

Digital Media-Based Interventions for Cyberbullying Prevention Among Adolescents with Special Needs: A Systematic Literature Review

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ARTICLE INFO	ABSTRACT
Article history Received May 08, 2026 Revised June 09, 2026 Accepted June 22, 2026 Keywords Cyberbullying Digital media Intervention Youth with special needs Prevention	Adolescents have developed their online interaction with the emergence of digital technology, along with that, cyberbullying is on the rise and affecting mental health, especially in adolescents who are special needs. Objectives: This review aims to systematically explore the nature of digital media-based interventions for cyberbullying; this includes the types of interventions, as well as the characteristics of media used and evaluation outcomes of effectiveness. This research is conducted using Systematic Literature Review(SLR) with use of PRISMA guidelines and bibliometric analysis by using Bibliometrix. Data regarding was harvested from 2020–2026 using Scopus, Web of Science, and Google Scholar data. Out of 850 articles, 10 were chosen to be analyzed. The findings revealed the effectiveness of digital media-based interventions (e.g., serious games, applications, social media, virtual reality and artificial intelligence) on knowledge, empathy and cyberbullying preventive behaviors. The success of interactive and adaptive media hinges on the core attributes. But there are still limitations concerning inclusion and accessibility to technology. INGINER OTTOMSSeng this research solidly supports the possibility of using digital media as a new approach to bullying intervention. We require more inclusive intervention development and better-designed follow-up research. This is an open access article under the CC-BY license. 

I. Introduction

The development of digital technology in the last two Digital technology continues to change the lives of teenagers, especially by changing how they communicate, interact and develop social relations in this digital age (Odgers & Jensen, 2020). Broad penetration of the internet, social media and many other digital services has led that virtual space is one of everyday life for teenagers (Hoffmann-Wróblewska et al., 2021). But under the advantages of this development, it also brings many new risks, one of which is an increase in the Cyberbullying phenomenon (Сланбекова et al., 2024). So far as we can see, cyberbullying is a type of bullying through digital media (of course including social media along with instant messaging) and hereby does serious damage on the individual mental health and wellbeing (Li et al., 2024)(Suprpto et al.

Globally, the trend of cyberbullying has shown a sharp increase. According to recent reports, about 20–40% of adolescents found themselves victims of cyberbullying (name-calling, spreading false information and online harassment) (UNICEF, 2023). Cyberbullying creates psychological impact such as anxiety, depression and low

self-esteem in adolescents but also impacts their academic success and social interactions (Charoenwanit, 2019). In some extreme cases, cyberbullying is also associated with self-harming behavior [Hamm et al., 2015] to the extent of suicide.

Adolescents with special needs (Marlina & Samala, 2026) are the most vulnerable population. Adolescents with disabilities, such as hearing, intellectual or autism spectrum disorders are more vulnerable to victimization due to limited communication and social understanding abilities, development of self-control skills and lack of digital literacy (Paramansyah & Parojai, 2024) As a result, restrictions in observing and managing unfavourable behaviour in cyberspace make them extra susceptible to heavier impacts than youth typically (Marlina et al., 2021).

Preventive interventions are needed to lessen the risk factor and impact of cyberbullying (Espelage & Hong, 2017). Technological advancements are often accompanied by the evolution of intervention strategies from traditional practices to digital media-based interventions (Peyman et al., 2020). These interventions may be delivered as educational applications, animated videos, Serious Games or social network-based programs

for increasing awareness, knowledge and skills to prevent cyberbullying (Lisabe et al., 2025).

Results from some studies indicate that digital media-based interventions (DMBIs) are a promising approach to increase the effectiveness of cyberbullying prevention. Serious Games, for example, engage users through an interactive approach that regions both empathy and user engagement (Aeqb et al., 2023), and social media-based interventions can appeal to adolescents on a larger scale daily striking interests in their common lives (Kutok et al., 2021). Other technology-mediated methods such as Virtual Reality and artificial intelligence allows researchers to develop more immersive and adaptive forms of learning experience (Marlina et al., 2022).

However almost all of previous researches are still talking in general adolescence with the lower explanation entrusted towards adolescents with special needs (Pyżalski, 2023). Actually, the traits of this group possess extremely various properties as well as needs still, so an extra inclusive and adaptive method is needed in its intervention. In addition, the wide range of digital media used in interventions and the heterogeneity in design resulted in no clear evidence for effect per medium combination in adolescents with chronic conditions.

Existing studies have demonstrated considerable variation in the availability of evidence across disability categories. Interventions designed for adolescents with Autism Spectrum Disorder (ASD) have received increasing attention through virtual reality and social-skills training approaches. In contrast, studies focusing on deaf adolescents remain relatively limited and mostly rely on visual learning materials and digital communication platforms. Research involving adolescents with intellectual disabilities is also scarce, particularly regarding adaptive and accessible digital interventions. Meanwhile, evidence concerning students with learning disabilities remains fragmented. These disparities indicate the need for a comprehensive synthesis of intervention approaches across disability groups to identify current strengths, limitations, and future research directions.

