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REVIEW ARTICLE

Strategies for coping with bullying and cyberbullying developed by adolescents: an integrative literature review

Estratégias de enfrentamento ao bullying e cyberbullying desenvolvidas por adolescentes: revisão integrativa da literatura

Estrategias de afrontamiento del bullying y ciberbullying desarrolladas por adolescentes: revisión integrativa de la literatura

Aretha Feitosa de Araújo[1]
Vinícius Rodrigues de Oliveira[2]
Raimundo Augusto Martins Torres[1]
Natália Bastos Ferreira Tavares[1]
Consuelo Helena Aires de Freitas[1]
Luciana Martins Quixadá[1]

[1] Universidade Estadual do Ceará (UECE), Fortaleza, Ceará, Brasil.
[2] Universidade Federal do Rio Grande do Norte (UFRN), Natal, Rio Grande do Norte, Brasil.

Corresponding author:
Vinícius Rodrigues de Oliveira
E-mail: vinicius.rodrigues.070@ufrn.edu.br

ABSTRACT

Objective: to identify and discuss strategies developed by adolescents to cope with bullying and cyberbullying. **Methods:** an integrative literature review conducted using the MEDLINE, Web of Science, Scopus databases, and all databases of the Virtual Health Library. Data were processed using the IRAMUTEQ software, and then Bardin's content analysis was applied. **Results:** the final sample consisted of 12 articles, which revealed 22 coping strategies used by adolescents. Of these, 50% were exclusively related to coping with cyberbullying, 25.0%, to bullying, and 25.0%, to both. Four thematic categories emerged from the analysis, namely: coping strategies focused on the problem; profile of victims of bullying and cyberbullying and its influence on coping; social support as the main coping strategy; coping strategies based on emotion. **Conclusion:** adolescents cope with bullying and cyberbullying through two major strategies, influenced by victims' sex and age profile.

Descriptors: Adolescent; Bullying; Cyberbullying; Adaptation, Psychological; Resilience, Psychological.

RESUMO

Objetivo: *identificar e discutir estratégias, desenvolvidas por adolescentes, para o enfrentamento do bullying e cyberbullying.* **Métodos:** *revisão integrativa da literatura realizada a partir das bases de dados: MEDLINE, Web of Science, Scopus e todas as bases da Biblioteca Virtual em Saúde. Os dados foram processados pelo software IRAMUTEQ e a seguir foi aplicada a análise de conteúdo de Bardin.* **Resultados:** *a amostra final foi composta por 12 artigos, que revelaram 22 estratégias de enfrentamento usadas pelos adolescentes; dessas, 50% relacionadas exclusivamente ao enfrentamento do cyberbullying, 25,0% ao bullying e 25,0% tratavam de ambos. Emergiram da análise quatro categoria temáticas, a saber: estratégias de enfrentamento com foco no problema; perfil das vítimas de bullying e cyberbullying e sua influência no enfrentamento; apoio/suporte social como principal estratégia de enfrentamento; estratégias de enfrentamento baseadas na emoção.* **Conclusão:** *o enfrentamento de bullying e cyberbullying pelos adolescentes ocorre por meio de duas grandes estratégias, influenciadas pelo perfil de gênero e idade das vítimas.*

Descritores: *Adolescente; Bullying; Cyberbullying; Adaptação Psicológica; Resiliência Psicológica.*

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RESUMEN

Objetivo: *identificar y discutir estrategias, desarrolladas por adolescentes, para combatir el bullying y el ciberbullying.* **Métodos:** *revisión integradora de la literatura, realizada utilizando las bases de datos MEDLINE, Web of Science, Scopus y todas las bases de datos de la Biblioteca Virtual en Salud. Los datos fueron procesados mediante el software IRAMUTEQ, y luego se aplicó el análisis de contenido de Bardin.* **Resultados:** *la muestra final estuvo compuesta por 12 artículos, que revelaron 22 estrategias de afrontamiento utilizadas por los adolescentes. De ellos, el 50% estaban relacionados exclusivamente con afrontar el ciberbullying, el 25,0%, con el bullying, y el 25,0%, ambos. Del análisis surgieron cuatro categorías temáticas, a saber: estrategias de afrontamiento centradas en el problema; perfil de las víctimas de acoso y ciberacoso y su influencia en el afrontamiento; apoyo/apoyo social como principal estrategia de afrontamiento; estrategias de afrontamiento basadas en las emociones.* **Conclusión:** *el afrontamiento al acoso y al ciberbullying por parte de adolescentes ocurre a través de dos grandes estrategias, influenciadas por el perfil de género y la edad de las víctimas.*

