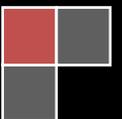


CYBERBULLYING FACTS

Cyberbullying Prevention Education

Cyberbullying facts, prevention education tips & resources are presented for download, at no cost, for parents, educators & pediatric professionals. Author of the Information Age Forensics construct, iPredator, Dr. Nuccitelli has compiled helpful information regarding both the cyberbully and cyberbully victim. Given that a significant segment of cyberbullies fit criteria for iPredator, he also presents his formal definitions for Dark Psychology, Cyberstealth, iPredator Bridge & Cyberstealth.



Cyberbullying Facts & Cyberbullying Prevention Education

by Michael Nuccitelli Psy.D.
CEO, iPredator Inc.



Cyberbullying facts, prevention education tips & resources are presented for download, at no cost, for parents, educators & pediatric professionals. Author of the Information Age Forensics construct, iPredator, Dr. Nuccitelli has compiled helpful information regarding both the cyberbully and cyberbully victim. Given that a significant segment of cyberbullies fit criteria for iPredator, he also presents his formal definitions for Dark Psychology, Cyberstealth, iPredator Bridge & Cyberstealth.

In the United States, October is [National Bullying Prevention Month](#), [National Cyber Security Awareness Month](#) and [National Crime Prevention Month](#). The reason for this is cyberbullying and cybercrime has reached epidemic proportions with no known end in sight. Federal, state and national organizations are doing their best to educate, alert and protect children and adults from iPredator. Although bullying has been part of the human experience since the inception of civilization, cyberbullying has introduced to humanity a form of bullying never seen before. For those cyberbullies who target children knowing they are causing the target child harm and distress, they meet criteria for this writer's definition of iPredator. A brief description is provided here with the formal definition published below as follows:

iPredator: A person, group, or nation who, directly or indirectly, engages in exploitation, victimization, coercion, 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 or gender and are not bound by economic status, race, religion, or national heritage.

iPredator is a global term used to distinguish anyone who engages in criminal, coercive, deviant, or abusive behaviors using ICT. Central to the construct is the premise that [Information Age](#) criminals, deviants and the violently disturbed are psychopathological classifications new to humanity.

At one time, [bullying](#) use to be confined to schools, neighborhoods and small geographic locations that the bullied child could leave and seek respite from at home and with loved ones. With cyberbullying, the target child has no escape from the taunting and harassment afforded by the internet and [mobile device technology](#). In addition to the "around the clock" harassment and taunting a bullied child experiences, the cyberbully is protected by what has been called the "veil of invisibility" and "internet anonymity".

These terms describe the ability for all online users to be anonymous online without disclosing their identity and location if they so desire. Regarding cyberbullies, they use the anonymity the internet affords when they want to remain hidden from being identified by the target child, the target child's parents, school officials, law enforcement and [online complaint](#) contacts and services usually posted by internet service providers, networking sites and other online services.

Unlike classic bullies that target children without information technology, cyberbullies rely on the multitude of benefits afforded to anyone who engages in communication via the [internet](#). These assistances include the exchange of information over long distances, the rapidity of information exchange and the seemingly infinite access to data available for personal consumption and/or dissemination. Malevolent or ignorant in intent, cyberbullies totally rely on their capacity to taunt, harass and deceive others using digital technology in an abstract electronic universe.

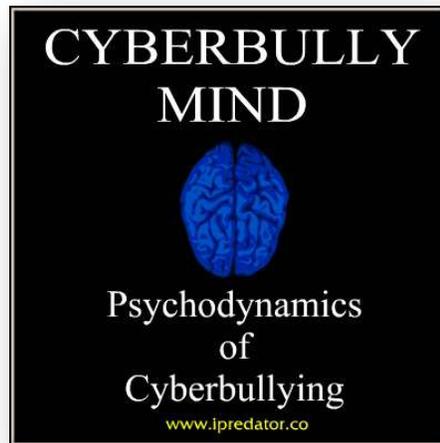
[Cyberstalkers](#), [cyberbullies](#), [cyber terrorist](#), [cybercriminals](#), [online sexual predators](#) and [white-collar criminals](#) all use what this writer has termed "Cyberstealth" provided by the internet, mobile devices and social media. Cyberstealth is a method and/or strategy by which iPredators and cyberbullies are able to establish and sustain complete anonymity while they taunt, troll and stalk the target child. In addition to a stratagem, Cyberstealth is a reality of digital technology which human civilization often fails to fathom. Provided below is the present working definition of Cyberstealth. Given the internet inherently affords anonymity, Cyberstealth used by iPredators and cyberbullies may range from negligible to the highly complex and multi-faceted.

The reason this writer specifically uses the word "[stealth](#)", as opposed to anonymous, invisible or cloaked is to assure the reader understands the purpose fueling iPredators and cyberbullies. This purpose is to hide their identity by designing false online profiles and identities, tactics and methods to ensure they remain concealed reducing apprehension and punishment. Therefore, as the internet naturally offers all online users anonymity if they decide, iPredators and cyberbullies design profiles and tactics to remain undetected and untraceable.

Cyberbullies are both overt and covert in their [tactics](#). Given that cyberbullies are seeking peer group acceptance by exhibiting their control and dominance of the target child, they tend to be overt wanting their peers and the target child to know their identity. Although the majority of cyberbullies make their identities known, a plethora of tactics they use requires them to be covert, hidden and disguised.

Stealth: According to the Merriam-Webster dictionary, Stealth is defined as "*the act or action of proceeding furtively, secretly, or imperceptibly*". As an adjective, "*intended not to attract attention*". The American Heritage Dictionary defines Stealth as "*the act of moving, proceeding or acting in a covert way and the quality or characteristic of being furtive or covert*".

Cyberstealth is a covert process by which iPredators and cyberbullies are able to establish and sustain complete anonymity while they engage in online activities planning their next assault, investigating innovative surveillance technologies or researching the social profiles of their next target child, their peers and loved ones.



One of the most common tactics used by cyberbullies is called [Impersonation](#). Impersonation or "imping" as a tactic in cyberbullying can only occur with Cyberstealth offered by digital technology. Cyberbullies impersonate the target child and make unpopular online comments on social networking sites and in chat rooms. Using impersonation, cyberbullies set up websites that include vitriolic information leading to the target child being ostracized or victimized in more classic bullying ways. If the cyberbully has access to the target child's password and/or personal information, extensive damage to the target child's reputation, friendships, financial status and familial structure is often the result. Using impersonation, the target child's reputation and friendships, central to their development, are jeopardized.