Besides these limitations, there is still a gap in the literature regarding what characteristics of digital media have been found effective and how factors like participatory design, user engagement and social context relate to success. Participatory Design has recently been shown, however, to improve the relevance and efficacy of these interventions; yet its implementation remains limited and its evidence base poorly systematised (Yeh et al., 2026). Moreover, most of researches still conducted to test whether certain programs or relationships between variables work do not resulted in specific media products tailored for the special needs characteristics.

Despite the growing number of studies investigating digital approaches to cyberbullying prevention, the existing literature remains fragmented across different

intervention formats, target populations, and technological platforms. Previous studies have predominantly focused on general adolescent populations, while evidence concerning adolescents with special needs remains limited and scattered. Furthermore, there is insufficient synthesis regarding which digital media characteristics contribute most to intervention effectiveness and how different technologies are adapted to the needs of specific disability groups. Therefore, the novelty of this review lies in its integration of bibliometric analysis and systematic review methods to map research trends, identify dominant intervention approaches, examine media characteristics associated with effectiveness, and synthesize evidence on digital media-based cyberbullying prevention interventions for adolescents with special needs.

Thus, a systematic review is needed to explore and synthesise the different forms of digital media-based interventions for cyberbullying prevention in special needs adolescents. Approach Systematic Literature Review (SLR) is the appropriate approach when it comes to summarizing evidence-worthy existing research findings, identifying patterns, and assessing whether, on average, interventions are effective or were helpful as a whole (Cabrera et al. 2023).

Hence, the aim of the present article is to systematically review digital media-based interventions in the secondary prevention of cyberbullying in adolescents with special needs regarding (1) intervention characteristics; (2) technology features employed; (3) effectiveness; and (4) strengths/weaknesses. Theoretically this paper will enhance the body of research on inclusion and educational technologies. Practically, this research can be taken as a foundation for developing more efficient, adaptive, and inclusive cyberbullying prevention interventions among adolescents with special needs. On the basis of these objectives, this study formulates its research questions as follows:

RQ1: What are types of intervention used for the prevention of cyberbullying based on digital media in special needs adolescents? RQ2: Characteristics of physical behavior change interventions employing digital media and its association with the effect [This means asking], what kind of digital media is used, for example, social media or messaging? RQ3 : What are the strengths and limitations of digital media-based interventions that have been developed?

II. Method

A. Research Design and Data Sources

In this paper, we apply a systematic literature review (SLR) approach to investigate different types of digital media-based interventions for prevention of cyberbullying among adolescents with special needs. This review process utilized the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines

which promote consistency and high-quality reporting to reduce bias, ensuring transparency, objectivity, and accuracy in literature selection. The PRISMA process for this study consisted of the three main stages: identification, screening (including feasibility), and inclusion (Page et al., 2021).

B. Inclusion and Exclusion Criteria

Inclusion criteria for the articles selected in this study were: (1) Research papers addressing digital media-based interventions made to prevent cyberbullying; (2) Research subjects are ongoing studies on adolescents with special needs or inclusive education settings as a research subject; (3) Multimedia characteristics, intervention effectiveness, or implementation outcomes are key variables studied; (4) Peer-reviewed articles published between 2015 and 2025 and indexed in Scopus or Web of Science within the fields of psychology, education, public health, educational technology, disability studies, and inclusive education. Exclusion criteria are: (1) articles that do not mention cyberbullying or do not specifically address media-based interventions on this context; (2) articles that do not refer to the population of adolescents with special needs and are also not relevant to the field of inclusive education; (3) articles in the form of opinion, editorial or non-empirical reports reporting data from research, and finally; (4) relevant studies but with methodological quality below minimum standart.

C. Documents Included in the Analysis

A total of 10 eligible studies met all inclusion criteria and were included in the final systematic synthesis. The final number was not predetermined but resulted from a rigorous screening process involving duplicate removal, title and abstract screening, full-text eligibility assessment, and methodological quality evaluation. The documents were chosen depending on attributes, including the subject, type of document, language, access and relevance to net media-based interventions in the prevention of cyberbullying in adolescents with special needs. The article selection process is shown in detail in the figure 1 (PRISMA flowchart). All the extracted documents undergo an additional processing step where each document is stored in a CSV-formatted file to ease the analysis using the RStudio software with Bibliometrix package.