Descriptores: *Adolescente; Acoso Escolar; Ciberacoso; Adaptación Psicológica; Resiliencia Psicológica.*

INTRODUCTION

In the context of Western societies, adolescence is characterized as an important stage of human life, typically conceptualized as a period of transition between childhood and adulthood, in which, when experiencing it, individuals undergo considerable physical and hormonal transformations inherent to puberty, and a process of psychological maturation, in addition to a marked concern with insertion into the social environment[1,2].

For adolescents, peer acceptance is crucial, which contributes to making this stage even more conflicting and opens the way for social relationships to be permeated by violence, of which the most prominent is victimization by peers or bullying, which generally occurs in early adolescence, around 10 years of age[3,4].

Bullying is a social phenomenon marked by aggressive attitudes that are perpetuated over time and are sustained by power relations between the oppressor and the oppressed. Its manifestation can occur through violent acts of a physical, psychological, moral, sexual, or virtual nature, the latter manifestation being characterized as cyberbullying[5-7].

Cyberbullying is a recent trend characterized by repeated behavior that spreads through digital technologies and is intended to scare, anger, or embarrass victims. It usually occurs on social media, messaging platforms and/or gaming platforms, and cell phones[6].

Some specific groups, usually minorities, such as members of the LGBTQIA+ community, people who are overweight, or who have some physical or mental problem, tend to be more victimized when compared to individuals who do not have this profile[8].

In a global analysis, data from the latest report on school violence and bullying[7], whose information was collected in 144 countries, revealed that at least 32% of the students interviewed were victims of bullying. In this scenario, countries in Africa and the Middle East stand out. The report also shows that cases of cyberbullying are increasing.

In Brazil, the Brazilian National School Health Survey (In Portuguese, *Pesquisa Nacional de Saúde Escolar* (PeNSE))[9], which periodically assesses the health of adolescents enrolled in public and private schools in the country, in its latest edition, carried out in 2019, revealed that 23.0% of Brazilian adolescents, between 13 and 17 years old, claim to have suffered bullying. This data, when compared to the 2015 edition, shows that cases of bullying have tripled. This document also indicates that approximately 13.2% of adolescents also report victimization by cyberbullying[9].

The consequences of (cyber)bullying are multidirectional, i.e., they affect not only the victims but also the perpetrators and bystanders of the aggression[8]. Studies indicate that victims and perpetrators are prone to risky behaviors such as excessive consumption of alcohol and drugs, unprotected sex, self-harm, and suicidal ideation. They may also develop adaptation and learning problems, social isolation, anxiety, and depression, which impact their quality of life[10,11]. For those who witness situations of aggression, the literature indicates that early contact with violence can induce the appearance of complications related to the nervous system and dysregulated emotional behavior[12].

In this context, bullying and cyberbullying are considered serious public health concerns that require urgent intervention. However, in order to work with interventions at a collective level, it is first necessary to analyze how individuals experience and deal with this problem. Coping is a set of cognitive and behavioral actions used to adapt to a stressful event; these actions can be related to confronting or avoiding the issue[13-15].

Thus, coping strategies can be positive or negative, with consequences or repercussions in the same direction. By revealing these strategies, it is possible to outline a care path that approximates victimized adolescents'

demands as well as define interventions that act directly on the problem and are, therefore, more effective[16]. From this perspective, the aim was to identify and discuss strategies developed by adolescents to cope with bullying and cyberbullying.

METHODS

This study is characterized as an Integrative Literature Review. This type of review aims to systematically gather scientific evidence about the proposed topic, enabling the acquisition of detailed information about it[17].

