

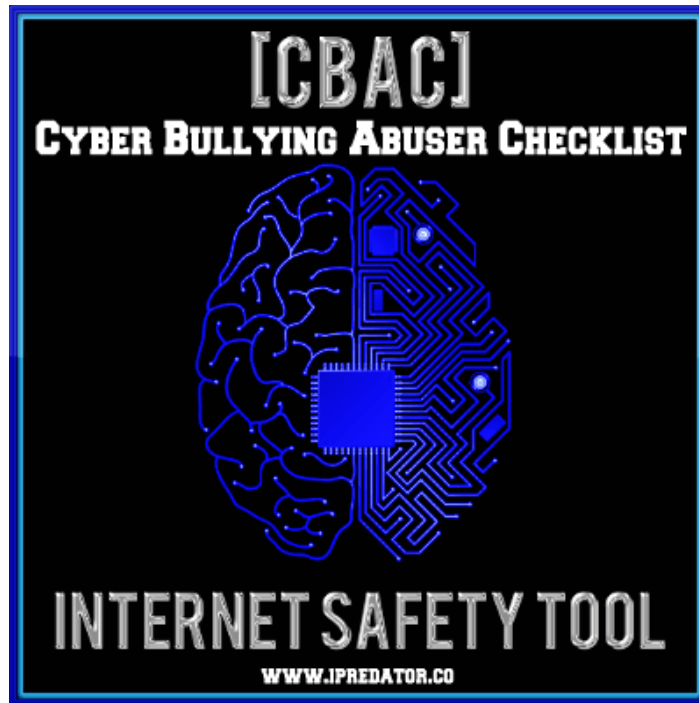
CBAC

Cyberbully Abuser Checklist

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Cyberbully Abuser Checklist (CBAC)

The Cyberbully Abuser Checklist is a 75-item education, assessment and data collection tool designed for parents, teachers, educators and pediatric professionals on a pre-pubescent, adolescent or young adult's vulnerability and risk potential of being a cyberbully and/or engaging in cyber victimization of others. The CBAC queries and explores areas developmentally relevant to school aged children.

The goal of the CBAC is to investigate & educate children on their vulnerability and risk potential of engaging in teasing, taunting, harassment and disparagement other children using Information and Communications Technology (ICT). In addition to an education, assessment and data collection tool, the CBAC has been designed to allow teachers, educators and pediatric professionals to interview, collect data and engage in a dialogue with children on their ICT practices.

The CBAC combines common factors causing children and young adults to tease, harass and target other children motivated by their need for peer acceptance and feelings of domination, power and control. The CBAC can also be used to educate children and classes of students on cyberbullying prevention and intervention. Furthermore, the CBAC is helpful educating children on bullying/cyberbullying bystander dynamics and cyberbullying target recognition skills building. The CBAC also addresses the growth of mobile device technology and attempts by iPredators to infiltrate their target's mobile devices.

CBAC DIRECTIONS

1. The time required to complete the CBAC averages 30-45 minutes.
2. To complete the checklist, you are required to respond to each statement with 1 of 4 choices as follows:
 - A. Y__ (Yes, Agree, True)
 - B. N__ (No, Disagree, False)
 - C. IDK__ (I Do Not Know, I Did Not Know, I Am Unsure)
 - D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)
3. Only answer “Yes” or “No” to questions you are positive about or almost certain in your decision with minimal doubt.
4. If there is a question you do not understand, respond with choice **D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)**
5. If there is a question that does not apply to you or the subject being queried, respond with choice **D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)**. For example, if an inventory question discusses mobile devices, but you do not own a mobile device, you would respond with choice **D. Does Not Apply, Not Applicable or Not Relevant**.
6. Please provide a response to each question with 1 of the 4 responses before calculating your final score. All questions have been designed to make scoring easy to compile. Simply add up your correct responses (+1) along with (+1) for your **D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)** responses and compare your score to the scoring key including in your checklist packet.
7. Prior to taking the checklist, please review to the two definitions listed below and refer to them if needed. The definition of Information and Communications Technology (ICT) and iPredator are as follows:

ICT: Information and Communications Technology (ICT) is an umbrella term used to define any electronic or digital communication device or application used to obtain, exchange or disseminate information. ICT stresses the role of unified communications and the integration of telecommunications, which enable users to create access, store, transmit and manipulate information.