D. Data Analysis

This study used RStudio software with the RStudio software with the Bibliometrix package was used for quantitative analysis of the digital media-based interventions in preventing cyberbullying among adolescents with special needs. The data for the research were extracted from Scopus, specifically using article metadata that was processed to present a bibliometric network visualization. You use data until October 2023 to perform the first level of analysis by calculating keyword frequencies which shows the main terms that show up

most common in related paper publications. The subsequent analyses include citation network mapping, author productivity exploration and collaboration patterns between authors and institutions (Aria & Cuccurullo, 2017).

Bibliometrix is an RStudio package useful for carrying out large quantity processing on bibliographic data and enables the citation networks and research trends to be displayed in a meaningful way. Similarly, the Biblioshiny interface is equally employed to interact with datasets such that process of analysis becomes practical and more interactive. The benefit of this approach is that they can all use Scopus metadata to deliver large-scale analysis such as bibliometric co-citation, keywordco-occurrence (also called content co-occurrence) and dynamic thematic mapping. In this study, citation analysis was used to find the most cited articles while other analyses were employed to analyze author, institution and development contributions about research trends on digital interventions in cyberbullying prevention.

E. Prism Stages

The maximum number of articles obtained in identification phase at the first search was 850. Once we finish deduplication, the number of articles reduces to 780. A title and abstract screening process led to 420 articles matching keywords. Full-text eligibility of 96 articles constitutes the next step. Figures 1-7 illustrates a stepwise synthesis that resulted in 10 articles being extracted through-out the process of inclusion for final analysis. The article selection process according to the PRISMA flow is described in Table 1.

Article Selection Process Based on PRISMA

PRISMA Stage	Quantity (n)
Identification	850
After Removing Duplicates	780
Title & Abstract Screening	420
Full-Text Eligibility	96
Included in Final Synthesis	10

Of the 850 records initially identified, 70 duplicate records were removed. Following title and abstract screening, 360 records were excluded because they did not focus on cyberbullying prevention, digital media interventions, or adolescents with special needs. Ninety-six articles underwent full-text assessment, of which 86 were excluded due to population mismatch, insufficient intervention description, lack of empirical evidence, or failure to meet methodological quality requirements. Consequently, 10 studies fulfilled all eligibility criteria and were included in the final synthesis.

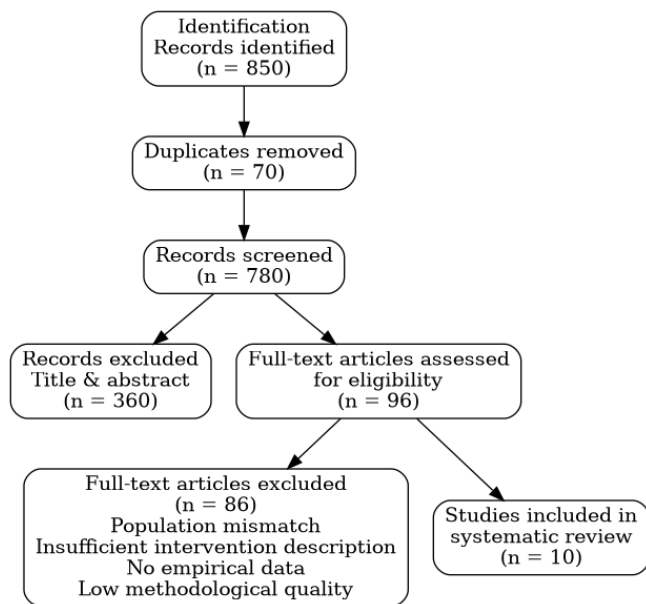


Fig. 1. PRISMA 2020 Flow Diagram of Article Selection Process.

The literature search identified 850 records from the selected databases. After removing 70 duplicate records, 780 articles underwent title and abstract screening. A total of 360 articles were excluded during screening, while 96 articles were assessed for full-text eligibility. Following eligibility assessment, 86 articles were excluded for

reasons including population mismatch, insufficient intervention description, lack of empirical evidence, and inadequate methodological quality. Finally, 10 studies met all inclusion criteria and were included in the systematic review.

III. Results and Discussion

Bibliometric analysis findings illustrate that improving knowledge on digital media-based interventions is a contemporary trend in the prevention of cyberbullying among adolescents with special needs. The data showed a total of 850 documents published in 602 sources in the range between a small number of publications while high

number of authors (3203) with an average citation per doc = 16.77. This indicates that cyberbullying and digital intervention are becoming more pervasive and widely attended in academic studies.

Figure 1 Annual Publication Trend From the data, we can see that there will be more publications from 2020 to 2025. The specific increase in publications at this time likely reflects a growing awareness of cyberbullying as social media technologies began to develop and gain traction among adolescents. The decrease between the number of publications in 2026 might be related with little data not being fully indexed.

