CYBERBULLYING Vis-A-VIS EMOTIONAL UNREST: A STUDY ON DIGITAL JUSTICE

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Abstract
The internet has irrevocably altered our lives. Technological advances promote global communication by making it easier for individuals to communicate than ever before. It has, however, created new possibilities for children to harass and abuse one another. Bullying impacts a sizable percentage of children, jeopardizing their health, emotional well-being, and capacity to succeed academically. Bullying has also been related to long-term consequences that last far into adulthood. Cyberbullying has affected our culture, and it is incredibly upsetting to read about adolescents contemplating suicide or suffering significant emotional scarring due to the abuse of modern communication technologies, such as social media. Cyberbullying is on the rise, and parents and educators cannot afford to ignore it.
In contrast to prior research, this one is conclusive, descriptive, and non-empirical in nature. This essay aims to delve further into online bullying and harassment, more often referred to as cyberbullying. The bulk of the book is dedicated to the many issues surrounding cyberbullying, including the definition and characteristics of applicable cyberbullying laws. The book then discusses the external and internal repercussions of cyberbullying and the need for educators to adopt best practices to prevent bullying. The article concludes with recommendations for dealing with cyberbullying aimed towards young children.

Keywords: *Cyberbullying, cyber harassment, emotional wellbeing of children, intervention, prevention.*

Introduction
Digital technology is a blessing to humanity, allowing for limitless communication, trade, education, and freedom of speech. The world has transformed due to digitalization, and the inevitable expansion of information and communication has practically shaped our future lives. Each stage of human existence is now saturated with constant communication and interaction, and childhood is no different. Digital technology presents enormous dangers to children's safety and well-being, making them already susceptible much more so. The internet will always be a tool that may be utilized for both good and evil. The government must control understanding how children use the internet and how to safeguard them online via rules and regulations. While considerable academic study has been conducted on the features and dynamics of cyberbullying and its exterior consequences, more minor Studies have been done on the effects of cyberbullying on children's emotions and social lives. For instance, consider the psychological consequences of cyberbullying on their academic performance and social relationships. It is becoming more apparent that the impacts and advancements of digital technology will continue to be essential components affecting youngsters. Despite this growing consensus among academic experts, very little is understood about intervening and effectively preventing child digital abuse.

Aim of the Study
This study aims to learn more about cyberbullying and understand how it differs from cyberstalking and cyber behavior, digital abuse, the Bullying Intervention Model, and understanding the many forms and effects of cyberbullying in India. To get an understanding of the idea in many other nations. It is essential to understand how to avoid cyberbullying.

Statement of the Problem

In contrast to cyberstalking, does the Indian Penal Code and Information Technology Act offers sufficient penalty for cyberbullying.

Research Methodology

The current study is conclusive, descriptive, analytical, and non-empirical in nature. A research instrument was created in order to gather data on the study's aspects. The research was based on secondary data sources such as books, papers, journals, e-sources, theories, and applicable provisions with established case laws. Concentrating on these three areas brought up unique research issues.

Digital Abuse

Any kind of bullying or harassing conduct that happens online, via social networking, text messaging, or other technologies is referred to as digital abuse. Sending or publishing derogatory or threatening comments about another individual, as well as revealing private information without authorization, are examples of these actions. Digital bullying, like conventional forms of bullying, is linked to mental discomfort and scholastic problems, as per the "US Centers for Disease Control and Prevention."

In response to increasing worries about the negative consequences of digital abuse, both public and private sector groups launched campaigns and interventions targeted at teaching young people about acceptable online conduct and how to deal with it when it occurs.

Certain websites encourage youngsters to engage in risky and harmful behaviors, including self-harm, suicide, and anorexia. Interaction hazards occur when youngsters engage in hazardous online communication with an adult in the hopes of obtaining improper contact. The kid acts angrily and publishes potentially harmful information such as hateful materials and pictures that they have created. Cyberbullying is a growing social issue that exemplifies the double-edged character of digital technology, which is constantly balancing dangers and possibilities. Children are exposed to social aggressiveness and bullying throughout this transitional phase, which may be challenging for them. According to research conducted in Europe, children who were victims of online communications sought social assistance, and 6 percent utilized methods to remove or block the messages. "The Convention on the Rights of the Child, which mandates that children be protected from all kinds of harm. In its general remark No 13(2011) on the rights of children to be free from all kinds of violence, the Committee on the Rights of the Child highlighted psychological bullying induced by information and communication technology such as mobile phones and the Internet. The General Assembly addressed cyberbullying in Resolution 69/158."