ICT consists of all forms of telecommunication, information technology, broadcast media, audio and video processing, transmission and network-based control and monitoring functions. Information and Communications Technology (ICT) is a concept incorporating all electronic and digital forms of communication.

iPredator: A child, adult, group or nation who, directly or indirectly, engages in exploitation, victimization, stalking, theft or disparagement of others using Information and Communications Technology (ICT.) iPredators are driven by deviant fantasies, desires for power and control, retribution, religious fanaticism, political reprisal, psychiatric illness, perceptual distortions, peer acceptance or personal and financial gain. iPredators can be any age, either gender and not bound by economic status, race or national heritage.

iPredator is a global term used to distinguish anyone who engages in criminal, deviant or abusive behaviors using Information and Communications Technology (ICT.) Whether the offender is a cyberbully, cyberstalker, cyber harasser, cybercriminal, online sexual predator, internet troll, online child pornography consumer or cyber terrorist, they fall within the scope of iPredator. The three criteria used to define an iPredator include:

- I.** A self-awareness of causing harm to others, directly or indirectly, using ICT.
- II.** The intermittent to frequent usage of Information and Communications Technology (ICT) to obtain, exchange and deliver harmful information.
- III.** A general understanding of Cyberstealth used to engage in criminal or deviant activities or to profile, identify, locate, stalk and engage a target.

Unlike human predators prior to the Information Age, iPredators rely on the multitude of benefits offered by Information and Communications Technology (ICT.) These assistances include exchange of information over long distances, rapidity of information exchanged and the infinite access to data available. Malevolent in intent, iPredators rely on their ability to deceive others using Information and Communications Technology (ICT) in an abstract electronic universe.

“All my checklists and inventories are designed to assess the subject’s internet safety acumen, cyber-attack awareness, cyber security practices and general understanding of knowing how to protect oneself in today’s digital device environment. Scoring well does not need the respondent to be an advanced information technology professional. If anything, being advanced in electronic devices can give some a false sense of security. Few people score 95% and higher on their first attempt as we are all living at the beginning of a new paradigm called, the Information Age”. Michael Nuccitelli Psy.D., iPredator Inc.



CBAC

Cyberbullying Abuser Checklist

NOTE: When completing the CBAC, it is important to remember the checklist is designed to address both bullying and cyberbullying issues. Statements made about the minor being queried can occur offline and online. These statements and the behaviors they engage in relate to their general personality traits and approach to life as well as their online demeanor and approach to their online activities. Observations made by or about the minor and behaviors engaged in by the minor may have direct impact upon their ICT activities.

A. Y__ (Yes, Agree, True)

B. N__ (No, Disagree, False)

C. IDK__ (I Do Not Know, I Did Not Know, I Am Unsure)

D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)

Child's Gender: Male__ Female__

Age: Child (6-9) __ Tween (10-13) __ Teen (14-18) __

Average Daily Online Activity: 0-1Hours__ 1-3 Hours__ 3+ Hours__ 5+ Hours__

1. Peers and/or adults have described the minor as impulsive.
2. Peers and/or adults have described the minor as hotheaded.
3. Peers and/or adults have described the minor having a dominant personality.
4. Peers and/or adults have described the minor lacking empathy.
5. Peers and/or adults have described the minor having difficulty conforming to rules.
6. Peers and/or adults have described the minor having a low frustration tolerance.
7. Peers and/or adults have described the minor having a positive attitude toward violence.
8. Peers and/or adults have described the minor being physically aggressive.
9. Peers and/or adults have described the minor as gradually losing their interest in school.
10. The minor has reported a lack of parental warmth and involvement.
11. The minor has reported their parents being overly permissive.
12. The minor has reported their parents being excessively harsh with discipline.
13. The minor has reported their parents being excessively harsh with physical punishment.
14. The minor has been reported to not identify with the emotions or feelings of others.
15. The minor has reported a positive attitude toward violence.
16. The minor has been exposed to models of bullying and cyberbullying.
17. In school, the minor has been reported as having a lack of supervision during breaks.
18. In school, the minor has been reported as having unsupervised interactions between different grade levels during breaks.
19. The minor has been reported to be indifferent towards teacher attitudes on bullying/cyberbullying.