To conduct this review, the authors followed a theoretical framework[18] that proposes stages for operationalization of this type of research, namely: choosing the topic and formulating the research question; defining the eligibility criteria and searching for primary studies; elucidating the information to be extracted; analyzing the information collected; interpreting the content; and synthesizing the knowledge. The review protocol was registered on the Open Science Framework (OSF) platform. This registry can be accessed through the link: https://osf.io/jqym8/.

The chosen topic addressed adolescents' coping with bullying and/or cyberbullying. Therefore, this study focused on the following research question: what strategies do adolescents use to cope with bullying and cyberbullying? This question was developed considering the PICo strategy, in which P (population): is adolescents, I (phenomenon of interest) is the strategy for coping with bullying and cyberbullying, and Co (context) schools and social media.

The searches took place in May 2023, simultaneously, through the Coordination for the Improvement of Higher Education Personnel (In Portuguese, *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES)) Journal Portal, to which two researchers had access through links with Brazilian higher education institutions. The studies were searched in the Medical Literature Analysis and Retrieval System Online via PubMed, Scopus, and Web of Science databases. Moreover, consultation was also carried out in all databases indexed in the Virtual Health Library (VHL).

The single search strategy adopted was: "Cyber-Bullying" OR "Bullying" AND "Coping strategies" AND "Adolescent". Most descriptors are registered as Medical Subject Headings (MeSH), with the exception of the term "Coping strategies", which was used to replace the descriptor "Adaptation, Psychological". This change was made because the latter largely restricts the results in the data sources searched.

Studies originated from primary research, between January 2018 and June 2023, were included. It is worth noting that the establishment of a time frame as a selection criterion considered the scope of the last five years since this is a period in which the literature is considered current. Of the studies that met these criteria, those that did not answer the research question were published in thesis, dissertation, or book format, and duplicates were excluded.

The search result in each database/library used was exported to Rayyan (version 2022, 2013, Qatar Computing Research Institute, Qatar), which is an open access software that allows the systematization of documents selected to build a review[19]. In the software mentioned above, studies underwent triple-blind screening, which considered the application of inclusion and exclusion criteria.

Initially, two researchers independently read the studies and issued opinions, classifying them as accepted or not accepted. Articles with divergent views, i.e., accepted by one reviewer and not by the other, were assessed by a third researcher, who indicated the decision between inclusion or final rejection of the study.

The information extracted from the selected material was organized in two formats. Firstly, a spreadsheet was created in Microsoft Office Excel (version 2016, Microsoft Corporation, United States) with the following sections: study title, author, year of publication, country, journal, objective, number of participants, study design, level of evidence, coping strategy, type of victimization. Secondly, a text *corpus* was created.

The classification of the level of evidence was performed according to the Oxford Center for Evidence-Based Medicine[20]. In this framework, the levels of scientific evidence range from "1A" to "5". Studies classified as "1A" are those with greater methodological rigor, such as homogeneous randomized clinical trials. Studies classified as "5" have lower methodological quality, such as studies that deal with expert opinions.

Finally, the data were analyzed according to the content analysis propositions that culminated in the development of thematic categories. This type of analysis is anchored in the development of three stages: pre-analysis, material exploration, and treatment of results[21].

Pre-analysis began with reading the studies selected as a sample, and then a text *corpus* was prepared with information from the results of these studies. This *corpus* was inserted into the notebook and formatted so that, in the subsequent stage, it could be processed using the *Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires* (IRAMUTEQ) software (version 0.7, alpha 2, 2008, Pierre Ratinaud, France).

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In the material exploration stage, the text *corpus* was processed using IRAMUTEQ. To present the results generated by this software, the authors chose the Descending Hierarchical Classification method, which relates text segments (text fragments of up to three lines, present in each text of the *corpus*) to words, creating classes with statistical significance according to their frequency and similarity[22]. Based on the analysis of the classes, thematic categories were formulated.

For the last stage, i.e., treatment of results, the inference technique was applied, which made it possible to clarify the data presented in each category, giving them meaning and theoretical support through the scientific literature framework.