Definitions of Cyber Bullying

Farrington (1993)	*"Bullying is defined as negative actions which may be physical or verbal, have hostile intent, are repeated over time, and involve a power differential. It may involve one or more perpetrators and recipients."*
Olweus (2010)	*Bullying is "intentional, repeated, negative (unpleasant or hurtful) behavior by one or more persons directed against a person who has difficulty defending himself or herself."*
Smith and Slonge (2010)	*"As an aggressive intentional act or behavior that is carried out by a group or an individual repeatedly overtime against a victim who cannot easily defend himself or herself."*
The Cyberbullying Research Center	*"Defines cyberbullying as willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices."*

Humiliation Behavior

I.   The child's peer relationships seem to be built on an imbalance of power; a bully must exert dominance over other children and target children who are weak or susceptible to bullying.
II.   Intentions to do damage to people that are not expressed in a humorous or frustrating way
III. Affective expressions such as bullying others, rejecting others, and insulting others
IV.   Obsessive fascination with violence and power on television, in movies, and in video games.
V.   Inability to express regret after injuring younger siblings and/or pets. • Making racial, sexual, and gender slurs, as well as verbally mocking people in a personally unpleasant manner
VI.   Physically assaulting people, such as pushing, shoving, kicking, and striking them, is prohibited.

VII.   Destroying or causing damage to other people's property.
VIII. Having money or property that was not provided by parents and providing implausible explanations for how or when these things were acquired.
IX.   Distributing defamatory and degrading information and rumors about others is also prohibited.
X.   Displaying impulsive, enraged, and rebellious conduct toward authority people.
XI.   They have a good self-image and do not experience feelings of insecurity or anxiety.
XII.   Have a strong aversion to sharing toys or other possessions with siblings or peers.
XIII. Hurt people physically or verbally in the absence of any apparent provocation. Excessive resentment when he or she is not the focus of attention; attempts to seek attention by engaging in violent behavior against others.

An Early Bullying Intervention Model

John Hoover and Ronald Oliver provided a school bullying *"Intervention Approach"* in their well-received book The Bullying Prevention Handbook (1996), which is still relevant in today's schools, families, and communities a decade later. That little justification, they argued, still stands for not preventing and addressing bullying in American schools. The school must safeguard children's right to safety as they grow, learn, and develop. According to Hoover and Oliver, the main components of this intervention approach are essential antecedents to a physically and emotionally safe school. These are the foundations of an anti-bullying school, according to them:

A.   Bullying is not tolerated — Parents, school authorities, and students must establish and enforce behavioral norms, with zero tolerance for bullying, based on Olweus' 1993 findings that good intentions do not address bullying issues. Hoover and Oliver understood that bullying involves more than simply physical assault, even while bullying awareness was in its infancy. They suggested that schools implement "speech rules" to combat verbal bullyings, such as teasing, name-calling, and threatening behavior. Any kind of public shaming of pupils is absolutely forbidden.

B.   The Empathetic School – Students must embrace the idea of being their brother's keeper and must interact with other students responsibly, especially those who are most susceptible to bullying. Despite the fact that Hoover and Oliver wrote their book years before the function of the bystander was well defined and understood, they seem to imply that other students must be bystanders for good rather than for cruelty. Interdependence, not social isolation, should be emphasized to students and the value of each person. Bullies do not accept cultural, ethnic, or religious diversity well, according to several studies. Diversity is embraced rather than vilified in an empathic school.

C.   The Anti-Bullying Information Campaign — According to Hoover and Oliver, a key element of Dr. Dan Olweus's 1991 campaign for the Norwegian Ministry of Education was getting the anti-bullying message out. In the year 2000, Kohut posed the question, "How do you make roaches disperse and run?" You switch on the light. The omerta regulation should be abolished.

D.   Referral Mechanisms – Some kids, both bullies, and victims, should be brought to the attention of experts within and outside the school who can assist them. For these processes to work effectively, the school must create an environment that encourages students to confess that they have been hurt, have confidence that their admission will be taken seriously, and that they will get assistance.

E.   Group and Individual Psychotherapy — The Common Concern Technique, developed by Pikas in 1989, is the first recognized method for dealing with bullies and victims. It is intended to reduce the harmful effects of bullying on school-aged youngsters. This approach aids bullies in comprehending their victims' emotions and assists all parties involved in resolving. The bully learns to alter their thinking patterns regarding bullying and the victim in this kind of cognitive retraining (s). The Common Concern Method, which is similar in structure to Albert Ellis' Cognitive Behavioral Therapy, argues that one may alter one's emotions and behavior by changing one's ideas (cognitions). The Pikas method was influential in the early 1990s, and it is still effective now.

