

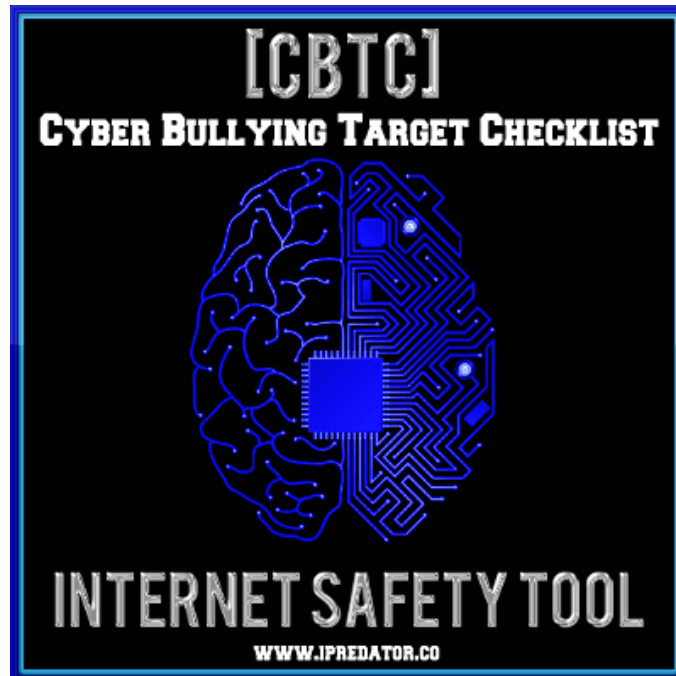
CBTC

Cyberbullying Target Checklist

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Cyberbullying Target Checklist (CBTC)

The Cyberbullying Target 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 targeted by a cyberbully. The CBTC queries and explores areas developmentally relevant to school aged children.

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

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

CBTC DIRECTIONS

1. The time needed to complete the CBTC checklists averages 30-45 minutes.
2. To complete the checklist, you must 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 the two definitions listed below and refer to them if needed. The definition of Information and Communications Technology (ICT) and iPredator is 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 seemingly 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.



CBTC

Cyberbullying Target Checklist

NOTE: When completing the CBTC, it is important to remember the checklist is designed to address both bullying and cyberbullying issues. Statements made about the minor 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 information and communications technology 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 or adults have described the minor as being overly cautious.
2. Peers or adults have described the minor as being overly sensitive online.
3. Peers or adults have described the minor as having an insecure personality reflected by their online activities.
4. Peers or adults have described the minor as having difficulty being assertive among peers online.
5. Peers or adults have described the minor as being easily teased online.
6. Peers or adults have described the minor as being over-protected by their parents regarding their online activities.
7. Peers or adults have described the minor as having few close offline friends.
8. Peers or adults have described the minor as having aggressive students in their same or slightly higher grade.
9. Peers or adults have described the minor as having a lack of supervision during school breaks and engaged in ICT usage.
10. Peers or adults have described the minor as being indifferent towards student attitudes on cyberbullying.
11. The minor has reported an inconsistent enforcement of the school's rules on cyberbullying.
12. The minor has reported having friendship difficulties related to their ICT activities.
13. Peers or adults have described the minor as having a poor self-esteem evidenced by their ICT activities.
14. Peers or adults have described the minor as quiet or meek evidenced by their ICT activities.
15. Peers or adults have described the minor as dealing with conflict in a passive manner with a lack of assertiveness evidenced by 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)

16. Peers or adults have described the minor as accepting behaviors intended to harm or disturb them evidenced by their ICT activities.
17. Peers or adults have described the minor as accepting hostile behavior occurring repeatedly over time evidenced by their ICT activities.
18. The minor has reported experiencing name-calling online.
19. The minor has reported receiving online threats.
20. The minor has reported being taunted online.
21. The minor has reported being maliciously teased online.
22. The minor has reported being joked about by others online.
23. The minor has reported being repeatedly teased about their physical attributes by others online.
24. The minor has reported being repeatedly teased about their race or religious faith by others online.
25. The minor has reported being sexually teased by others online.
26. The minor has reported having their personal belongings taken by others who tease them online.
27. The minor has reported having rumors spread about them online.
28. The minor has reported having been socially excluded by others online.
29. The minor has reported being a victim of extortion online.
30. The minor has reported being a victim of repeated intimidation online.
31. Peers or adults have described the minor as lacking social support from others online.
32. Peers or adults have described the minor as having minimal means of support during cyberbullying episodes.
33. Peers or adults have described the minor as being rejected within their established peer group online.
34. Peers or adults have described the minor as being non-aggressive and often shy evidenced by their ICT activities.
35. Peers or adults have described the minor as having difficulty being proactive against being teased or harassed online.
36. The minor has reported less likely reporting being cyberbullied given they perceive their school or classroom is tolerant of bullying.
37. The minor has reported being unable to appropriately handle cyberbullying situations whether they are the victim or a bystander.
38. The minor has reported their school does not have an open-door policy for all students.
39. The minor has reported their school does not clearly identify adults to whom cyberbullying incidents are reported.
40. The minor has reported their school does not follow-up with students after a cyberbullying incident has been reported so that student knows that an action has been taken.