RESULTS

A total of 4,049 studies were found that met the eligibility criteria, leaving 12 articles to make up the final sample. Figure 1 illustrates the study selection process in detail.

Figure 1 - Study selection flowchart prepared based on PRISMA[23]
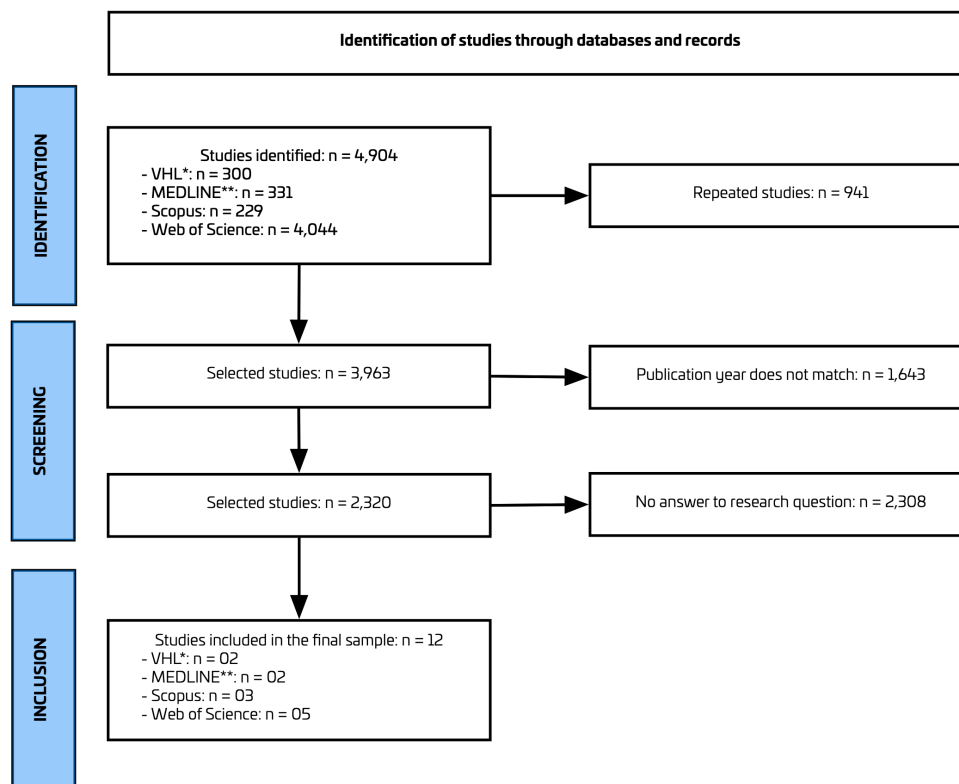
Note: * Virtual Health Library; ** Medical Literature Analysis and Retrieval System Online.

As can be seen in Table 1, which shows the summary of the 12 studies selected to compose the sample of this review, the majority had a cross-sectional design (74.9%; n = 09) and were classified as having a level of evidence 4 (91.6%; n = 11).

Regarding the country of origin, studies carried out in China (33.3%; n = 04) and the United States of America (USA) (30%; n = 03) and published in 2018 and 2021 (33.3%; n = 04/year) prevailed.

The studies were indexed in international journals with a scope in the areas of psychology (41.6%; n = 05), interdisciplinary (30%; n = 03), public health (16.7%; n = 02), and pediatrics (16.7%; n = 02). Only the journal Frontiers in Psychology concentrated on more than one study. The other studies were arranged in different journals.

Regarding the type of victimization, the studies mostly addressed cyberbullying (50%; n = 06), followed by bullying (25%; n = 03) and mixed approaches (25%; n = 03), i.e., those strategies related to both types of victimization. Twenty-two coping strategies used by adolescents were identified, among which the search for social support stands out as the main one. These strategies were organized and are presented in the chart below:

In the analysis using the IRAMUTEQ software, the text *corpus* was divided into 39 text segments, of which

29 segments (74.36%) were used. A total of 1,425 occurrences emerged, of which 297 were single-occurrence words (hapax).