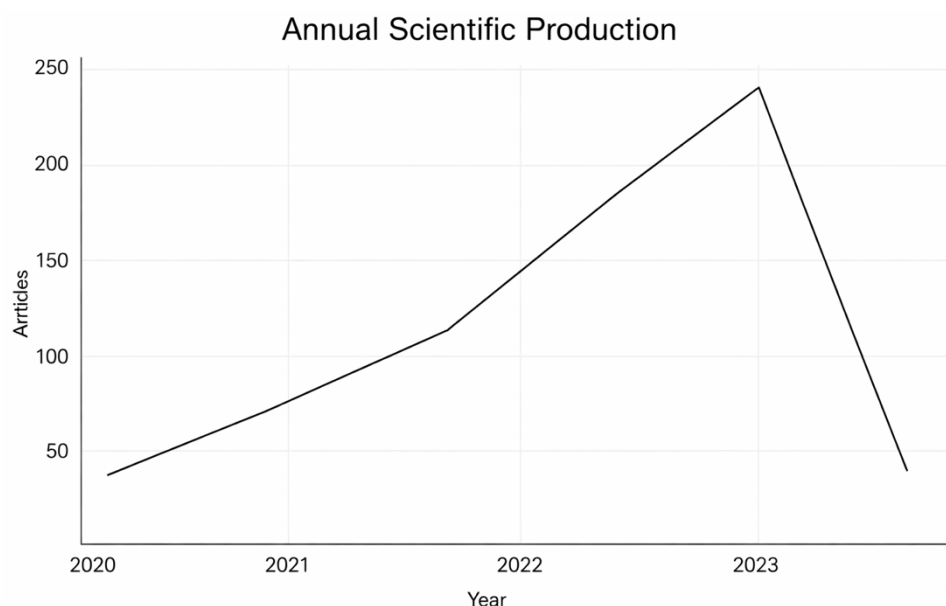


Fig. 2. Annual Scientific Production

The outcome of this research indicates that research in this area is maturing and has benefited from the use of digital technology as a credible solution to cyberbullying prevention more progressively.

The following Figure 2 contains the most impactful publication sources, respectively. The analysis results demonstrated that there are a few journals, such as

Frontiers in Psychology, International Journal of Environmental Research and Public Health, and Computers in Human Behavior, that serve as primary publications on this field. The predominance of these journals suggests that cyberbullying and digital intervention research is inherently multidisciplinary, involving psychological science, public health and educational technology.

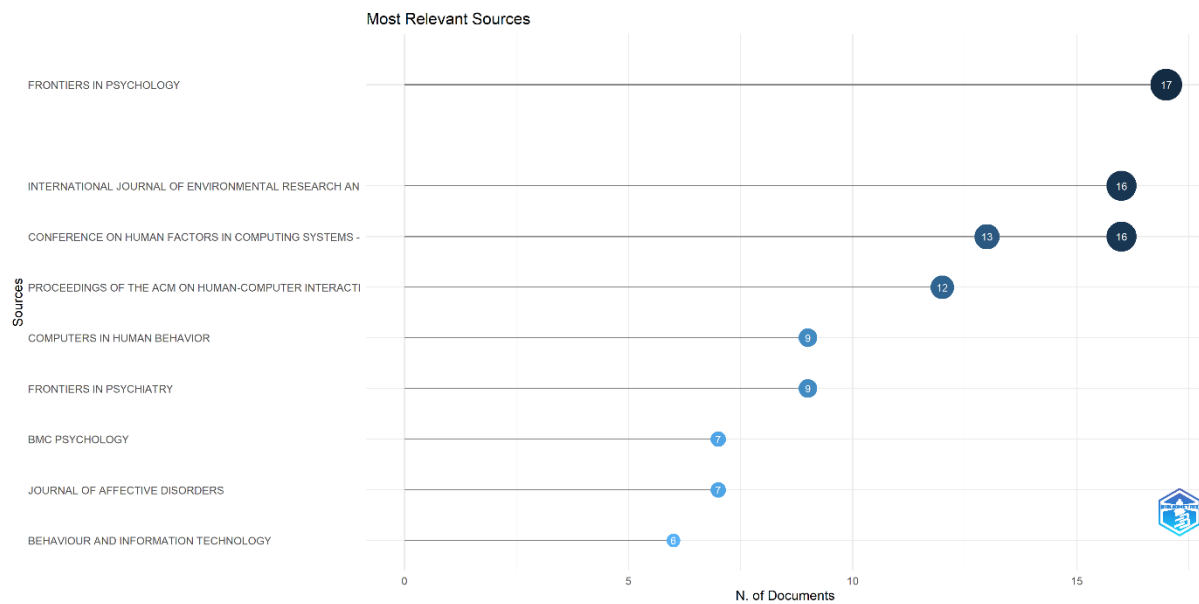


Fig. 3. Most Relevant Sources

The type of sources well represented through the research signifies not only a behavioral scope but also one emphasizing an effect on (mostly about) mental health and one about technology as a medium of interception.