The ability for [cyberbullies](#) to practice Cyberstealth compounds their devastating impact on the target child by making it very difficult to identify, locate and report their abusive tactics. In addition to using Cyberstealth to hide their identity and whereabouts, cyberbullies create felonious profiles, create profiles mimicking the target child, denigrate the target child and a cornucopia of other divisive tactics. Combined with "around the clock" access to the internet, ability to spread malicious information quickly and the importance of online activities are to today's children, Cyberstealth is a concept and practice causing the target child additional distress.

Understanding how Cyberstealth is regularly accessed in the cyberbullies toolbox, it is paramount for parents and educators to educate children on this reality and method. Children need to be fully abreast of the concept of [Cyberstealth](#) and how, why and when it is used. Most importantly, children need to be educated on the 100% probability that cyberbullies use Cyberstealth to engage in criminal or bordering criminal online activities.

As nations continue to educate children on cyberbullying, toughen laws and encourage innovative anti-cyberbullying products and services, cyberbullies will be required to become much more adept in their Cyberstealth tactics. As national attention is being focused on [bullying](#) and [cyberbullying](#) awareness and prevention, cyberbullies will have to, to avoid punishment, create and design new and more efficient Cyberstealth tactics.

“The greater the feeling of inferiority that has been experienced, the more powerful is the urge to conquest and the more violent the emotional agitation.” Alfred Adler (1870-1937)

Signs of Cyberbullying

When looking for signs suggesting a child is being [cyberbullied](#), it is important to first understand the differences between normal childhood developmental milestones and the psychological & behavioral changes related to cyberbullying. Not that a parent or guardian is required to become proficient in [Developmental Psychology](#), but taking the time to investigate the stages of being a child, tween and teen will benefit in cyberbullying identification.

Based on this writer's clinical and academic experiences, working with children, adolescents and their families, he evaluates all [childhood trauma response](#) by looking for three primary signs suggesting the child is, or has been, traumatized by cyberbullying or potential pediatric trauma. These signs are what this writer has termed Rapid Behavioral Shift (RBS), Increased Isolation (II) and Familial Withdrawal (FW).

I. If a parent or caregiver notices the child is exhibiting different or uncharacteristic behaviors, not resembling their personality or day-to-day routines, raise a red flag.

II. If a parent or caregiver observes the child is spending more time isolating in their room, offline, at home and away from school-based activities, raise a red flag.

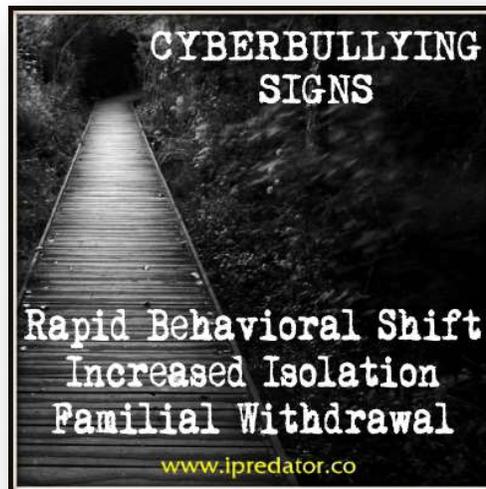
III. If a parent or caregiver notices the child is spending less than normal time engaged in family functions like dinnertime, family outings, holiday functions and social exchanges with parents, siblings and/or extended family members? Raise a red flag.

If one of the red flags have been raised, then it is important to discuss those observations with the child. If two of the red flags have been raised, there is almost a 100% probability that something has gone awry in the child's life requiring attention by the parent involved. If all three red flags are raised, there is no doubt that the child is suffering from something distressing in his/her environment and requires immediate and sustained attention until the parent or guardian has accurately pinpointed the source of the child's distress.

If [bullying](#) or [cyberbullying](#) is the source of the child's distress, chances are they will not want to disclose these events about the bullying or the perpetrating children involved. The target child's reluctance to disclose they are a victim of cyberbullying is rooted in fear, embarrassment, shame and allegiance to their peers if one or more of them are the cyberbully(s). Primary fears children have about disclosing cyberbullying are concern the parent or caregiver will insist they delete their social profiles, restrict their online access, restrict their time online or insist they return their

mobile phone. If the [cyberbullied child](#) perceives any of these consequences as viable, he/she will almost certainly never discuss any problems he/she is having online.

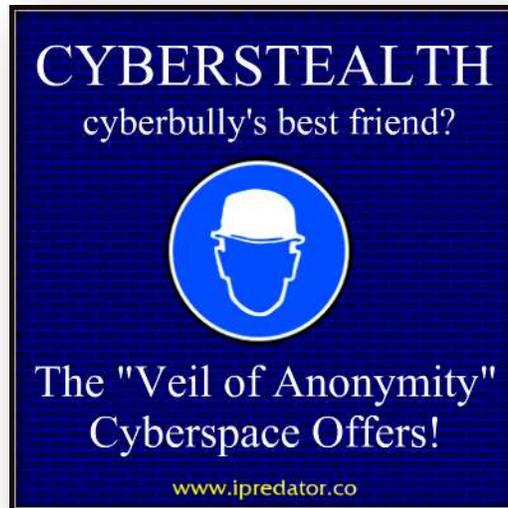
To ensure an open line of communication related to cyberbullying is established, it is paramount for the parent or caregiver to verbalize often to the child they will suffer none of the consequences described above if they come to them if cyberbullying is happening. When it comes to cyberbullying, the child needs to know that whether they are being cyberbullied or the [cyberbully](#), they will not lose any of their online privileges provided they are agreeable to discuss the issues and prepared to resolve them in an expeditious manner.



Signs Suggesting Cyberbullying

- 1.** The child is using their computer, mobile device or phone late at night more than usual for reasons other than academic requirements.
- 2.** The child's grades are declining that cannot be explained by environmental factors or reports from school officials.
- 3.** The child is misbehaving in school or isolating more than usual.
- 4.** The child exhibits a change in their ordinary daily activities and routines such as eating, sleeping, mood swings, etc.
- 5.** The child appears upset or withdrawn after internet use.
- 6.** The child appears more anxious and fearful, especially as it relates to school attendance and/or internet educational tasks.
- 7.** There is evidence that the child is covering their online tracks such as clearing their [history folders](#) before shutting off the computer or mobile device.

8. When a child is being bullied, taunted or abused online, chances are it is someone the child knows within his or her social circle or online activity acquaintances engaging in overt or covert aggression.