- A. Y__ (Yes, Agree, True)
B. N__ (No, Disagree, False)
C. IDK__ (I Do Not Know, I Did Not Know, I Am Unsure)
D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)

20. The minor has been reported to be indifferent towards student attitudes on bullying/cyberbullying.
21. The minor has been reported to get into frequent fights.
22. The minor has been reported to vandalize property.
23. The minor has been reported to steal property.
24. The minor has been reported to abuse alcohol.
25. The minor has been reported to use mood/mind-altering substances.
26. The minor has been reported to be truant from school.
27. The minor has been reported to be thinking about dropping out of school.
28. The minor has been reported to carry a weapon.
29. The minor has been reported to engage behaviors intended to harm or disturb another child.
30. The minor has been reported to engage in aggressive behavior that occurs repeatedly over time.
31. The minor has been reported to engage in name-calling.
32. The minor has been reported to threaten others.
33. The minor has been reported to engage in malicious teasing.
34. The minor has been reported to engage in hurting others.
35. The minor has been reported to engage in harassing others.
36. The minor has been reported to engage in sexually teasing others.
37. The minor has been reported to engage in pushing others.
38. The minor has been reported to engage in taking the personal belongings of others.
39. The minor has been reported to engage in spreading rumors about others.
40. The minor has been reported to engage in social exclusion of others.
41. The minor has been reported to engage in extortion.
42. The minor has been reported to engage in intimidating others.
43. Peers and/or adults have described the minor as having a sense of inadequacy.
44. Peers and/or adults have described the minor as having a negative attitude towards their teachers.
45. Peers and/or adults have described the minor as having been the target of bullies in the past.
46. Peers and/or adults have described the minor as avoiding conversations about their online activities.
47. The minor has been reported to quickly switch or close their programs when some adult walks by their internet enabled device.
48. The minor has been reported to laugh excessively while using an internet enabled device.
49. The minor has been reported to use multiple online accounts or an account that is not his or her own.

- A. Y__ (Yes, Agree, True)
B. N__ (No, Disagree, False)
C. IDK__ (I Do Not Know, I Did Not Know, I Am Unsure)
D. DNA__ (Does Not Apply, Not Applicable, Not Relevant)

50. The minor has been reported to spend an unusual amount of time using their internet enabled device.
51. The minor has been reported to become upset when access to their internet enabled device is denied.
52. The minor has been reported to tease or taunt others to feel powerful and dominant.
53. The minor has been reported to tease or taunt others to feel popular among their peer group.
54. The minor has been reported to tease or taunt others to prove strong relationships in their peer group.
55. The minor has reported being less likely to report being bullied/cyberbullied given they perceive their school is tolerant of bullying and cyberbullying.
56. The minor has reported they perceive their school environment being supportive of bullying and cyberbullying.
57. The minor has reported they support and promote bullying and cyberbullying.
58. The minor has reported their school lacks effectiveness in response to bullying and cyberbullying.
59. The minor has reported their school or classroom is tolerant of bullying/cyberbullying.
60. The minor has reported their school does not have an open-door policy for all students.
61. The minor has reported their school does not clearly name adults to whom bullying and cyberbullying incidents are reported.
62. The minor has reported their school does not follow-up with students after a bullying or cyberbullying incident has been reported so that students know action has been taken.
63. The minor has reported their school does not have a student code of conduct and rules against bullying/cyberbullying.
64. The minor has reported their school does not clearly discuss with students the codes of conduct and rules against bullying/cyberbullying.
65. The minor has reported they have tried to bully teachers or school officials.
66. The minor has reported they have pressured their peers to take part in sexting.
67. The minor has reported they have coerced their peers to engage in sexting.
68. The minor has reported they have started "*Gateway Behaviors*," which are bullying/cyberbullying behaviors that are covert and difficult to detect by others.
69. The minor has reported they have ignored others using ICT.
70. The minor has reported they have disrespected others using ICT.
71. The minor has reported they have teased others using ICT.
72. The minor has reported they spread rumors about others using ICT.
73. The minor has reported they have threatened others using ICT.
74. The minor has reported they have ridiculed others using ICT.
75. The minor has reported they have made others scared for their safety using ICT.

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NYS Licensed Psychologist & iPredator Construct Author



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Yes Answers___ No Answers___ I Do Not Know___ Does Not Apply___

No Answers___ + Does Not Apply___ = CBAC Score___

CORRECT RESPONSE TO ALL STATEMENTS: N__ (No, Disagree, False)

Note: The goal for optimal internet safety & cyber security functioning is to score a 70 or higher. "I Do Not Know" & "Yes" responses should be addressed at once with a plan of action.

