

Plain Language Statement, Parents and Caregivers/Guardians

Amarach Research

(In research consortium with Dublin City University Anti-Bullying Centre and ADAPT Science Foundation Ireland)

CHIRP: Protecting and Empowering Children Online

This project is called: “Chirp: Protecting and Empowering Children Online.” This research is undertaken by Amarach Research. Amarach is collaborating with Chirp and the DCU Anti-Bullying Centre (ABC) and ADAPT Science Foundation Ireland, which are all part of a larger consortium¹ that is undertaking the project. The project is funded by the Disruptive Technologies Innovation Fund (DTIF)², of the Irish Department of Trade, Enterprise and Employment.

Once developed, Chirp will be a parental control technology that would allow for the filtering and blocking of harmful online content on the child’s phone. Examples of such harmful online content include grooming (child solicitation online for the purpose of sexual and other types of abuse); cyberbullying (repeated hurtful behaviour such as comments, gossip or exclusion) and self-harming content (content that discusses or shows how one can hurt oneself, including suicide).

The technology is state-of-the-art because it works across the apps on the child’s phone (Chirp is not a safety app but a software modification at the phone-level, which allows it to monitor all the messaging apps on the child’s phone for harmful online content, including encrypted direct messaging apps such as WhatsApp). Furthermore, Chirp works by facilitating parent-child communication: If Chirp detects harmful online content, it notifies the parent/family member whose phone is paired with the child’s that harmful content/behaviour/interaction has been detected. It also sends a prompt to check in on the child and with specific advice as to how to do that. Chirp does *not* spy on children and it does not allow parents and caregivers to monitor all child communication on their phone, which research suggests can negatively influence parent-child trust. You can see how Chirp should work, here.³

Clarification of the purpose of the research

More research is needed in order to build Chirp. Specifically, the research team needs to develop datasets with examples of authentic cyberbullying, grooming and self-harming content, necessary to train artificial intelligence (AI) models that allow Chirp to operate. To that end, we are looking for parents and caregivers of children aged 6-16 who have had some experience with online grooming, cyberbullying and self-harming content i.e., who have seen or actively looked for self-harming online content (doing harm to one’s body, including related to anorexia also known as pro-ana and bulimia or pro-mia related content and suicide-related content).

As part of this research, we are conducting a public consultation with parents and caregivers who have children in the target age group and who would like to anonymously share examples of the language their children encountered in these incidents with us. If you choose to participate in this research, you will be asked to provide anonymised descriptions of cyberbullying or online grooming incidents that

¹ <https://www.chirpfamily.com/>

² <https://enterprise.gov.ie/en/news-and-events/departments-news/2022/november/202211151.html>

³ [Chirp Demo Video](#)

your child encountered or examples of the type of self-harming content your child searched for or received online. We are only looking for language/text-based content, you will **not** be able to provide any photos or videos. If you consent to taking part in the study, you will be redirected to an online platform where you can fill out the requested information. For example, your child may have experienced cyberbullying by being excluded from a group on a private messaging app such as WhatsApp. If you are aware that this happened to your child and if you know the details of the incident, you can use the form to describe what happened; and also to tell us what language was used to convey to your child that they were excluded. This could be offensive language, but it need not be, in case no offensive language was used. You can also ask your child to help you by providing examples of the language used or by sharing their phone with you so that you can enter the language into the online form.

Anonymity and confidentiality

No personal information will be collected in this study. We will not be collecting your or your child's name or any other personal information that can reveal your or your child's identity. The information uploaded, stored and processed via the online platform is safe and secure, it will be treated confidentially, and no one will be able to trace the information you enter back to you or your child. We will only ask you to enter the sex and age of your child as well as the age when the incident happened/the self-harming content was received or searched for. If you should enter any other personal information by accident, we will ensure that this data is automatically deleted via a technological method called "scrubbing" which auto-deletes any personal data.

Voluntary nature of the research

Your participation in this research is entirely voluntary and you can give up at any time. We are asking you to enter information about your child's experience with online grooming, self-harm or cyberbullying that you are aware of or that you have information about already. We encourage you to consult with your child first about the research and to explain the process to them without involving them in the data entry process. You can also ask your child if they would like to share their phone with you so that you can copy the anonymised information from the incident in; or to otherwise give you more details about the incident. If you choose to do so, you will need to show your child the assent form [provided on the landing page of the online form] and ask them to read it and consent to participating. **The form itself needs to be filled out by you.** You can ask if the child has some other information that they would like to share with you about the language used in such incidents. **If they do not wish you to enter the anonymised data based on their experience, we kindly ask that you please respect their wishes.**

Possible risks and mitigation strategies

While we will *not* be inquiring into your child's psychological states or mental health-related issues, mentioning grooming, cyberbullying or self-harming incidents to them or recalling such an incident may re-traumatise the child; and it might trigger negative emotions such as fear, sadness or anger. It might also be difficult for you. This is why the research team is partnering with the Irish Society for the Protection of Cruelty against Children (ISPCC) who are providing access to their helpline as well as dedicated therapy sessions. Links to these services and phone numbers will be provided in the form itself so that you and your child can access these services any time during or after your participation in this research.