Recommendations for Parents and Primary Caregivers

1. Maintain open communication with your child. Speak with them often and habitually inquire 3-5 times monthly if they have or have been cyberbullied. As part of asking the child about their day, always be sure to include a question regarding their online activities.
2. Tell the child that you trust and support specifically related to their [online activities](#). Consistently remind them they will not lose their online privileges, [interactive online gaming](#) time, mobile devices or social network site privileges due to cyberbullying issues provided they are open, honest and forthright.
3. Work with trusted adults at school such as school administrators, teachers or school counselors. Attend all scheduled PTA meetings; visit often the school's website if they have one, forward relevant [internet safety](#) and anti-bullying information you may come across, investigate the school's bullying and internet safety awareness programs and investigate the school's bullying and disciplinary policy's.
4. If the child is being bullied or cyberbullied, consistently communicate to the child that revenge and retribution are not solving the problem and could make the situation worse if they begin cyberbullying back the aggressor or another vulnerable child.
5. Help the child to retain and log all records related to being [cyberbullied](#) including chat transcripts, photos, website pages, emails (including full headers) and online correspondences as evidence for future use if needed.

6. Inform the cyberbullies [Internet Service Provider \(ISP\)](#) or cell phone service provider of the abuse and request in formal writing contact date, purpose of contact, and steps for resolution.
7. Contact the cyberbullies parents informing them, along with copies of the recorded evidence, their child's cyberbullying events have been aggregated along with the authorities and legal counsel being contacted if not resolved.
8. Some children do not recognize that they are cyberbullying peers and may believe that it is innocent play or online bantering. If meeting with the cyber bully's parents, explain this to the parents and use the word "bullying", which serves as a wakeup call that their child is engaged in possible punishable activities.
9. Make sure you keep yourself well informed of the most popular [social media applications](#) and the various [social networking sites](#) currently popular. If you don't know what sites your child visits, casually and persistently ask them to show you their favorite online sites.
10. Any changes in your child's behavior, leading to overt and persistent signs of depression and anxiety, should be noted. If your child suddenly stops attending social activities with his or her peers, ask what the problem is and assume the problems are peer related and likely involve online activities in some form.
11. If your child breaks contact or avoids contact with some or all of his or her friends, it is paramount to establish a persistent line of communication to investigate potential cyberbullying issues.
12. If your child's friends stop coming over for visits, stop calling or no longer inviting your child to social events and activities, chances are your child is being [alienated](#) for a reason. Find out what has transpired as it may be your child is being excluded as a target victim or they may be bullying others.
13. Make sure you have a good and open relationship, not only with your child, but with his or her friends as well. This will enable you to approach them, should you have any concerns about your child. Your child's friends will be the first to know, if your child is being targeted. Unless the friends are the ones doing the targeting, which is sometimes the case, having a close relationship with your child's friends will always yield valuable information.

"The neurotic is nailed to the cross of his fiction." Alfred Adler (1870-1937)

Cyberbullying Trumps Classic Bullying

1. Cyberbullying, like classic bullying, is about human relationships involving the balance of [power and control](#). Children who cyberbully have an easier time establishing authority, rule and dominance using Information and Communications Technology concurrent with a captive peer audience.
2. Those that cyberbully desire making the [target child](#) feel there is something wrong with them. Having the internet with rapid potential at their disposal, they have many digital avenues to succeed.

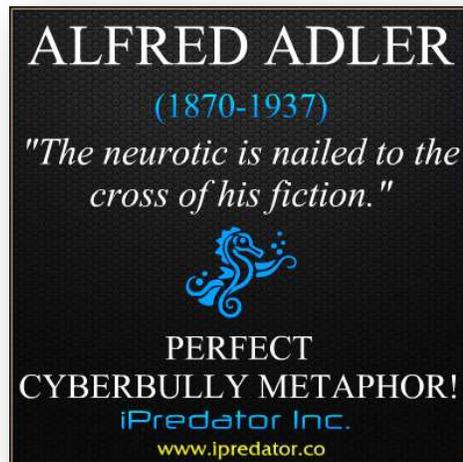
3. Cyberbullying is perceived more intensely for today's "Always Online Generation". Given that digital technology increases the spread of information rapidly, children are aware that potential adverse information about them can have devastating effects on their reputation (aka, [Online Reputation](#)).
4. The [Millennial](#) or [Online Generation](#) is increasingly communicating in ways that are often unknown by adults and away from their supervision using mobile digital technology. Without monitoring, cyberbullying can run rampant.
5. Cyberbullying may be educated to children as a cowardly because cyberbullies can hide behind the anonymity that the internet provides. If educating the child using this line of reasoning occurs, it is mandatory to address that classic bullying is not the courageous alternative.
6. Cyberbullies can communicate their hurtful messages to a very wide audience with remarkable speed that the target child cannot halt with [Cyberbullying by Proxy](#).
7. Cyberbullying has far fewer tangible consequences using information technologies to bully others. Parents and caregivers need to be mindful of the difficulty compiling evidence necessary to prove their child is engaged in cyberbullying others.
8. Cyberbullies do not have to own their actions, as it is usually very difficult to identify them, so they do not fear punishment for their actions. With advancements in [information technology](#), it can be very difficult compiling identity specific evidence on who they are and their geographic location.
9. Cyberbullying is often outside of the legal reach of schools and school boards as this behavior often happens outside of school on home computers or via mobile devices. Compounding this difficulty is some cyberbullies do not even reside within the same town county or state as the target child making legal and law enforcement involvement very difficult.
10. [Victims](#) of cyberbullying are often fearful of telling others because they fear that the bullying may actually become worse if they tell adults or school officials. For this reason, many targeted children suffer in silence.
11. [Victims](#) of cyberbullying are afraid to report to adults about being cyber bullied, as they fear that adults will over-react and take away their mobile phone, computer and/or internet access.
12. In most cases, cyberbullies know the target child, but the target child may not know their cyberbullies.
13. Cyberbullies may or may not bully the target child through physical, verbal, emotional or psychological means that are more easily identified. Using [Cyberbullying by Proxy](#), cyberbullies can involve their friends to be the primary assailants of the bullying tactics.
14. With the dawn of mobile devices and [wireless internet access](#), communications have become ubiquitous.

15. Cyberbullying can happen any time and any place for children. Home is no longer a refuge from negative peer pressure and abuse. [Cyberbullying](#) in the Information Age offers mobile device technology, which will continue to expand at a rapid pace.

16. In 2011, [94%](#) of 14-15 year olds regularly maintain a social networking profile. Cyberbullying has become the weapon of choice for bullies in the place of more overt harassment or classic bullying.

17. When adults bully children or teenagers online, it is defined as [cyberstalking](#) or cyber harassment and punishable as criminal in most states. At present, cyberstalking and cyber harassment by children are not regarded punishable by minors.