(link for web page scoring key or view key below)

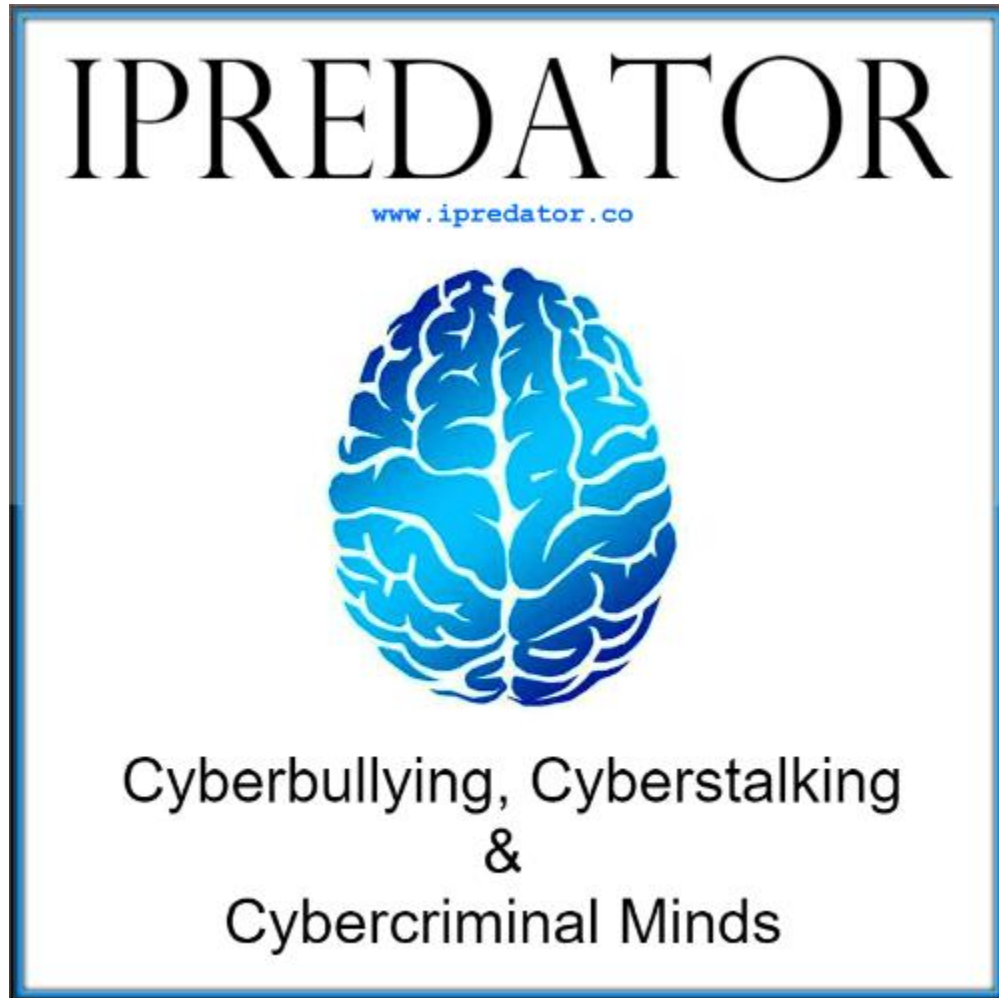
Internet Safety Tool Scoring Keys Page: <https://www.ipredator.co/scoring-keys/>

Given the rapid expansion and advancements in ICT, it is recommended to complete the CBAC on a quarterly basis and more often if an iPredator is suspected of engaging in a possible cyber-attack. To achieve optimal cybercrime, cyber-attack and/or cyber assault prevention, the goal is to score in the upper 10%-15% of all the IISC assessments. Although cyberspace is a non-physical abstract electronic universe, the toll it can take on vulnerable and/or ignorant ICT users can be very real and can range from frustrating to deadly.

IISC SCORE DEFINITION

IISC Score: Upon completion of any of the IISC assessments, the respondent will have a final score ranging from 0-75, 0-100 or 0-300 depending on IISC assessment. In this formula, the score represents the risk potential and vulnerability of the ICT user, the

business or the subject being queried from being targeted by a cyberbully, cyberstalker, cybercriminal, nefarious corporate competitor or online sexual predator. Whether taken one time or on multiple occasions, the goal is to finish with a score in the top 10% of all the IISC assessments.



CBAC SCORING KEY

Cyberbully Abuser Checklist
CBAC

Note: It is recommended to take the CBAC on a quarterly basis given the widespread expansion of both information technology and cyberbullying. The goal for optimal digital citizenship, internet safety & cyber security functioning is to score a 70 or higher. "IDK" and wrong responses should be addressed at once with a structured plan of action.