Confidentiality, anonymity, data retention and disposal

For this particular reason, we will not be processing any of your or your child's personal data other than information about their age and sex and the age they were when the incident happened. None of

this information is personally identifiable. Any personal information you might enter into the form by accident will be automatically deleted as described above.

After you have entered the data and read the debriefing form, you will be redirected to Chirp SME website where you will be asked if you would like to participate in a follow up study. If yes, you will be asked to enter your name and email address. There will be no possibility for us to connect your personal information to your anonymous entry about the incident. Should you decide to enter your personal information, you will be provided with a separate consent form and an explanation as to data processing and storage in compliance with the General Data Protection Regulation.

Destroying data

All data will be deleted following the completion of the project. The responsible parties for the data are Amarach and Chirp SME under a joint-controllership' arrangement. Should you have any questions about the data please contact [contact details provided]

Consent form

Confirmation of particular requirements as highlighted in the Plain Language Statement

Participant – please complete the following (Circle Yes or No for each question)

<i>I have read the Plain Language Statement (or had it read to me)</i>	<i>Yes/No</i>
<i>I understand the information provided</i>	<i>Yes/No</i>
<i>I have had an opportunity to ask questions and discuss this study</i>	<i>Yes/No</i>
<i>I have received satisfactory answers to all my questions</i>	<i>Yes/No</i>

Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project [**tick a box–no names collected**]

Contact detail of the researcher: alison.flannery@amarach.com

**Plain language statement and Assent form for children
(adapted to be understandable to children as young as 9-6-years old: animated or video-based PLS will
be made for such young children to further simplify the message)**

**Thank you for your interest in our project called “Chirp: Protecting and Empowering
Children Online.”**

What is this project about?

You have probably seen or maybe even used phones (or smartphones). They are called smart because they are connected to this thing called the “internet”. Internet allows us to have apps through which we talk and send messages and videos to other people. For example, you may have seen Instagram, TikTok, BeReal or WhatsApp, which we call social media and messaging apps. Apps can be used for fun and great things.

But bad things can happen there too. Cyberbullying is one such bad thing. Children can be mean and hurtful to each other on social media and messaging apps. We sometimes call this cyberbullying. Chirp is trying to protect children from these bad things. Chirp also wants to help parents and families to give children better help when they need it.

Once we build Chirp, it will be something that we call a “parental control.” What does parental control mean? If your phone has Chirp on it, your parent or someone who takes care of you will be able to get a message when you find something bad on social media and messaging apps. Your parent or someone who takes care of you will be able to give you better help if something bad, like cyberbullying, happens to you.

Why do we need your help?

Before we build Chirp, we need to learn more about these bad things that happen on social media apps. We need to know what these bad things look like on social media and direct messaging apps. What kinds of words are shared when these bad things happen? And we need to know how these bad things happen. If you let your parents or someone who takes care of you share what happened to you with us, you can help us make Chirp.

You are free to say no

You do not have to help us build Chirp. Your parent or someone who cares for you might want you to help us. But if you do not feel like doing that, you can say no. No one will be upset with you if you do not do it. Everything you share with your parent or someone who takes care of you is anonymous. What does anonymous mean? It means that no one will ever know about the bad thing that happened to you.

If you first say yes, but then do not feel like doing it any more, you can give up at any time. No one will be angry at you. You do not need to explain to anyone why you gave up. No one will be mad at you for doing so.

If you feel upset about something, we can help

Remembering something bad that happened to you can be hard. It can feel bad. If you feel like you’d like to talk about it, you can always talk to your parents or those who care for you. For example you can talk to your siblings, your family, your teachers, your school counsellors, friends or any grown ups you trust. You can talk to anyone that you trust and who you think can help you.

You can also call and talk to someone who can help [phone and link to the ISPCC service will be provided here]. If you would like to talk to someone and not tell your parents or someone who takes care of you that you talked about it, you can call this phone. Or send a message here [ISPCC message service link provided]. No one will know that you have talked to them, and they can help. They are grown up people who are trained to help.

So, what do you need to do?

We will ask your parent or someone who takes care of you to tell us about the bad experience you had on a smartphone. They will do that by typing (writing) the text [words] about what happened to you into a box on the internet [we call this box an online form].

This text [text means words] could be about something bad that happened to you. For example, if someone was mean to you, which we sometimes call cyberbullying. Or if a stranger tried to talk to you on social media by pretending they were a child your age. Or if you searched for or saw things online [which means on the internet, such as social media or in google for example] that talk about how someone can be very thin. Or how someone can do something hurtful to themselves.