The Thematic Map is shown in the following figure (Figure 3). Human, female, and male are motor themes,

which have the highest significance and development. While meanwhile, the themes (e.g., mental health, depression, and anxiety) are in a developing position reveal possibilities for further research. As it stands, the theme still centers around cyberbullying and social media but is gradually transferring to more precise matters.

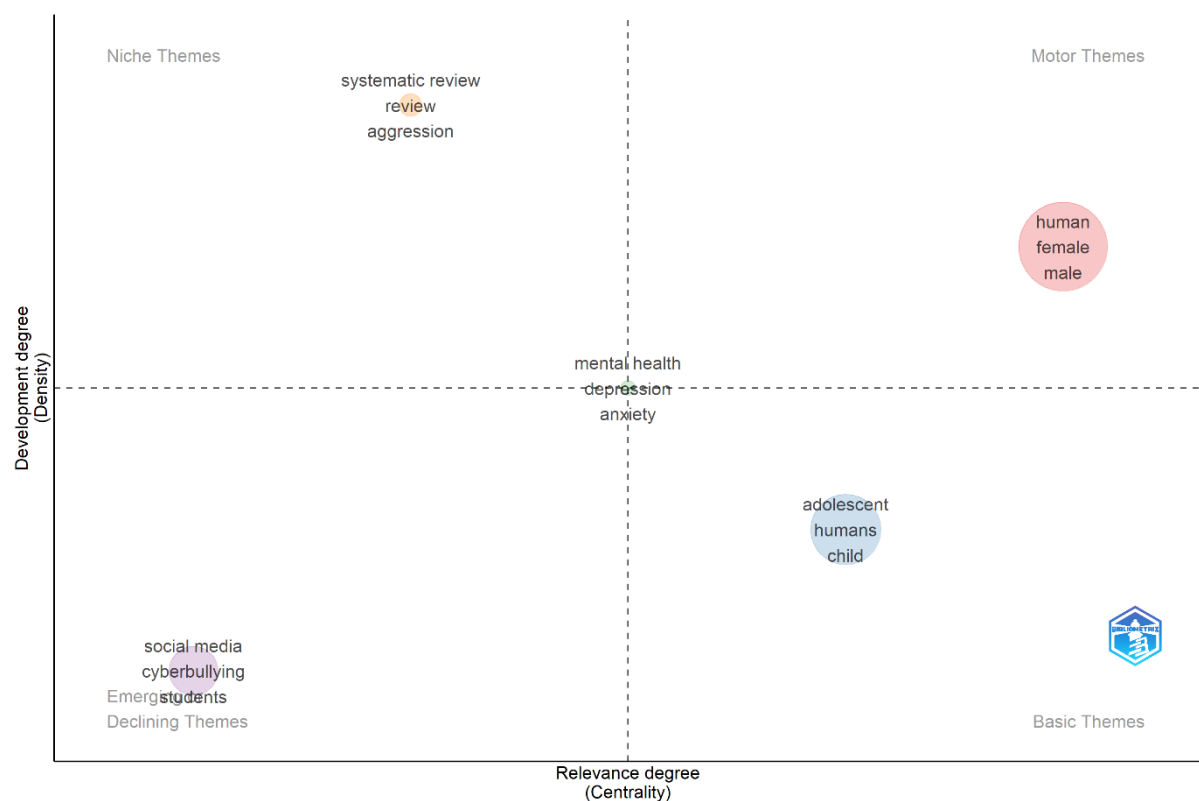


Fig. 4. Thematic Map

This thematic map shows that research is beginning to shift from simply identifying phenomena to a more in-

depth approach, especially in relation to mental health and technology-based interventions.

Figure 4 shows the Keyword Co-occurrence Network. The main cluster is centered on the term cyberbullying

which has a strong relationship with the term's adolescent, mental health, and digital media. Another

cluster showed a correlation with the term's human, female, and male, indicating the focus of the research on the human population in general.