18. It is hard for children and adults to distinguish their online identity and their offline identity as two separate forums. Unfortunately, both children and adults sometimes lose sight of the differences. When this occurs, they are more susceptible to psychological distress, cyberbullying and [criminal cyber attacks](#).



Cyberbully Prevention Strategies

- 1.** Teach your child to use the [blocking function](#) at their social networking sites. After blocking the cyberbully, teach your child to not reply to their messages and report their abusive messages to the site administrators.
- 2.** Block the cyberbully. Most [mobile devices](#) have settings that allow your child to electronically block emails, IMs or text messages from specific people. Teach them to do this often if anyone they interact with behaves aggressively.
- 3.** Limit access to your child's technology if necessary. Many children who are bullied cannot resist the temptation to check web sites, their phones, [message boards](#) and [chat rooms](#) to see if there are new messages posted by the cyberbully or friends privy to the cyberbullying.

4. Some companies allow parents to turn off [text messaging services](#) during certain hours, which can give bullied children a break and allow parents to relax during these off hours.
5. Know your child's online world. Check their postings and the sites they frequent, and be aware of how they spend their time online. A simple cost free monitoring mechanism is to set up a [Google Alerts](#) using your child's name and hometown. This way, you will be sent messages to your inbox regarding some of your child's online activities.
6. Educate your child on the importance of [privacy](#). Most importantly, educate your child on the importance of not sharing [personal information online](#), even with friends, intimate partners or love interests.
7. Encourage them to [safeguard their passwords](#) at all costs other than sharing them with parents in case of an emergency.
8. An effective way of monitoring your child's status online is making sure that your child has an aunt, uncle, or other adult they really like and respect as a friend that will discuss their online activities.
9. Keep the home computer in a public area of the home and limit the use of cell phones and games to negotiate times and schedules.
10. To reduce cyberbully and potential [online sexual predator](#) contacts, it is important to change the home online schedule rules to prevent potential assailants from learning the times your child will be online.

"To be a human being means to possess a feeling of inferiority which constantly presses towards its own conquest. The greater the feeling of inferiority that has been experienced, the more powerful is the urge for conquest and the more violent the emotional agitation." Alfred Adler (1870-1937)

Cyberbullying by Proxy

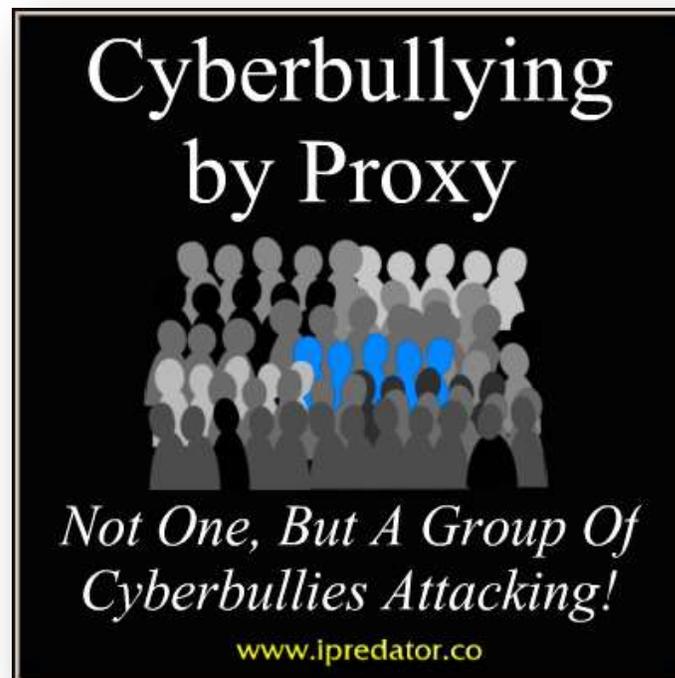
Cyberbullies who misuse the internet to target other children often enlist friends to act as accomplices and has been termed, [Cyberbullying by Proxy](#). These accomplices, unfortunately, are often unsuspecting. They know they are communicating irate or provocative messages, but do not realize they are being manipulated by a cyber harasser, cyberbully and iPredator. That is the beauty of this type of scheme. The attacker merely prods the issue by creating indignation or emotion on the part of others, sits back and let others do their dirty work.

Then, when legal action or other punitive measures are initiated against the accomplice, the [cyberbully](#) can claim that they never instigated anything and no one was acting on their behalf. They claim innocence and blame their accomplices are a scapegoat is needed for slaughter. If the accomplices are made as scapegoats, they have no legal legs to stand on once their IP addresses and other identification forms of evidence are compiled. It is brilliant and very powerful. It is also one of the most dangerous kinds of [cyber harassment](#) or cyberbullying.

Another method of [Cyberbullying by Proxy](#) is using an Internet Service Provider (ISP) to do their bidding. Cyberbullies do this using AOL, MSN or another ISP as their "proxy" or accomplice. When they engage in a "notify" or "warning" wars, they are using this method to get the ISP to view the victim as the provocateur. A notify or warning war is when one child provokes another, until the victim lashes back. When they do, the real attacker, the cyberbully, clicks the warning or notify button on the text screen.

This captures the communication and flags it for the ISP's review. If the ISP finds that, the communication violated their terms of service agreement (which most do), they may take action. Some accounts allow several warnings before formal action, but the results are the same. The ISP does the cyberbullies dirty work when they close or suspend the target child's account for a "terms of service" violation. Most knowledgeable [ISPs](#) know this and are careful to see if the child warned is really being set-up. Sometimes cyberbullies use the target child's own parents as unwitting accomplices. They provoke the target child and when they lash back, the cyberbully saves the communication and forwards it to the parents of the target child. The parents often believe what they read, and without having evidence of the prior provocations, think that their own child instigated the conflict.

This tactic works just as easily in a [school disciplinary environment](#), where the cyberbully hopes to have the school blame the target child. That is why those in authority should never take any cyberbullying at face value before completing a thorough investigation.



Top Cyberbully Motivations Quick List

1. Anger
2. Revenge
3. Frustration
4. Entertainment
5. Boredom
6. Ample Free Time
7. For Laughs
8. To Get A Reaction
9. By Accident
10. To Torment
11. Ego
12. Social Standing
13. Righting Wrongs
14. Perceived Chivalry

"In defense of our persons and properties under actual violation, we took up arms. When that violence shall be removed, when hostilities shall cease on the part of the aggressors, hostilities shall cease on our part also." Thomas Jefferson (1743-1826)

Cyberbullying and Academic Impact

Cyberbullying uses Information and Communications Technology (ICT) to deliver intimidating or demeaning messages at any time and through a variety of avenues. Today's children with online access and equipped with mobile digital week and 365 days a year. A child with a mobile phone or social network account can receive cyberbully messages anywhere and at any time. Many cell phone and digital messages can also be anonymous, increasing the amount of uncertainty and fear experienced by the target child. This intense psychological stress, particularly for the more vulnerable children who are most often the victims of bullying, adversely affects a child's ability to concentrate on schoolwork, school lessons or activities.