From the Descending Hierarchical Classification, a dendrogram was generated (Figure 2), in which the *corpus* was divided into four distinct classes, which represent the thematic categories of this study. Class 1 (24.1%) addressed problem-focused coping strategies; class 2 (31%) alluded to the profile of victims of bullying and cyberbullying and its influence on coping; class 3 (20.7%) addressed social support as the main coping strategy; and class 4 (24.1%) explored emotion-based coping strategies.

Class 1 - Problem-focused coping strategies

In this class, the words with significant association ($p < 0.05$) were deal, use, bigger, and confrontation. This class discusses the strategies that keep the focus on the problem, defining them as the most recommended for adequately dealing with bullying and cyberbullying. By

**Table 1 -** Summary of studies selected to compose the review, 2023

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Authors / Country / Year	Title	Journal	Study design	LoE*	Type of victimization	Coping strategy
Wright et al.[24] / China, Chipre, República Tcheca, Índia, Japão e EUA / 2022	Coping with Public and Private Face-to-Face and Cyber Victimization among Adolescents in Six Countries: Roles of Severity and Country	International Journal of Environmental Research and Public Health	Cross-sectional study	4	Bullying e Cyberbullying	- Seek social support - Confront the bully - Avoid/ignore the bully - Isolate oneself
Chen, Zhu[25] / China / 2021	Cyberbullying victimisation among adolescents in China: Coping strategies and the role of self-compassion	Health and Social Care in the Community	Cross-sectional study	4	Cyberbullying	- Ignore the bully - Condemn the bully - Publish the bully's information - Talk to the bully online or face-to-face - Ask website and social media administrators to remove intimate information - Seek social support (parents/family, friends/classmates, teachers, social workers) - Report to the police
Han, Wang, Li[26] / China / 2021	Cyberbullying Involvement, Resilient Coping, and Loneliness of Adolescents During Covid-19 in Rural China	Frontiers in Psychology	Cross-sectional study	4	Cyberbullying	- Find creative ways to deal with difficult situations - Control reactions
Ngo et al.[27] / Vietnã / 2021	Cyberbullying Among School Adolescents in an Urban Setting of a Developing Country: Experience, Coping Strategies, and Mediating Effects of Different Support on Psychological Well-Being	Frontiers in Psychology	Cross-sectional study	4	Cyberbullying	- Talk to the bully and ask them to stop - Leave cyberspace (stop using the Internet) - Seek social support (tell teachers, parents, friends) - Repeat cyberbullying behaviors against other people online or bullying in real life
Poh Chua et al.[28] / Malásia / 2021	Cyber-victimization among adolescents: its relationships with primary appraisal and coping strategies	Vulnerable Children and Youth Studies	Qualitative study	4	Cyberbullying	- Avoid/ignore the bully - Seek social support (friends and teachers) - Skip school - Repeat cyberbullying behaviors - Block the bully

Table 1 - Summary of studies selected to compose the review, 2023

Conclusion.