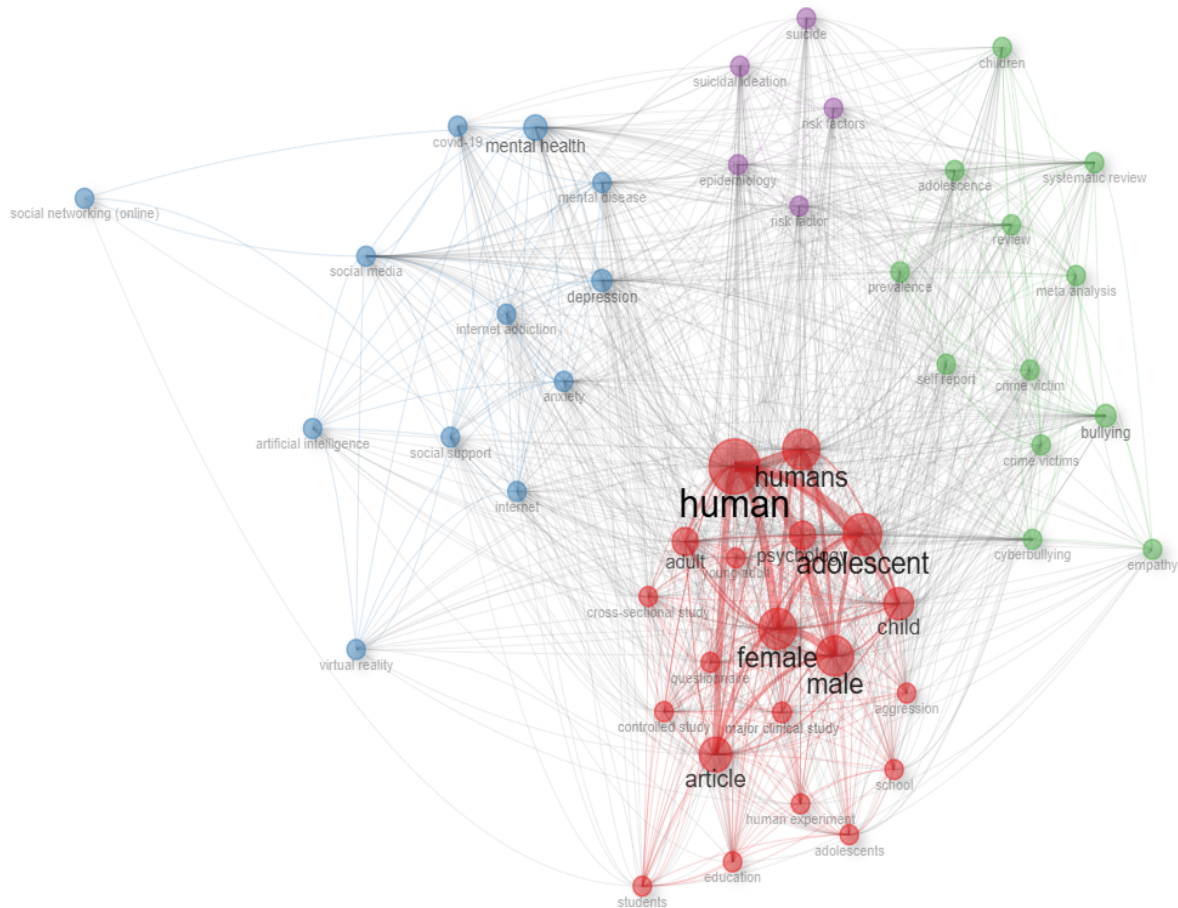


Fig. 5.Keyword Co-occurrence Network

The map depicted the main cyberbullying research foci throughout these years, including behavior, sociology/education/psychology monuments, and use of digital technology as an intervention instrument. The correlation between psychology, society and technology are strongly interrelated in the keywords that we come up with this study.

In Figure 5, the results of the bibliometric analysis number of documents, sources, authors, and annual growth rate numbering in particular six years are summarized. Despite a decrease of the growth rate (-1.49%), data indicates high and stable research productivity.



Fig. 6.Summary of Bibliometric Results

The results of the bibliometric analysis overall indicate that research in this field is progressing and has some significant potential to continue being effectively developed, particularly in relation to digital technology adoption. Besides the bibliometric analysis, a systematic summary of ten studies included with PRISMA criteria consistently indicated similar findings.