Just as classic bullying, cyberbullying adversely affects the academic performance of cyberbullied children. Children who experience classic bullying are likely to avoid locations and activities they associate with negative experiences; cyberbullying victims attempt to avoid the technological spaces. In cyberspace, technological spaces range from social media networking sites to online websites and other internet arenas relevant to their academic success. These significant digital channels include social networks, chat programs and school computer rooms.

All are vital elements in the educational development and social lives of students. Students who feel excluded from these venues are less likely to participate in social activities that take place or planned online and face greater difficulty learning basic computer skills. As technology and technological skills become more important in modern academics and professional training,

cyber bullied students face a number of academic and career disadvantages caused by fear and avoidance as opposed to incompetence. [Network communications](#) and social utilities like Facebook, MySpace or Twitter can generate public attacks. [Social media networks](#) link students with different groups of friends and acquaintances.



If a cyberbullying classmate publishes humiliating content about a victim, that message is distributed to mutual school friends and the victim's wider social circle, including family and groups of friends from other activities. These public attacks increase the sense of humiliation experienced and eliminate safe social spaces for the victim, resulting in a lower self-esteem. Poor self-esteem makes a student less likely to participate in class, try new academic activities and thrive in an academic environment.

Classic bullying can result in a decrease in [academic performance](#) and cyberbullying has the potential to multiply these effects by the infinite number of places in which students experience technology. While cyberbullying lacks the potential for physical violence present in classic bullying, the significant psychological dangers of bullying are still present and arguably even enhanced by cyberbullying.

Cyberbullying can be clear-cut, such as leaving overtly cruel cell phone text messages or mean notes posted to web sites. Other acts are less obvious, such as impersonating a victim online or posting personal information or videos designed to hurt or embarrass another child. Cyberbullying can also happen accidentally. The impersonal nature of text messages, IMs and emails make it very hard to detect the sender's tone. One teen's joke or sense of humor could be another's devastating insult. Nevertheless, a repeated pattern of emails, text messages and online posts are rarely accidental.

[Cyberbullying tactics](#) will continue to grow in delivery mechanisms as technology advances. At present in 2011, the modes of digital communication include: e-mail, cell phone, text messaging, instant messaging, web sites, online personal polling web sites, interactive/digital technologies

(digital videos and photos), PDAs, sending posts on social media sites and text or multi-messages from cell phones. In essence, the cyberbullied child can be taunted and harassed 24 hours a day, 7 days a week and 365 days a week.

Unfortunately, cyberbullying is far worse than classic bullying. Perpetrators are not bound by time or space, and the audience can be much, much bigger. One quarter of young people who have cyberbullied others have also bullied children offline. With the power of technology, the offenses can be much crueler as they can incorporate a rich array of media (sounds, altered graphics, text, video, slide shows and photos) to deliver their attacks.

"The truth is often a terrible weapon of aggression. It is possible to lie, and even to murder, with the truth." Alfred Adler (1870-1937)



CYBERBULLYING SPECIFIC IPREDATOR WEBSITE PAGES

CYBERBULLY TRIAD

The Cyberbullying Triad is a term used to describe the 3 typologies of children that harm other children using Information Technology. This writer's terms to categorize cyberbullies include the Ignorant Cyberbully, Righteous Cyberbully & Narcissistic Cyberbully. Of the three profiles, the Narcissistic Cyberbully is the most problematic having the highest probability of engaging in malevolent and nefarious online activities as an adult.

<http://www.ipredator.co/ipredator/cyber-bullying/cyberbully-triad/>

CYBERBULLY MIND

Cyberbullying is defined as the use of Information and Communication Technology (ICT) in the commission of verbal and/or physical attacks, by one or more children towards another child, who is unable or unwilling to deescalate the engagement. Given that the vast majority of this abuse occurs in cyberspace, the factors, drives and motivations for cyberbullying are extremely complex. Provided is a brief introduction to the psychodynamics of cyberbullying and the cyberbully mind.

<http://www.ipredator.co/ipredator/cyber-bullying/cyberbully-mind/>

CYBERBULLYING TACTICS 2014

Cyberbullying continues to grow devastating both pre-pubescent and adolescent children. Unlike pre-Information Age bullying, cyberbullies and their tactics are primarily designed and instituted in the hidden realm of cyberspace. No one knows the depths Information Age children will venture in their practices to harm other children. NYS Licensed Psychologist, Dr. Michael Nuccitelli has published his 2014 Cyberbullying Tactics for review and free download.

<http://www.ipredator.co/ipredator/cyber-bullying/cyberbullying-tactics/>

CYBERBULLYING FACTS & PREVENTION EDUCATION

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<http://www.ipredator.co/ipredator/cyber-bullying/cyberbullying-facts/>

IPREDATOR CYBERBULLYING INTERNET SAFETY TOOLS

CBTC-ABR

Cyberbullying Target Checklist Abridged: The CBTC-ABR is a 75 item cyber bully education and data collection tool for parents & educators regarding a child's risk of being cyberbullied.

www.ipredator.co/product/cyber-bully-target-checklist-abridged/

CBAC-ABR

Cyber Bully Abuser Checklist-Abridged: The CBAC-ABR is a 75-item cyber bully education and data collection tool for parents and educators regarding a child's risk potential of being a cyberbully.

www.ipredator.co/product/cyber-bully-abuser-checklist-abridged/

CBTC

Cyber Bully Target Checklist: The Cyber Bully Target Checklist is a 75-item education & data collection tool for parents and educators regarding a child's risk of being cyberbullied.

www.ipredator.co/product/cyber-bully-target-checklist/

CBAC

Cyber Bully Abuser Checklist: The Cyber Bully Abuser Checklist is a 75-item internet safety tool designed for parents and educators regarding a child's risk of being a cyberbully.