- 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)

41. The minor has reported their school does not have a student code of conduct and rules against cyberbullying.
42. The minor has reported their school does not clearly discuss with students their codes of conduct and rules against cyberbullying.
43. The minor has reported he/she does not "fit in" regarding their online activities.
44. The minor has reported having engaged in sexting from being pressured by their peers.
45. The minor has reported having engaged in sexting from being coerced by their peers.
46. The minor has reported a sibling has cyberbullied them.
47. The minor has reported they feel children/students should not tell adults if they are being cyberbullied because it will cause them further harm.
48. The minor has reported they feel children/students should not tell adults if they are being cyberbullied because they should settle their issues on their own.
49. The minor enjoys the anonymity inherent in the Internet to say things they would not usually say in real life.
50. The minor has reported they are being teased or taunted online because adults will do nothing about it.
51. The minor has reported a peer used a mobile phone to take photos of them without their consent and posted them online.
52. The minor has reported they are being teased or taunted online because it would make their problems worse if they reported these actions to adults.
53. The minor has reported they feel other children/students should not tell adults if they are being cyberbullied because others may take revenge against them.
54. The minor has reported they have experienced "gateway behaviors," which are cyberbullying behaviors that are covert and difficult to detect by others.
55. The minor has reported they have been ignored by others using ICT.
56. The minor has reported they have been disrespected by others using ICT.
57. The minor has reported they have been called names by others using ICT.
58. The minor has reported they had rumors spread about them by others using ICT.
59. The minor has reported they have been threatened by others using ICT.
60. The minor has reported they have been e-mail bombed by others using ICT.
61. The minor has reported they have been picked on by others using ICT.
62. The minor has reported they have been ridiculed by others using ICT.
63. The minor has reported they have been scared for their safety using ICT.
64. Peers or adults have described the minor as being different from their peers evidenced by their ICT activities.
65. Peers or adults have described the minor as being weak or unable to defend his or her digital reputation evidenced by 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)

66. Peers or adults have described the minor as being depressed, anxious, or having low self-esteem evidenced by their ICT activities.
 67. Peers or adults have described the minor as being less popular than others and having few friends evidenced by their ICT activities.
 68. Peers or adults have described the minor as being difficult and annoying evidenced by their ICT activities.
 69. The minor has reported being less likely to report being cyberbullied given they perceive their school or classroom will inform the cyberbully leading to further abuse.
 70. The minor has reported they perceive their school environment being supportive of cyberbullying.
 71. The minor has reported experiencing loneliness and spending more time online.
 72. The minor has reported feeling angry, sad or depressed from their ICT activities.
 73. The minor has reported feeling threatened and fearful from their ICT activities.
 74. The minor has reported feeling helpless or hopeless from their online activities.
 75. The minor has reported feeling unattractive, unwanted or inferior from their ICT activities.

Yes Answers__ No Answers__ I Do Not Know__ Does Not Apply__

No Answers__ + Does Not Apply__ = CBTC Score__

THE CORRECT RESPONSE TO EACH STATEMENT IS N__ (No, Disagree, False)

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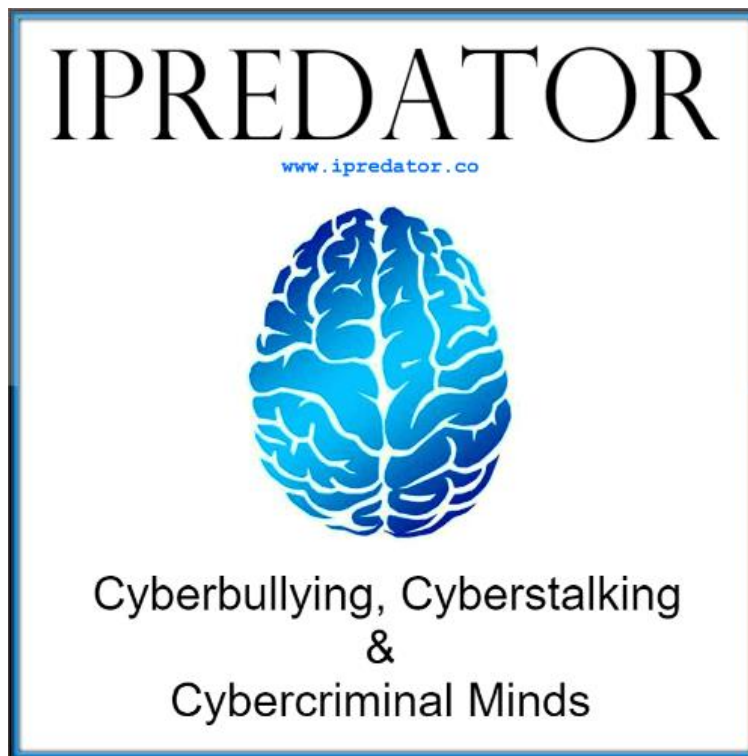
Note: The goal for optimal internet safety & cyber security functioning is to score a 70 or higher. “I Do Not Know” & “Yes” responses should be addressed at once with a plan of action.

(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 CBTC 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.

As Information and Communications Technology (ICT) continues to expand, it will become increasingly important for all ICT users and businesses to manage and check their iPredator protection strategies, cyber-attack prevention practices and digital reputation management. 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.



IISC SCORING KEY

Cyberbullying Target Checklist CBTC

Note: It is recommended to take the CBTC 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 immediately with a structured plan of action.

If and/or when you or the minor 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 you are assessing are encouraged to educate others in your community. Cyberbullying is a growing societal problem needing immediate attention for the cyberbully, cyberbully victim and cyberbully bystander.

Score: (1-10)

Category: Guaranteed Cyberbully Target 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 Target 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 Target 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 Target 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 Target 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 Target 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 Target Probability.

Risk Potential: Minimal.

Predator Involvement: Unlikely.

Intervention & Education Plan: Consider Educating Others.

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

#BeBest



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 implement a permanent national educational and awareness online 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.

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