Table 1. Synthesis of Analyzed Studies

Author & Year	Title	Design	RQ Focus	Key Findings
(Serritella et al., 2025)	<i>Countering Bullying and Cyberbullying Using Technology-Based Solutions: A Systematic Review</i>	Systematic Literature Review	Types and characteristics of digital interventions	Technology-based interventions such as virtual reality, serious games, and AI are growing and proving effective in increasing awareness, engagement, and bullying prevention
(Arango et al., 2024)	<i>A Web-Enabled, School-Based Intervention for Bullying Prevention (LINKlusive): A Cluster Randomised Trial</i>	Cluster Randomized Controlled Trial	Effectiveness of web-based interventions in schools	The LINKlusive program is effective in reducing the victimization of bullying, especially in elementary school students and improving students' mental health and quality of life
(Kutok et al., 2021a)	<i>A Cyberbullying Media-Based Prevention Intervention for Adolescents on Instagram: Pilot Randomized Controlled Trial</i>	Randomized Controlled Trial	Effectiveness of app-based and social media interventions	App-based and Instagram-based IMPACT interventions have been proven to be feasible and acceptable, as well as improving well-being, bystander behavior, and reducing adolescent psychological stress
(Calvo-Morata et al., 2020)	<i>Serious Games to Prevent and Detect Bullying and Cyberbullying: A Systematic Serious Games and Literature Review</i>	Systematic Review	Characteristics and benefits of serious games	Serious games are effective as an educational medium that increases empathy, awareness, and skills to deal with cyberbullying through an interactive and motivational approach
(Flanders et al., 2020)	<i>Empowering Digital Citizenship: An Anti-Cyberbullying Intervention to Increase Children's Intentions to Intervene on Behalf of the Victim</i>	Experiments	Bystander behavior in cyberbullying	Interventions based on the Theory of Planned Behavior are able to increase children's intentions to help victims of cyberbullying, especially in the context of the role of bystanders
(Chen et al., 2026)	<i>Participatory Design in Digital Interventions for Bullying and Cyberbullying: A Systematic Review</i>	Systematic Review	User-based intervention design	The participatory design approach improves the appropriateness of the intervention to the needs of users (adolescents & teachers), thereby having an impact on increasing effectiveness and engagement
(Nee et al., 2023)	<i>The Digital Defence Against Cyberbullying: A Systematic Review of Tech-Based Approaches</i>	Systematic Review	Types of technologies and effectiveness of interventions	Technologies such as AI detection tools, digital education programs, and online campaigns show great potential in cyberbullying prevention, although they still require adapting the user's context
(Bodoque-osma & Navarro, 2024)	<i>Cyberbullying Intervention and Prevention Programmes in Primary Education (6 to 12 Years): A Systematic Review</i>	Systematic Review	Programs in basic education	Interventions are effective if they include emotion regulation, digital literacy, and improving the school climate, and involve school and family collaboration
(Hamzah et al., 2025)	<i>Digital Literacy and Positive Bystander Intervention in Preventing Adolescent Cyberbullying</i>	Qualitative Study (Case Study)	Digital literacy and preventive behaviour	Digital literacy has been proven to increase awareness, critical thinking skills, and the courage of adolescents to act as a positive bystander in preventing cyberbullying
(Dailey & Roche, 2025)	<i>Addressing Bullying and Cyberbullying in Public Health: A Systematic Review of Interventions for Healthcare and Public Health Professionals</i>	Systematic Review	Cross-sectoral interventions (health & education)	Multidisciplinary approaches involving health workers, schools, and digital technology are more effective in preventing and increasing adolescent resilience

The synthesis of these ten studies suggests that digital media-based interventions can effectively prevent cyberbullying in the domain's knowledge ($n = 7$), attitudes ($n = 5$), and adolescent behavior change ($n = 6$) as evident by a significant mean difference at follow-up than control groups in various settings. We discuss interventions including serious games, more recently social media-based applications, and technology facilitated approaches (e.g. virtual reality and artificial intelligence) that have

been shown to successfully increase user engagement and awareness.

Finally, the screen-based nature of digital media its interactivity, visual content and adaptability is a key determinant of intervention success. The participatory design approach also performed well in terms of tailoring interventions to user needs, particularly with adolescent populations.

However, interventions do remain dependent on a number of factors including access to technology; digital literacy levels and also the role of their environment such as schools and families. Moreover, even though nine of the studies were performed with appropriate use of scales, most of them used a small-scale design, so additional research is needed using a more adequate design to replicate our findings on a stronger basis.

Collectively, results from bibliometric and study synthesis demonstrate that digital media-focused interventions present a promising approach to preventing cyberbullying. While they provide useful perspectives about the content development, further refinement is needed to develop the interventions and approaches in a way that is responsive to adapting and contextualizing.

The systematic review findings are closely aligned with the bibliometric results. Themes identified in the keyword co-occurrence network and thematic map, particularly cyberbullying, mental health, digital intervention, and adolescent well-being, were also consistently reflected in the ten selected studies. The increasing publication trend observed in the bibliometric analysis indicates growing scholarly interest in technology-supported prevention strategies, which is supported by the systematic review findings demonstrating the effectiveness of serious games, social media interventions, virtual reality environments, and AI-assisted approaches in reducing cyberbullying-related risks.

Digital media-based interventions are key elements of prevention programs to reduce the incidence of cyberbullying in adolescents, also in special needs groups. However, technological developments in the last few years have resulted in a diversification of approaches at this level (Jiao & Yahaya, 2024), including Serious Games, mobile-based apps, social media and Virtual Reality and artificial intelligence-based technologies among others. Note that these observations are consistent with social learning theory which asserts as a form of observing reinforcement; specifically due to some media exposure (Bandura, 1977). Digital media functions as both a tool for communication and a powerful social learning medium surrounding the acceptance of anti-cyberbullying behaviours in this context (González-Calatayud et al., 2021).