F.   In their early intervention model, approaches centered on the family — Hoover, and Oliver described a bully's home as loosely organized, with a chilly emotional environment and a lack of monitoring. Aggression and bullying flourished in this toxic atmosphere. On the other hand, families of victims seem to be too engaged and protective, they noted. Some academics now, more than a decade later, would argue that these beliefs are incorrect stereotypes. However, it has long been recognized that to combat bullying successfully, and a program must consider the family dynamics of both bullies and victims.

Cyberbullying and Emotion

Our present research indicates that teenage socio-emotional abilities have a role in cyberbullying participation. A significant amount of research suggests that a lack of empathy may be to blame for teenage cyberbullying. By

seeing another person's experiences, feelings, or pain, empathy allows people to see things from their viewpoint and feel similar but not identical vicarious emotions. Cyberbullies are unable to comprehend and experience others' vicarious feelings. Furthermore, cyberbullying lacks empathy in the emotional realm, but they cannot also see things from other people's perspectives.

Additionally, cyber victims are unable to comprehend and communicate others' feelings. The connection between cyber victimization and empathetic abilities, on the other hand, seems to be more complex. According to the results of specific research, empathy does not explain cyber victimization among teenagers. Other research suggests that cyber victims are sympathetic to the emotional states of others. Previous research has shown an agreement on the absence of empathetic abilities that characterize cyberbullies, but the function of empathy in cyber victimization remains unknown. Emotion control may also be a key component in preventing cyberbullying. When children cannot utilize adaptive emotion management techniques, they are more likely to participate in cyberbullying. Emotional regulation is also essential for emotional and cognitive well-being, social competence, and the success of social functioning. Problems controlling unpleasant emotions increase the likelihood of becoming a cyberbully. A consequence of being a cyber victim is that you struggle to manage your emotions.

Bullying in the Form of Stalking

A general legal definition of stalking includes three elements: (1) "an unwanted pattern of behavioral intrusion," (2) "an implicit or explicit threat that is evidenced in the pattern of behavioral intrusion, and" (3) "the person who is threatened experiences reasonable fear as a result of these intrusions."

In other terms, stalking is when someone follows and harasses another person with the intent of endangering their safety. Adults stalking other adults has been extensively studied and debated in both psychological and legal literature. The "Madonna stalker" and "David Letterman stalker" made international news. Domestic violence-related stalking is well-documented, as is stalking by people who have severe personality disorders and delusional illnesses. Some serial murderers, such as Richard Ramirez, branded "The Night Stalker," have been called stalkers. Adult stalkers and their victims may be found on talk programs, forensic documentaries, and fictional TV dramas such as "CSI:" and all iterations of "Law & Order." There are no findings in a study on stalking by school-aged children as a result of bullying. Although stalking is considered an adult problem, there seems to be no legal or another basis for stalking to be excluded from recognized definitions of bullying. Other crimes, such as murder, rape, and assault, are common among juvenile bullies; it is unclear why stalking has been left out. As previously stated, the broad definition of stalking includes actions that school-aged bullies may readily commit. If children are capable of murder, they are undoubtedly capable of stalking as well.

Cyberbullying an analysis

Cyberbullying, often known as online harassment, is a technique of harassing more anonymous people. Cyberbullying has gotten greater attention than previous kinds of online harassment due to the high-profile nature of the incidents involving children.

Bullies now have access to technologies that bullies did not have only a few decades ago. Technology has created a nefarious weapon with no bounds, limitations, or conscience. The Internet has revolutionized information technology and made life much more straightforward in developed nations. However, there is a negative side to this technology: it is anonymous and without guilt. In the wrong hands, it may be a devastating psychological weapon. Bullies may be considerably more effective in their tormenting of others because of cyberbullying. Computers, mobile phones, pagers, and other devices are available to school-aged youngsters as early as seven or eight years old, which were unheard of in the days of "schoolyard bullying." Today's bullies' armory of "psyops" against a victim includes e-mail, chat rooms, and text messaging. A kid might at least feel secure at home before the invention of this technology, away from the bully and apparently indifferent onlookers. Even primary school-aged students now have access to various technological devices that allow them to continue bullying long after the final school bell has rung.

