characteristics for educational institutions focus on those who did not have teacher supervision or who did not have a bullying prevention program [3, 9, 27, 49]. With regard to age, one study states that the frequency of cyberbullying increases with age [7]. Another mentions that there is a higher prevalence between 11 and 14 years [6].

In the reviewed articles there is hardly any significant or profound mention of the protective factors for bullying and cyberbullying, as compared to the risk factors. They are mostly mentioned in a general way and without distinctions. Among these factors, we find those related to personal characteristics such as emotional intelligence, emotional competence skills, empathy, and emotional control skills [21, 80, 81]. When talking about schools, there is evidence that those schools that have an anti-bullying program have a better school climate [1, 3, 18, 21, 43, 49] and that teachers involved in the care and supervision of students also improve the school climate [2, 55]. Among the technological protection factors are the regulated use of ICTs, supervision of the use of electronic devices, as well as avoiding giving cell phones to minors [1, 52]. Within the other category, we found a relevant mention of family protective factors, these being good relationships and communication between parents and children and an authoritative parenting style, psychoeducation, and awareness of bullying among parents [2, 8, 20, 21, 43].

With the advent of the Internet and technological progress, it is easier to communicate and stay connected with each other, however, the increase and unsupervised use of the Internet and ICT can lead to problems such as cyberbullying [5, 36, 52, 53, 82, 83]. It is important for the intervention processes to know in which digital platforms cyberbullying is most perpetrated, as this will provide the possibility to address the problem more effectively. In Figure 3 we can see that the mention of the use of digital media (ordinate axis) compared to strategies (abscissa axis, first quadrant) and prevention models (abscissa axis, second quadrant) is relatively low compared to the number of selected articles.

Cyberbullying can go viral through the internet by means of emails, forums, instant text messages, social networks,

chats, online games, virtual communities, and blogs [2, 4, 5, 6, 8, 13, 24, 25, 34, 36, 42, 46, 53, 54]. A study on the prevalence and effects of cyberbullying mentions that among the common platforms for cyberbullying are blogs, Twitter, and social networking sites [7]. Other mentions that social networks and Messenger or chat rooms are the most common media [52]. Regarding social networks, one article mentions that Facebook and Instagram are the most popular among teenagers, followed by WhatsApp, Snapchat, and Twitter, and among the least popular is Messenger [25]. Another study mentions that Facebook, Twitter, Instagram, and Snapchat tend to be the apps with the highest frequency of cyberbullying and that it rarely occurs on Pinterest [13]. However, a study conducted with parents mentions that Facebook may not be attractive to minors but that instant messaging the means is to perpetrate cyberbullying [2]. Garaigordobil *et al.* (2019) also mentions that the most chosen means of communication for cyberbullying is instant messaging [54]. In a study on the problematic uses of ICTs, WhatsApp is said to be the most used application in cyberbullying [52]. Those who use Snapchat or Tumblr are more likely to become victims [25]. In relation to video games, it is mentioned that addiction to online games increases the probability of becoming an aggressor [8], while others state that the most used digital devices for cyberbullying are the use of cell phones and computers [4, 42, 52, 54, 82, 83]. One specific study mentions that cybervictimization by computer is more prolonged [52].

5. CONCLUSIONS

This study presented a systematic review of the literature on bullying and cyberbullying applying Kitchenham's methodology, in which the following three stages are proposed: i) planning of the review, the design of the review protocol, and the evaluation of the planning; ii) development of the review consisting of the search and selection of the primary studies that would be useful for the review, as well as the extraction and synthesis of data, and iii) publication of the results. The literature included was collected from 1973 onwards since in that year research papers on bullying appeared for the first time in the scientific literature and a few years later emerged the intervention models with their respective programs whose main objective is to prevent bullying and cyberbullying and improve the school environment. These models are focused on the student population of schools and colleges which is where bullying and cyberbullying are a common phenomenon. As illustrated in this literature review-based research was the field of bullying and cyberbullying widely addressed. However, it remains an area that further needs to be studied to improve the quality of children and adolescents.

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