Attributes of the digital media used in the intervention are also important predictor deciding success of program. Research has shown that interactive, visual and adaptive media are more effective to engage adolescents (Jiang et al., 2024). Moreover, participatory design is a user participation-based approach, which enables to develop interventions that are more specific on-contribution as well as relevant based solutions regarding needs as well as user experience. This is consistent with the concept of user-centered design, which argues an active role for users in the process of developing technologies (Jung et al., 2025).

Therefore, whether an intervention is effective or not does not only depend on the type of technology but also how it was designed and implemented.

The findings of this study indicate that digital media based interventions have the potential effects of increasing knowledge, changing attitudes and preventing cyberbullying behaviours (Pujo-Menjouet & Wessel-Therhorn, 2019). The intervention has also been associated with improving empathy, awareness, and bystander positive behaviour in adolescents [7, 8-9]. Theory of Planned Behavior could explain these findings, which asserts that the intentions to behave are determined by attitudes and social norms (Ajzen, 1991) as well as by perceived control over the behaviour. You learn not just to understand the effects of cyberbullying but are also encouraged to act against it -- where you can teach preventive measures.

But this study also demonstrates that the effectiveness of interventions is still contextual (Sorden, 2016). Enabling factors are accessibility to technology, media fit with adolescent characteristics, and incorporation of interventions in the school and family context. However, there are barriers in the implementation of interventions as limited access to technology, low digital literacy and failure to tailor strategies for adolescents with special needs (Shakil et al., 2025). This indicates that mere provision of the technology alone will not guarantee success unless complementary strategies are adopted, combined with environmental determinants and readiness to use them.

Based on the perspective of inclusiveness, additionally, the results from this consideration indicated that most digital interventions are not fully adapted to fit the requirements of adolescent learners with SEN (Mayer, 2002). Notably, this omission is particularly relevant for future research, as the access and understanding of digital materials within the senior population differs from other groups. These findings are consistent with the work of Wright (2018), suggesting that adolescents with disabilities are at greater risk for cyberbullying victimization and may benefit from a more targeted and responsive intervention approach.

This study also shows that a multidiscipline approach integrated with education, psychological and technologic aspects is more effective than single approaches (Marlina, 2025). More specifically, emotional regulation and strengthening the social environment yielded enhanced efficiency in cyberbullying prevention in a one stop digital literacy context. This indicates that the cyberbullying problem is not a dichotomy and requires multimodal solution i.e. (Robinson et al., 2023).

The effectiveness of digital interventions varies according to disability characteristics. For adolescents with autism spectrum disorder, immersive technologies such as virtual reality appear particularly useful for

improving social understanding and empathy. For deaf adolescents, visual-based media, including videos, animation, and sign-language-supported platforms, facilitate information access and cyberbullying awareness. Adolescents with intellectual disabilities benefit from simplified interfaces, gamified learning environments, and repetitive instructional designs that support comprehension and behavioral change. Meanwhile, adaptive technologies and AI-supported systems provide opportunities to personalize learning experiences across diverse disability categories. These findings highlight the importance of designing interventions that are responsive to specific user needs rather than applying a uniform approach across all disability groups.

This study has a few limitations, nevertheless. Given the relatively small size of this study, it is not possible to generalize the findings across a larger audience. Further, the research design and study context changed, resulting in variations of results obtained. Another drawback is that the focus of existing studies has not specifically been upon adolescents with special needs in relation to interventions delivered via a digital platform. Considering the findings and limitations, further research is needed to implement a broader approach to develop a digital media-based intervention considering user needs. It requires a better experimental approach, and data with more heterogeneous samples (Marlina, 2021). New technologies like artificial intelligence and Virtual Reality can also be used as alternatives to enhance the impact of upcoming interventions (Eden et al., 2025).

All in all, this study is a significant contribution in detection of the cyberbullying prevention based on digital media. These findings not only solidify the theoretical bases but also have positive implications for the design of more effective, flexible and inclusive interventions aimed at adolescents, particularly those with special needs.

IV. Conclusion

Digital media-based interventions identified in this review include serious games, web-based programs, mobile applications, social media interventions, virtual reality environments, and AI-supported systems. These results addressed RQ1, which is that the interventions employed tend to combine visual, interactive, and context-based approaches. The effective media characteristics based on RQ2 are simple design, clear visualization and real situation relevant content that can improve understanding, awareness, and social skills to deal with cyberbullying but its effectiveness depends on the suitability of both the media and users needs. Moreover, regarding RQ3, the benefits of digital intervention are its flexibility, capability to be accessed and interesting/adaptive learning. But there also some limitations like lack of personalization, limited access to technology and lack of long-term evaluation. In general, digital media-based interventions have promising

potential to support inclusive cyberbullying prevention; therefore these short- and long-term implementation considerations must address user characteristics and be enabled by a collaborative societal response that provides an adaptive safe environment in cyberspace.

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