Apart from the advanced technology, cyberbullying is no different from a victim confronting their tormentor. Like other kinds of bullying, the aim of cyberbullying is to harm, scare, and humiliate the victim, whether publicly or privately. Written posts on Websites and blogs, manipulated photos, and viral e-mails generated from a list of e-mail addresses are examples of cyberbullying. Threats, extortion, and mockery are all common elements in the bully's e-mails to the victim. Bullying on the internet is much more prevalent than bullying on the playground. The cyberbully can send quick e-mails to an infinite number of people with only a few keystrokes. Cyberbullies believe they are untouchable in their anonymity, unaware that their actions may be legally liable for libel.

Suicide attempts are rising in number all across the globe, which has sparked concern. In recent years, cyberbullying has emerged as a serious issue that is difficult to detect. Adolescent violence combined with internet communication has produced this unpleasant by-product, which is growing in prevalence and causing worry in society. Indirect bullying involves many kinds of social aggressiveness, including relationship

antagonism. A cyber bully's aggressiveness, delinquent conduct, and association with delinquent peers, as well as their involvement in drug abuse, are all higher than the average bully.

Cyberbullying is often associated with interpersonal problems, such as losing a friendship or romance, jealousy of a peer's success, or biased intolerance of certain groups based on gender, race, sexual orientation, or handicap. Bullying's conventional characteristics have been updated due to the exhibition of aggressive behavior in the digital age. Bullying is no longer limited to physical altercations between students in the corridors or angry verbal exchanges between classmates during recess times. Bullying may take many forms. Educators must be aware of the shifts in our students' behavior to keep up with technological advancements as the digital age transforms their lives. Cyberbullying is described as aggressive conduct directed against another person using information and communication technologies (ICTs). With the widespread availability of internet access and social media accounts, cyberbullying has become a global issue for many young people, transcending criteria such as gender, sexual orientation, and age. In a 2006 survey of 1,500 teenagers, it was shown that 33% of respondents had been cyberbullied. According to a February 2007 study of 832 adolescents, 43% of those questioned have been cyberbullied. According to Tokunaga's 2010 research, about 20%–40% of all adolescents have been cyberbullied (Tokunaga, 2010). According to Microsoft's 2012 'Global Youth Online Behavior Survey,' India placed third in the number of cyberbullying incidents (53%). (Singh et al., 2015). According to a November 2014 Ipsos study, India has the highest rate of child cyberbullying (32%) among 24 nations. Despite considerable research over the last decade, no study focused mainly on India could be found. As a result of these alarming figures, it became necessary to examine the causes and variables that contribute to cyberbullying, which is one of the motives for this study.

"According to a recent research by Child Rights and You, a non-governmental organization, 9.2 percent of 630 teenagers questioned in the Delhi-National Capital Region had experienced cyberbullying, and half of them had not reported it to teachers, guardians, or the social media firms involved."

The study, titled Online Study and Internet Addiction, published on February 18, found that vulnerability increased with time spent on the internet: 22.4 percent of respondents aged 13-18 years who used the internet for more than three hours a day were vulnerable to online bullying, and up to 28 percent of respondents who used the internet for more than four hours a day were subjected to cyberbullying, according to the study's findings.

According to the study, approximately one in every four adolescents reported seeing a changed photo or video of themselves, with half of these instances being unreported to the police.

In its most basic definition, cyberbullying is the act of harassing another person via the use of digital devices such as computers, laptops, smartphones, and tablets. In addition to social media, it may also take place in chat rooms and on gaming platforms, among other locations.

According to data released recently by the National Crime Records Bureau, women and children were the primary targets of cyberstalking and bullying in 2018. Compared to the previous year, the number of recorded cases increased by 36%, from 542 to 739 in 2018. Meanwhile, according to the National Crime Prevention Center, the conviction rate for cyberstalking or bullying of women and children has dropped by 15 percentage points, from 40 percent in 2017 to 25 percent in 2018. Statistics show that the proportion of individuals still looking for work has risen by one percentage point during the same period, bringing the total number of unemployed people to 96%. According to the bureau's data, National Crime Records Bureau figures show that the number of reported cybercrime instances increased by 25 percent between 2017 and 2018.

Experts think that underreporting is a significant factor in reducing the number of documented incidents of threatening or blackmail, which went from 311 to 223 cases over the same period.