www.ipredator.co/product/cyber-bully-abuser-checklist/

IPI-CB

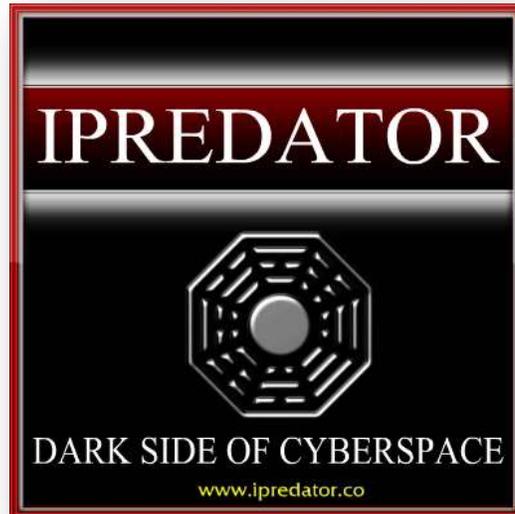
Cyber Bully Probability Inventory: The IPI-CB is a 110 question cyberbully probability inventory designed to examine a child's risks of being cyberbullied and cyber attacked. iPredator Inc.

www.ipredator.co/product/cyberbully-probability-inventory/

IPI-CBA

Cyberbully Abuser Inventory: The IPI-CBA is a 110 question diagnostic and education tool designed to examine a child's risks of being a cyberbully abuser or bystander. iPredator Inc.

www.ipredator.co/product/cyberbully-abuser-inventory/



IPREDATOR

iPredator: A person, group, or nation who, directly or indirectly, engages in exploitation, victimization, coercion, 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 or gender and are not bound by economic status, race, religion, or national heritage.

iPredator is a global term used to distinguish anyone who engages in criminal, coercive, deviant, or abusive behaviors using ICT. Central to the construct is the premise that Information Age criminals, deviants and the violently disturbed are psychopathological classifications new to humanity. Whether the offender is a [cyberbully](#), [cyberstalker](#), cyber harasser, [cybercriminal](#),

[online sexual predator](#), [cyber terrorist](#) or engaged in [internet defamation](#) or nefarious [cyber deception](#), 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 use of ICT to obtain, tamper with, 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 seemingly infinite access to data available. Malevolent in intent, [iPredators](#) rely on their capacity to deceive others using ICT in the abstract and artificial electronic universe known as cyberspace. Therefore, as the internet naturally offers all ICT users anonymity, if they decide, iPredators actively design online profiles and diversionary tactics to remain undetected and untraceable.

[Cyberstealth](#), a sub-tenet of iPredator, is a covert method by which iPredators attempt to establish and sustain complete anonymity while they engage in ICT activities planning their next assault, investigating innovative surveillance technologies or researching the social profiles of their next target. Concurrent with the concept of Cyberstealth is iPredator Victim Intuition (IVI). An iPredator's IVI is their aptitude to sense a target's ODDOR (Offline Distress Dictates Online Response), online & offline vulnerabilities, psychological weaknesses, technological limitations, increasing their success of a cyber-attack with minimal ramifications.



IPREDATOR BRIDGE

iPredator Bridge: iPredator Bridge is a theoretical tenet of iPredator representing the psychological, perceptual, & behavioral trajectory of people who use Information and Communications Technology (ICT) to harm others motivate by self-righteousness, [moral turpitude](#), religious/political/philosophical convictions, and pro-social perceptual distortions. Not driven by criminal, malevolent or deviant endeavors, iPredator Bridge seeks to define why seemingly law abiding citizens approach the nefarious and malevolent realm of iPredator, decide to proceed, and then continue along a trajectory where their cognitive, affective, behavioral and perceptual actions harm others or societies.

Similar to the iPredator but more covert, they are motivated by personal convictions, greed, power, control, [narcissism](#), or [psychopathology](#). Different from the iPredator, they have yet to fully engage in criminal/deviant activities using ICT or use complex perceptual distortions to validate the harm they cause. iPredator Bridge investigates why some people draw near to this nefarious and malevolent realm and either proceed in their maladaptive trajectory or cease and desist.

Hidden in cyberspace, and through ICT, they contemplate the benefits and detriments, proceed, and then continue a path where their cognitive and perceptual processes are focused upon directly or indirectly harming others. For those who cross this proverbial bridge, they enter a world where their choices are increasingly governed by criminal, deviant, immoral, and maladaptive processes.

Although it is assumed all humanity, has residing deep in their psyche, the potential & [Dark Psychology](#) for behaving in harmful and malevolent ways they rarely or never activate, ICT and cyberspace offers a direct connection and psychological route to the dark side. Just as ICT and cyberspace is incredibly pro-social and beneficial to humanity, these same technological advancements can lead humanity to diabolical and sinister endeavors.

The iPredator Bridge is a [symbolic representation](#) of the approach, route, and initial crossing into the realm of the iPredator. In a rudimentary and abstract way, it is posited that cyberspace, ICT and all future technological advancements, related to information technology, is an extension of the mind and the instinctual drives of the collective brain to replicate itself outside a human organism. Related to this postulate are the theoretical tenets of [Carl Jung](#) (1875-1961) and his construct of the [Collective Unconscious](#).

CYBERSTEALTH

Cyberstealth is a concept formulated along with iPredator and is a term used to define a method and/or strategy by which iPredators use Information and Communications Technology (ICT) , if they so choose, to establish and sustain complete anonymity while they troll and stalk a target. Cyberstealth is a methodology entrenched in Information Age Deception or also called [cyber deception](#). Given the Internet inherently affords everyone anonymity, Cyberstealth designed by iPredators range from negligible to highly complex and multi-faceted. The rationale for using “[stealth](#)” in the suffix of this term, serves to remind ICT users the primary intent fueling iPredators. This intent is to hide their identity by designing false online profiles, identities, [covert](#)

[tactics](#) and methods to ensure their identities remain concealed reducing their probability of identification, apprehension, and punishment.

Unlike classic deception used by traditional criminals and deviants, [online deception](#) completely relies on the anonymity and “veil of invisibility” available to all ICT users. The primary difference between Information Age deception and Cyberstealth are the activities iPredators and ICT users engage in. In this writer’s construct, Cyberstealth is reserved for iPredators who actively plan a strategy that have criminal, deviant, and harmful implications to targeted victims. Information Age deception includes all forms of Cyberstealth, but also includes deceptive practices that do not have elements of crime, defiance, or harm against others.

Cyberstealth is a covert method by which iPredators are able to establish and sustain complete anonymity while they engage in ICT activities planning their next assault, investigating innovative [surveillance technologies](#) or researching the social profiles of their next target. When profiling or conducting an investigation of an iPredator, their level of Cyberstealth complexity, [digital footprint](#), victim preferences, ICT skills, and behavioral patterns are used to identify who they are.