Authors / Country / Year	Title	Journal	Study design	LoE*	Type of victimization	Coping strategy
Berne, Frisén, Oskarsson[29] / Suécia / 2020	High school students' suggestions for supporting younger pupils counteract cyberbullying	Scandinavian Journal of Psychology	Cross-sectional study	4	Cyberbullying	- Report cyberbullying - Seek social support - Teach good internet manners
Armstrong, Dubow, Domoff[30] / EUA / 2019	Adolescent Coping: In-Person and Cyber-Victimization	Cyberpsychology: Journal of Psychosocial Research on Cyberspace	Clinical trial	2B	Bullying e Cyberbullying	- Ignore the bully - Seek social support (talk to a parent, friend, teacher, counselor, or other adult at school) - Confront the bully - Imagine something really fun, happy, or exciting happening - Exercise, play video games, see friends, and/or pursue a hobby
Ali et al.[31] / Indonésia / 2019	Empirical Analysis on Coping Strategy and Psychological Impact of Bullying Victim at School	Journal of Engineering and Applied Sciences	Descriptive study of a qualitative nature	4	Bullying	- Isolate oneself - Seek social support from friends
Mallmann, Lisboa, Calza[16] / Brasil / 2018	Cyberbullying e Estratégias de Coping em Adolescentes do Sul do Brasil	Acta Colombiana de Psicología	Cross-sectional study	4	Cyberbullying	- Isolate oneself - Confront the bully - Keep self-control - Seek social support - Ignore/run away from the problem - Think positively
Ma, Chow, Chen[32] / China / 2018	The moderation of culturally normative coping strategies on Taiwanese adolescent peer victimization and psychological distress	Journal of School Psychology	Cross-sectional study	4	Bullying	- Seek social support - Confront the bully - Isolate oneself - Internalize the problem
Himmelstei, Puhl[33] / EUA / 2018	Weight-based victimization from friends and family: implications for how adolescents cope with weight stigma	Pediatric Obesity	Cross-sectional study	4	Bullying	- Isolate oneself - Skip school - Eat to escape problems
Sittichai, Smith[34] / Tailândia / 2018	Bullying and Cyberbullying in Thailand: Coping Strategies and Relation to Age, Gender, Religion and Victim Status	Journal of New Approaches in Educational Research	Cross-sectional study	4	Bullying e Cyberbullying	- Seek social support (talk to parents or teachers) - Report to the police - Confront the bully - Skip school - Ignore the bully - Make new friends - Block the bully - Change e-mail address or phone number

Note: * Level of evidence.

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Figure 2 - Dendrogram of classes originated by the IRAMUTEQ software, 2023
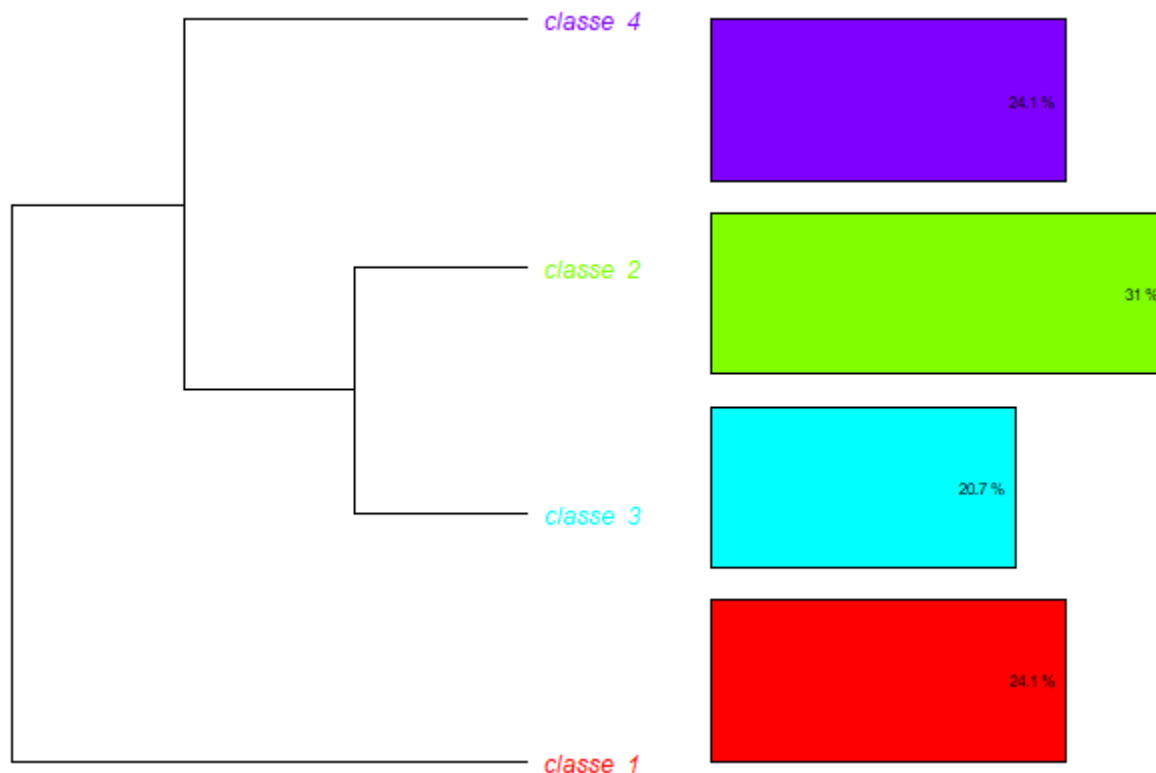
Note: classe - class.

using them, adolescents actively face the situation at hand, seeking to solve it. However, these strategies are not always the ones most used by adolescents.