The study's most important finding is the change in variables that happened due to the Coronavirus pandemic outbreak, which was documented in the literature. On the 24th of March in the year 2020, India implemented a national lockdown that was prolonged for many months in major metropolitan areas. When the lockdown was implemented, it had a range of effects on the outside world, including social connections, online school, and college courses, and working from home. This change led to a substantial increase in the amount of time most individuals spent on the internet. According to a survey conducted in China during the pandemic, more than 80 percent of those who responded said their social media exposure had increased (SME). This exposure, combined with demographic trends, had a negative impact on the mental health of those who took part in the survey, with issues such as sadness and anxiety exacerbated by apprehension about the unforeseeable consequences of the epidemic. As digitalization progresses and the "work from home" tradition gains popularity, many cyber attackers have taken advantage of people's vulnerability to commit various cybercrimes, including impersonation, data leakage, and attacks on critical infrastructures such as healthcare and banking systems, among others. Because of the increase in online financial transactions, the vast majority of the public has become susceptible to phishing operations conducted by criminals. Cyberbullying is another aspect of cybercrime that has gone unnoticed in many evaluations of the current pandemic.

Characteristics of Common Bully

 I. They like being in charge of others.

II.   They obtain what they want by exploiting others.
III.   They have a hard time viewing things from someone else's perspective.
IV.   Their emotions and wants come before the needs and rights of others.
V.   When parents are not present, they injure other youngsters.
VI.   They transfer their own poor self-worth onto their victim by blaming them and making false accusations (s).
VII.   They refuse to take the blame for their conduct.
VIII. They are unable to anticipate the repercussions of their conduct.
IX.   They are starved for attention.
X.   They despise their victims, believing them to be worthless, inferior, and unworthy of respect.

The following are the areas where cyberbullying has taken place:

I.   Social Media Sites (Facebook, Instagram, Snapchat, Twitter, etc.)
II.   SMS (Short Message Service) (text messages from the cellular network)
III.   Services for sending and receiving instant messages (Whatsapp, Facebook messenger, I message, etc.
IV.   Email

Cyberbullying may manifest itself in a variety of ways across multiple online platforms; some cyberbullying examples are provided below to help you get a better grasp of what constitutes cyberbullying or anti-bullying: Defamatory content or embarrassment to the victim of online bullying is uploaded on the internet.

I.   Account hacking is a kind of cybercrime.
II.   Posting obscene or profane texts
III.   Threatening the victim with the commission of a violent act
IV.   Stalking
V.   Threats of child pornography, as well as child pornography itself

Laws and Policies against Cyber Bullying in Different Countries

New Zealand(2015)	Harmful Digital Communications Act	This law makes it illegal to transmit messages or publish materials on the internet that are intended to cause severe mental distress or incitement to commit suicide on purpose.
Australia(2015)	Enhancing Online Safety for Children Act	Provides for the appointment of a children's e-safety commissioner, whose primary responsibility is to manage a complaints system for cyberbullying content, which allows for the removal of material aimed at children from social media platforms as quickly as possible.
Philippines(2013)	The Anti-Bullying Act	Introduced legislation mandating all elementary and secondary schools to establish policies to combat bullying, which must include bullying perpetrated via the use of computers or any other electronic methods.
Mexico	A national campaign	The project is primarily concerned with increasing awareness about the dangers of cyberbullying at the local level, providing parents with information about this phenomenon, and assisting them in identifying and addressing changes in children's behavior that are associated with cyberbullying.
Argentina and Chile		Bullying and cyberbullying prevention efforts are centered on teacher training, student seminars, and parental counseling, as well as a therapeutic treatment for both victims and bullies to avoid repeat occurrences.

United States of America	www.stopbullying.gov - Website	The government has developed a comprehensive resource for prevention and response.
Czech Republic	Special center	Sharing personal information through social media platforms and other risky communication methods

Countries that have passed laws and established procedural safeguards to prevent and protect children from cyberbullying are included in the following table. Legislation has been passed in New Zealand, Australia, and the Philippines to discourage and prevent cyberbullying and lessen the effect on victims. Other methods, such as those used in Argentina and Chile, and the Czech Republic, including creating a dedicated organization to combat cyberbullying.