“Malevolent in intent, iPredators rely on their capacity to deceive others using information technology in the abstract and artificial electronic universe known as cyberspace. Therefore, as the internet naturally offers all ICT users anonymity, if they decide, iPredators actively design online profiles and diversionary tactics to remain undetected and untraceable.” Michael Nuccitelli Psy.D. C.F.C., iPredator Inc. (2013)

DARK PSYCHOLOGY

[Dark Psychology](#) is the study of the human condition as it relates to the psychological nature of people to prey upon other people motivated by criminal and/or deviant drives that lack purpose and general assumptions of instinctual drives and social sciences theory. All of humanity has the potentiality to victimize humans and other [living creatures](#). While many restrain or sublimate this tendency, some act upon these impulses.

Dark Psychology seeks to understand those thoughts, feelings, perceptions, and subjective processing systems that lead to predatory behavior that is antithetical to contemporary understandings of human behavior. Dark Psychology assumes that criminal, deviant, and abusive behaviors are purposive and have some rational, goal-oriented motivation 99% of the time. It is the remaining 1%, Dark Psychology parts from [Adlerian](#) theory and the [Teleological](#) Approach. Dark Psychology postulates there is a region within the human psyche that enables some people to commit atrocious acts without purpose. In this theory, it has been coined the Dark Singularity.

Dark Psychology posits that all humans have a reservoir of malevolent intent towards others ranging from minimally obtrusive and fleeting thoughts to pure [psychopathic](#) deviant behaviors without any cohesive rationality. This is called the Dark Continuum. Mitigating factors acting as accelerators and/or attractants to approaching the Dark Singularity, and where a person’s heinous actions fall on the Dark Continuum, is what Dark Psychology calls Dark Factor.

[Dark Psychology](#) encompasses all that makes us who we are in relationship to our dark side. All cultures, faiths, and humanity have this proverbial cancer. From the moment we are born to the time of death, there is a side hidden within us that some have called [evil](#) and others have defined as criminal, deviant, or psychopathic. Dark Psychology introduces a third philosophical construct that views these behaviors different from religious dogmas and contemporary social science theories.

Dark Psychology assumes there are people who commit these same acts and do so not for power, money, sex, retribution, or any other known purpose. They commit horrid acts without a [modus operandi](#). Simplified, their ends do not justify their means. There are people who violate and injure others for the sake of doing so. Within in all of us is this potential. A potential to harm others without cause, explanation, or purpose is the area explored. Dark Psychology assumes this dark potential is incredibly complex and even more difficult to define.



IPREDATOR INC.

[iPredator Inc.](#) is a NYS based Information Age Forensics Company founded to provide educational and advisory products & services to online users on cyberbullying, cyber harassment, cyberstalking, cybercrime, internet defamation, cyber terrorism, online sexual predation, and cyber deception. Created by a NYS licensed psychologist and certified forensic consultant, [Michael Nuccitelli Psy.D.](#), their goal is to reduce victimization, theft, and disparagement from online assailants.

In addition to assisting citizens, iPredator Inc.'s mission is to initiate a nationally sustained internet safety and cyber attack prevention educational & awareness campaign with the help of private, state, and federal agencies. Dr. Nuccitelli can be reached at DrNucc@iPredatorInc.com. Their website, www.iPredator.co, offers site visitors an enormous database, at no cost or personal information disclosure, on Information Age Forensics, [Internet Safety](#) and iPredator Profiling.

For consumers seeking internet safety education and cyber-attack protection, feel free to read about iPredator Inc.'s innovative advisory-based membership service called, [iPredator Protected](#). With the growth and expansion of social media, Dr. Nuccitelli and iPredator Inc. offers a unique assessment [social media safety](#) assessment service called the iPredator Facebook Safety Analysis (iFSA). In addition to offering advice, education, and investigation, Dr. Nuccitelli has designed 26 internet safety and cyber attack prevention checklists and inventories ([IISC & IPI Collections](#)). iPredator Inc. also offers abridged versions ([IISC Collection-Abridged](#)) that are less expensive and geared more for individual online users. All of Dr. Nuccitelli's checklists and inventories were designed for assessment, diagnostics, education, and prevention education.

Although iPredator Inc. are members of a multitude of social networking sites, public and hidden, feel free to visit the [social networking sites](#) they use as their major information and announcement vehicles.

- Google +: [The iPredator](#)
- Facebook: [The iPredator](#)
- LinkedIn: [The iPredator](#)
- Twitter: [@TheiPredator](#)
- Pinterest: [iPredator](#)
- Google + Community: [iPredator](#)
- Google + Community: [Dark Psychology](#)

RECENT NATIONAL PRESS RELEASES

American College of Forensic Examiners Institute Announces Support of iPredator Inc. Hudson Valley, New York (PRWEB) June 25, 2013

The American College of Forensic Examiners Institute (ACFEI) is formally announcing their support of iPredator Inc.'s online sexual predator and cybercrime prevention initiatives. As the world's largest professional forensic sciences organization, founder Dr. Robert O'Block and ACFEI are committed to helping make the internet a safer environment for children and all online users.

<http://www.prweb.com/releases/robert-oblock/ipredator/prweb10866990.htm>

Cyberbullying, Online Sexual Predator & Information Age Forensics Construct, iPredator, Updated and Released

Poughkeepsie, New York (PRWEB) June 30, 2013

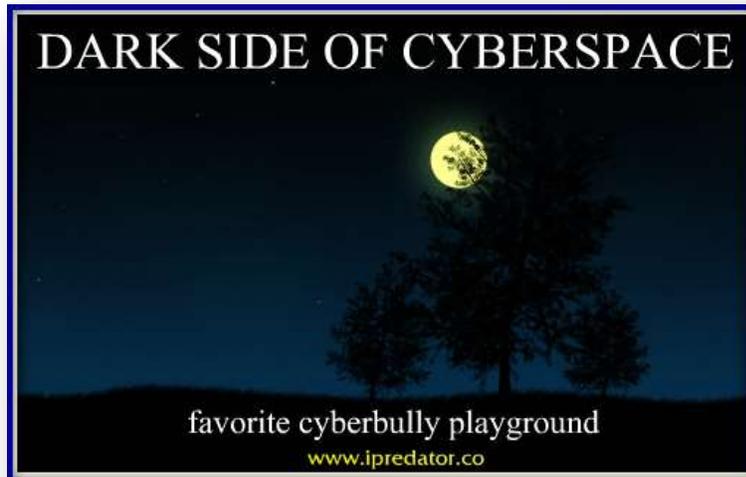
The cyberbullying, online sexual predator and cyber forensic psychological construct, iPredator, has been updated and released, at no cost, for review, download and dissemination. NYS licensed psychologist, certified forensic consultant, founder of iPredator Inc. and author of the theoretical criminology construct, iPredator, has updated his theorem for public discourse.