Class 2 - Profile of victims of bullying and cyberbullying and their influence on coping

This class presented a greater number of similar text segments and included the following words with significant association (p < 0.05): cyberbullying, victim, involvement, and stop. Regarding its thematic content, the class emphasizes the profile of victims of bullying and cyberbullying and the way in which personal characteristics affect coping strategies. The studies in this review agree that male adolescents are more victimized, mainly by cyberbullying, but when comparing the development of coping strategies, girls stand out, using more strategies. Regarding age, older adolescents are more aware and recommend that younger adolescents seek support to face the problem.

Class 3 – Social support as the main coping strategy

In this class, the words that presented a significant association (p < 0.05) were teacher, tell, father, and friend. Although this was the class with the lowest representation in the *corpus*, its unveiling made it possible

to identify that the social support network is extremely important for adolescents. Telling teachers, parents, friends, or authorities was the most common strategy in the studies for coping with victimization.

Class 4 - Emotion-based coping strategies

Regarding this class, the following words emerged as significantly associated (p < 0.05): bully, suggest, response, and ignore. There is a consensus among the studies in the sample that adolescents, especially those who experience specific conditions such as excess weight, tend to frequently use emotions as a means of coping with victimization. However, this type of coping has not been recommended, as it culminates in situations that increase trauma.

DISCUSSION

The means adopted by adolescents to cope with bullying and cyberbullying do not, at the same time, have some specificities and many aspects in common[30-34]. This finding is confirmed by the analysis provided through the IRAMUTEQ software since, when processing the research data, it did not stop at the distinction between strategies aimed at bullying and strategies for

cyberbullying but rather at defining thematic categories that address the type of strategy.

The strategies are divided into two main groups: the first focuses on coping with the problem, and the second is based on emotion-driven coping. Victims' sex and age profile influences them. More specifically, seeking social support is the main strategy developed.

Concerning problem-focused coping strategies, it is suggested that they be developed as early as possible, as they are more effective and contribute to a better outcome in the face of violence[35]. Despite this, they are little used by adolescents, which may be related to the fact that the public in question has an extreme need for recognition and group inclusion[4], creating some difficulty for the subject to report or face violence against them by others.

From this perspective, adolescents must be encouraged to develop social skills and self-confidence so that they can actively face victimization, i.e., seek support, make new friends, and report the situation to the authorities. It is important to emphasize that, although the development of social skills is, *a priori*, an intrinsic process, social integration is a determining element for its development; therefore, the school and the family must be aware of their role in helping to face violence between peers, in addition to encouraging adolescents to be able to adopt the most appropriate attitudes[34].

Schools can contribute to implementing this type of confrontation, encouraging students through recreational activities, actions, and campaigns that promote the empowerment of adolescents, not only those who are victims but also their peers, especially the younger ones, who often do not know how to react[27,29].

There is no consensus among the studies in this review regarding which mode of victimization (bullying and cyberbullying) leads adolescents to use problem-focused coping more. Some studies[30,34] state that adolescents who are victims of cyberbullying adopt this method more frequently, while others[16,25,26,28] disagree, stating that the experience of cyberbullying leads victims to adopt more emotion-focused strategies, and therefore, these adolescents are less resilient and more lonely.

Therefore, elucidating the victims' profile is extremely relevant, as it is one of the guiding aspects for understanding the coping strategies adopted by adolescents. Based on this premise, the literature appears to be more uniform, considering the most recurrent aspects of studies, such as sex and age. Clearly, girls use more coping strategies. However, this does not mean that they deal with the problem better. Although boys are more likely to suffer physical and verbal aggression, girls stand out when adopting a coping stance based on emotion[32].