Cyberbullying Law provisions in India
It is essential to grasp the definition of bullying and cyberbullying in India in order to comprehend cyber legislation in India. Bullying is defined as the systematic infliction of physical or physiological suffering and harm on a student or employee victim. Bullying that occurs online is referred to as anti-bullying or cyberbullying. In India, cyberbullying in the workplace by coworkers is also considered harassment at work. Because of the widespread use of the internet among teenagers, the offenders and victims of anti-bullying or cyberbullying are primarily teenagers, making school bullying a widespread occurrence.
In India, no particular legislation allows for cyberbullying laws, although sections like "Section 67 of the Information Technology Act deal with cyberbullying in some manner." "Section 67 of the act stipulates that publishing or sending obscene content in electronic form is punishable by up to five years in prison and a fine of up to ten lakh rupees."
The following are the sections of India's cyberbullying legislation, apart from Section 67 of the IT Act:
"Provision 507 IPC - This section says that if someone is subjected to criminal intimidation as a result of anonymous communication, the person making the threats may be imprisoned for up to two years. The offenses of anti-bullying and cyberbullying are included in this section due to the term anonymous."
"Section 66 E of the IT Act outlines the penalties for violating privacy. According to the clause, anybody who deliberately breaches the privacy of others by sending, taking, or publishing private photographs of others faces a sentence of up to three years in jail or a fine of up to three lakhs."
Consult top cybercrime attorneys and submit a cybercrime complaint to defend yourself from cybercriminals.
"According to the Ministry of Women and Child Development's press release on 'Digital Exploitation of Children,' cyberbullying and cyberstalking against women is punishable under sections 354A and 354D of the IPC."
"After the Criminal Law (Amendment) Act of 2013, section 354D was added to the IPC, cyber-stalking of women was recognized as a crime."
"Any man who 1) follows a woman and contacts, or attempts to contact, such woman to foster personal interaction repeatedly, despite a clear indication of such woman's disinterest; or 2) monitors a woman's use of the internet, email, or any other form of electronic communication, commits the offense of stalking:.'
i) Provided, however, that such conduct shall not be considered stalking if the person who pursued it can show that it was pursued to prevent or detect crime and that the state had entrusted the person accused of stalking with the responsibility of preventing and detecting crime.
ii) it was done to comply with any law or any condition or obligation imposed by anybody under any law.
iii) such action was reasonable and justifiable under the circumstances."
The wording of "Section 354D of the IPC makes it apparent that the section punishes both offline and online stalking, regardless of whether the "cyber" component is present or absent. Subsection (2), on the other hand, leaves open the question of how the victim is monitored or 'watched,' as well as what constitutes such actions."
In the case of "State of West Bengal v. Animesh Boxi, the defendant obtained some of the victim's private and obscene photographs by hacking into her phone, blackmailed her with the threat of uploading the stolen pictures and videos to the internet, and then uploaded her private and intimate photographs and videos to an obscene website.
The West Bengal District Court convicted the defendants under sections 354A, 354C, 354D, and 509 of the Indian Penal Code and sections 66C and 66E of the Information Technology Act. The court determined that the crime under section 354D of the IPC was established since the victim was followed online and subjected to 'virtual rape' whenever a user of the publicly available worldwide website watched the video. The court said that deterrence was a primary factor in convicting the accused and that an incomplete sentence would do more damage than good by undermining public trust in the severity of the matter."

Conclusion:

Even though bullying is illegal in many jurisdictions, only a small number of victims and their families report cyberbullying incidents. The vast majority of people would instead remain quiet and trust that things would improve independently.

When compared to other crimes such as murder and organized crime, cyber-bullying is, in some ways, a less severe offense. A cyberbully would be housed and punished alongside other adolescents who are in confrontation with the law, some of whom may be chronic offenders or who may have committed horrific crimes if convicted of their offenses. This may endanger the cyberbully's safety or cause him to get more involved in criminal activity and eventually become a chronic offender. As a result, criminalizing juveniles for cyberbullying may have unintended consequences. For policymakers to successfully bring about a shift in mentality, there are many important factors to consider. Child-friendly policies, for example, should explain why cyberbullying is harmful to both children and society, should be adopted by legislators.

Recommendations:

Inquire about patients' experiences using digital technologies. Is it mostly for them?

Inquire if any of your patients have witnessed peers having internet problems. What problems have they faced, and how do they see them?

Inquire about patients' social media use.

- "Do you know anybody who could help and support you?" seek out a child's negative experiences.
- Ask your patients whether their schools teach about cyberbullying, social media, or digital technologies.
- Encourage parents to talk to their children about what they do online, what digital activities they like, and what (if any) common issues they have.
- Ask your kids to describe or illustrate a digital activity. Kids like impressing their parents.
- Encourage parents to respond to social problems by listening, supporting, and occasionally opposing. Direct action is not always possible or necessary.
- Inform parents that if a social problem persists, they may contact the site or program's developer. Additionally, you or they may notify a child's school, where experts may monitor interactions and help a targeted child.

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