Although obtaining a score of 70 or higher indicates a minimal probability of engaging in cyberbullying and active internet safety protection, it is still crucial to be alert and

prepared to defend against iPredators. If and/or when you or the subject being queried scores a 70 or higher, you and/or the subject are skilled in internet safety strategies and understand the dangers that lurk in cyberspace. You or the subject are encouraged to educate others in your community.

As information and communications technology continues to expand, it will become increasingly important to manage and monitor cyber-attack prevention and digital reputation. Cyberbullying is a growing societal problem needing immediate attention for the cyberbully, cyberbully victim and cyberbully bystander.

IPREDATOR

Score: (1-10)

Category: Guaranteed Cyberbully and Extremely Vulnerable.

Risk Potential: Alarmingly High.

iPredator Involvement: Certain.

Intervention Plan: Professional Consultation Highly Advised.

Level of Urgency: Urgent Attention Required.

Score: (11-19)

Category: Prime Cyberbully and Extremely Vulnerable.

Risk Potential: High.

iPredator Involvement: Almost Certain.

Intervention Plan: Professional Consultation Highly Advised.

Level of Urgency: Immediate Attention Required.

Score: (20-39)

Category: Probable Cyberbully and Extremely Vulnerable.

Risk Potential: Moderately High.

iPredator Involvement: Involvement Likely.

Intervention Plan: Professional Consultation Highly Advised.

Level of Urgency: Immediate Attention Strongly Recommended.

Score: (40-53)

Category: Likely Cyberbully and Moderate Vulnerability.

Risk Potential: Moderate.

iPredator Involvement: Involvement Suspected.

Intervention Plan: Create and Implement an iPredator Prevention Plan.

Level of Urgency: Immediate Attention Recommended.

Score: (54-63)

Category: Possible Cyberbully and Moderate Vulnerability.

Risk Potential: Moderate.

iPredator Involvement: Involvement Possible.

Intervention Plan: Increase iPredator Protection & Prevention Strategies.

Level of Urgency: Immediate Attention Suggested.

Score: (60-70)

Category: Low Cyberbully Probability.

Risk Potential: Mild.

Predator Involvement: Possible, but Unlikely.

Intervention Plan: Continue iPredator Protection & Prevention Strategies.

Level of Urgency: Not Urgent, Important to Address Below 65.

Score: (71-75)

Category: Minimal Cyberbully Probability.

Risk Potential: Minimal.

Predator Involvement: Unlikely.

Intervention & Education Plan: Consider Educating Others.

Level of Urgency: 0%, All iPredator Issues Addressed.

#BeBest

“The Information Age technocentric concept of being “connected” is a paradox of disconnection causing us to lose control of our instinctual drives for social cohesion, allegiance and selflessness. As our dependency upon Information and Communications Technology (ICT) grows, spreading throughout our collective human consciousness, the less we care for our neighbors and the more we delude ourselves into thinking that online connections are far more valuable than reality-based relationships”.

Michael Nuccitelli, Psy.D. (2014)



Michael Nuccitelli, Psy.D.

Michael Nuccitelli, Psy.D. is a NYS licensed psychologist and cyber criminology consultant. He completed his doctoral degree in clinical psychology from Adler University in 1994. In 2010, Dr. Nuccitelli published his dark side of cyberspace concept called “**iPredator.**” In November 2011, he established iPredator Inc., offering educational, investigative, and advisory services involving **online assailants**, cyber-attack targets, **dark psychology** and internet safety. Dr. Nuccitelli has worked in the mental health field over the last thirty-plus years and he has volunteered his time helping cyber-attacked victims since 2010. His goal is to reduce victimization, theft, and disparagement from iPredators.

In addition to aiding citizens & disseminating educational content, Dr. Nuccitelli’s mission is to start a sustained national educational and awareness internet safety campaign with the help of private, state, and federal agencies. He is always available, at no cost, to interact with online users, professionals, and the media. To invite Dr. Nuccitelli to conduct training, media engagements, educational services, or **consultation**, please call him at (347) 871-2416 or via email at drnucc@ipredatorinc.com.

- LinkedIn Page: **iPredator**
- LinkedIn: **Michael Nuccitelli, Psy.D.**
- Twitter: **#iPredator**
- Facebook Page: **The iPredator**
- Facebook: **Michael Nuccitelli**
- Pinterest: **iPredator**
- Tumblr: **iPredator**
- Instagram: **drnucc**

The logo for CBAC, rendered in a stylized, metallic, 3D font. The letters are bold and have a brushed metal texture with highlights and shadows, giving them a three-dimensional appearance.