In this context, it is worth highlighting that if cultural and nationality issues are considered, aspects of multiformity must be perceived, meaning that boys and girls from different countries can present the same coping strategies without differing in relation to sex, as shown in a study in which Chinese and Japanese boys tend to adopt the avoidance strategy to face bullying. In contrast, this same strategy is not so common among Czech boys, but it is among Czech girls[24].

From an age perspective, a study[29] that aimed to explore older adolescents' suggestions (from 15 years old) to support cyberbullying coping revealed that they are aware of the negative repercussions that this type of victimization can cause in younger adolescents' lives (between 10 and 14 years old). However, this last group is generally not prepared to deal with victimization due to their lack of maturity. This situation is an important indication of the need for social support for this group.

Seeking social and family support has been positively associated with effective coping with problems resulting from peer victimization and lower rates of depression among victims[16]. Individuals sought as a support network for coping may vary according to the type of victimization. In cases of bullying, it is common for adolescents to ask their parents for help, whereas in episodes of cyberbullying, seeking out friends occurs more frequently[30]. This conformity in seeking support is related to the fact that adolescents fear being restricted in their use of the Internet if their parents are aware of the situation. It is worth noting that, for adequate social support, supporters must recognize their role and be prepared to deal with such a situation[32].

In relation to emotion-focused strategies, the literature included in this review reveals that this type of coping leads to increased psychological distress and, consequently, enhances the development of psychological pathologies, such as depression and anxiety, to which individuals are already prone, simply because of the victimization. Furthermore, it is common for adolescents who are victims of bullying or cyberbullying to feel constantly sad and ashamed, causing them to adopt attitudes such as school absenteeism[31,32].

The use of the internalization strategy is more common when adolescents experience weakening processes throughout their history, such as family abandonment[25]. In addition to this, adolescents with specific conditions, such as overweight or obesity, are also more likely to adopt repeated emotion-focused coping strategies[33]. Emotion-focused strategy, in this context, in-

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cludes the manifestation of indifference toward family and avoidance of colleagues and friends[32].

Cases of greater vulnerability should be monitored more closely and require different approaches, such as overweight adolescents who are victimized by multiple individuals, such as peers, friends, family members, and even teachers[33]. It is also important to emphasize the need for educational institutions to take concrete and decisive action to help victimized adolescents as well as to promote bully psychoeducational monitoring. It is also recommended that they develop actions that encourage the development of empathic and sensitive skills.

Despite the research's contributions, its limitations must be considered. The main one concerns the search strategy, since other descriptor possibilities were not explored, in addition to those used in the simple search. This issue, when associated with the lack of manual search for references in the studies selected for the sample, may have contributed to the low number of studies found. However, it is worth noting that several databases were used, both Brazilian and foreign.

CONCLUSION

This review allows us to point out the strategies used by adolescents to deal with bullying and cyberbullying, in addition to carrying out a critical and detailed analysis of the use of these strategies, which can contribute to developing public policies, support healthcare and education professionals' work and, above all, signal the importance of assessing strategies.

The findings of this study suggest that coping strategies are important paths for adolescents to follow when confronting bullying and cyberbullying. Therefore, there is a need to encourage the development of these strategies among adolescents. However, it is necessary, first of all, to assess whether the strategy adopted contributes to overcoming or mitigating the existing problem, mitigating the damage of peer victimization, whether in person or online.

This is a production with great potential to direct researchers towards new, broader investigations on the topic, covering the various socio-environmental, educational, cultural, and political contexts established in the country.

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Conflict of interest

None.

Authors' contributions - CRediT

AFA: conceptualization; data curation; formal analysis; investigation; methodology; project administration; writing – original draft and writing – review & editing.
VRO: conceptualization; data curation; formal analysis; investigation; methodology; project administration; writing – original draft and writing – review & editing.
RAMT: methodology; project administration; writing – original draft and writing – review & editing.
NBFT: investigation; writing – original draft and writing – review & editing.
CHAF: methodology; writing – original draft and writing – review & editing.
LMQ: methodology; writing – original draft and writing – review & editing.

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