<http://www.prweb.com/releases/ipredator/digital-forensics/prweb10887282.htm>

**Internet Safety Website Officially Launched by iPredator Inc.
Hudson Valley, New York (PRWEB) April 29, 2013**

New York based internet safety and Information Age Forensics Company, iPredator Inc., has launched their cyber attack prevention website. iPredator Inc. founder, Michael Nuccitelli Psy.D., C.F.C., authored and compiled the majority of the vast information available at no cost to all online users.

<http://www.prweb.com/releases/internet-safety/ipredator/prweb10679227.htm>



IPREDATOR FOUNDATION CONSTRUCTS

- Information Age Forensics Construct, iPredator: <http://www.ipredator.co/ipredator/>
- Criminal, Deviant & Cyber Criminal Mind Construct, Dark Psychology: <http://www.ipredator.co/ipredator/dark-psychology/>
- iPredator Bridge (iPredator Sub-Construct): <http://www.ipredator.co/ipredator/ipredator-bridge/>
- 5PV Model (5 Factorial Template of Assailant/Victim): <http://www.ipredator.co/ipredator/ipredator-bridge/5pv-model/>
- Cyberstealth (Cyber Deception & iPredators Strategies): <http://www.ipredator.co/ipredator/cyber-crime/cyberstealth/>
- Internet Safety Dynamics (20 Factors Used in All Construct Creation): <http://www.ipredator.co/ipredator/internet-safety/dynamics/>
- I AM IPREDATOR: An Information Age Parable (Fictional Short Story): <http://www.ipredator.co/ipredator/i-am-ipredator/>
- Information Age Education: <http://www.ipredator.co/cyber-risk-tips/information-age-education/>
- Information Age Forensics: <http://www.ipredator.co/cyber-risk-tips/information-age-forensics/>
- Information Age Wellness: <http://www.ipredator.co/cyber-risk-tips/information-age-wellness/>

INTERNET SAFETY PRODUCTS & SERVICES

- Internet Safety Checklists (Abridged): <http://www.ipredator.co/products/checklists-abr/>
- Internet Safety Checklists & Inventories: <http://www.ipredator.co/inventories-checklists/>
- iPredator Inc. Services: <http://www.ipredator.co/services/>
- iPredator Protected: <http://www.ipredator.co/product/ipredator-protected-membership/>
- Social Media Safety Assessment (IFSA): <http://www.ipredator.co/product/social-media-safety/>
- Telephonic Internet Addiction Screening (TIAS): <http://www.ipredator.co/cyber-risk-tips/internet-addiction-screening/>
- iPredator Education Services: <http://www.ipredator.co/services/continuing-education/>

IPREDATOR MEDIA KIT & PRESS RELEASES

iPredator Media Kit: <http://www.ipredator.co/about-us/media-kit/>

2012-2013 iPredator National Press Releases: <http://www.ipredator.co/about-us/press-releases/>

CHECKLIST & INVENTORY SITE LINKS

(All Authored by Dr. Nuccitelli)

iPredator Probability Inventory Collection (IPI)

- 1. [iPredator Probability Inventory-Adult \(IPI-A\)](#)
- 2. [iPredator Probability Inventory-Business \(IPI-B\)](#)
- 3. [iPredator Probability Inventory-Cybercrime \(IPI-C\)](#)
- 4. [iPredator Probability Inventory-Cyber Bully \(IPI-CB\)](#)
- 5. [iPredator Probability Inventory-Cyber Bully Abuser \(IPI-CBA\)](#)
- 6. [iPredator Probability Inventory-Cyber Stalking \(IPI-CS\)](#)
- 7. [iPredator Probability Inventory-Educator \(IPI-E\)](#)
- 8. [iPredator Probability Inventory-Internet Predator \(IPI-IP\)](#)
- 9. [iPredator Probability Inventory-Pediatric \(IPI-P\)](#)
- 10. [iPredator Probability Inventory-Psychologist \(IPI-PSY\)](#)
- 11. [iPredator Probability Inventory-Teen \(IPI-T\)](#)
- 12. [iPredator Probability Inventory-330 \(IPI-330\)](#)

iPredator Internet Safety Checklist Collection (IISC)

- 1. [Adult Internet Safety Checklist \(AISC\)](#)
- 2. [Business Internet Safety Checklist \(BISC\)](#)
- 3. [Cyber Bullying Abuser Checklist \(CBAC\)](#)
- 4. [Cyber Bullying Target Checklist \(CBTC\)](#)
- 5. [Cyber Crime Protection Checklist \(CCPC\)](#)
- 6. [Cyber Stalker Identification Interview \(CSII\)](#)

- 7. [Cyber Stalking Prevention Checklist \(CSPC\)](#)
- 8. [Digital Reputation Protection Checklist \(DRPC\)](#)
- 9. [Educator's Internet Safety Checklist \(EISC\)](#)
- 10. [Internet Safety Checklist-Psychology \(ISCP\)](#)
- 11. [Online Predator Prevention Checklist \(OPPC\)](#)
- 12. [Parent Cyber Safety Checklist \(PCSC\)](#)
- 13. [Pediatric Internet Safety Checklist \(PISC\)](#)
- 14. [Teen Internet Safety Checklist \(TISC\)](#)

iPredator Internet Safety Checklist Abridged Collection (IISC)

- 1. [Adult Internet Safety Checklist \(AISC\)](#)
- 2. [Business Internet Safety Checklist \(BISC\)](#)
- 3. [Cyber Bullying Abuser Checklist \(CBAC\)](#)
- 4. [Cyber Bullying Target Checklist \(CBTC\)](#)
- 5. [Cyber Crime Protection Checklist \(CCPC\)](#)
- 6. [Cyber Stalking Prevention Checklist \(CSPC\)](#)
- 7. [Digital Reputation Protection Checklist \(DRPC\)](#)
- 8. [Educator's Internet Safety Checklist \(EISC\)](#)
- 9. [Internet Safety Checklist-Psychology \(ISCP\)](#)
- 10. [Online Predator Prevention Checklist \(OPPC\)](#)
- 11. [Parent Cyber Safety Checklist \(PCSC\)](#)
- 12. [Pediatric Internet Safety Checklist \(PISC\)](#)
- 13. [Teen Internet Safety Checklist \(TISC\)](#)

IPREDATOR INC.

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Blog I: [Dark Psychology](#)

Blog II: [Dr. Internet Safety](#)