Please know that no one will be able to know that this has happened to you. Chirp will only get text [words] about what happened, but they will never be able to connect it to you personally. This means sharing these words with us is “anonymous”. Your parent or someone who takes care of you might ask you to show them your phone so that they can copy the exact same text [words] from what happened into the online form. If you do not feel like doing that, you should always feel free to say no. Your parent or someone who takes care of you cannot and should not make you participate if you do not want to.

Would you like to do this?

I would like to do this (this means: I accept to participate).

I understand that I do so voluntarily (because I want to do so), and that I can withdraw (give up) at any time.

[participants will be asked to tick a box with yes or no]

DRAFT questionnaire public consultation

- 1) Please enter your child’s current age
- 2) Please enter your child’s age at the time of the incident
- 3) Please enter your child’s sex
- 4) Which of the following type of incident/content did your child have experience with:
 - a) online grooming
 - b) cyberbullying
 - c) self-harming content
- 5) Which social media or direct messaging platform did the incident take place on? [list of social media sites to be provided or ‘other’ option]

6) Please describe the incident to us as fully as possible. Please do not use any personal information such as your or your child's or someone else's child's name, handles/usernames/accounts, address, telephone etc. If you enter any such information by mistake, it will be automatically deleted.

7) Please provide examples of the language used in the incident

DEBRIEFING FORM

Thank you so much for participating in our project whose goal is to understand children's experiences with grooming, cyberbullying and self-harm, in order to build Chirp technology.

Your information is protected:

Your information and the information about your child will be protected at all times during the study. We are not collecting, processing or storing any personal data as part of this research. If you manually entered any personal information into the form by mistake, this information will be deleted automatically. No one can know what you wrote in the publication form.

Need help or would like to talk to someone?

If you or your child feel the need to talk to anyone about something that happened during the project or about your thoughts, emotions, or anything that you may have remembered during the project, please consider calling [ISPCC dedicated phonenumber for Chirp]. If you or your child would like to talk to a professional (someone whose job it is to help children and adults), please contact [link to ISPCC counselling provided for child counselling; link to helplines providing support to adults provided here]. If you would like to report the incident you anonymously described in the form, you can do so by contacting TUSLA, Child Protection Agency [contact provided here].

You can also visit the websites listed below. The research team will ensure that the results of the research are widely available and you can contact research company Amarach about the results [details provided here]

Other Resources

You may find the following resources useful:

Barnardos

Works with vulnerable children and their families and campaigns for the rights of all children.

Website: <https://www.barnardos.ie/>

Telephone: 1850 222300

BeLongTo

Supports lesbian, gay, bisexual and trans young people in Ireland.

Website: <http://www.belongto.org/>

Telephone: 01 670 6223

CTYI

Provides academic programmes and resources for Gifted and high academic ability students in Ireland.

Website: <https://www.dcu.ie/ctyi/index.shtml>

Facebook Safety Centre

Facebook Safety Centre works with external experts, including a Safety Advisory Board, gathering feedback from our community to develop policies, tools and resources to keep you safe.

Website: <https://www.facebook.com/safety>

FUSE

An anti-bullying and online safety programme developed by the Anti-bullying Research and Resource centre in DCU.

Website: <https://antibullyingcentre.ie/fuse/>

Telephone: 01 884 2012

ISPCC/ Childline

Ireland's 24-hour national listening service for all children and young people (under the age of 18) in Ireland.

Website: <https://www.childline.ie/index.php>

Telephone: 1800 66 66 66 (24 hours a day)

Message: 50101 (10am – 4am daily)

Jigsaw

The National Centre for Youth Mental Health in Ireland.

Website: <https://www.jigsaw.ie>

Telephone: 01 472 7010

Anti-Bullying Centre, DCU

A leader in the field of research, resource development and training in bullying in Ireland and is an internationally recognised centre of excellence in bullying research.

Website: <https://antibullyingcentre.ie/>

Telephone: 01 884 2012

Ombudsman for Children's Office

A human rights institution and work to protect the rights of children and young people in Ireland.

Website: <https://www.oco.ie/>

Telephone: (01) 865 6800

Pieta House

Residential centre for the prevention of self-harm or suicide.

Website: <https://pieta.ie/>

Telephone: 01 6010000

SpunOut

Ireland's youth information website created by young people, for young people.

Website: <https://spunout.ie/>

Telephone: (01) 675 3554

TackleBullying

Ireland's national antibullying website.

Website: <http://tacklebullying.ie/>

Teenline

A national active listening service for children and young people up to the age of 18 in Ireland.

Website: <https://www.ispcc.ie/services/teenline>

Telephone: 1800 833 634

Transgender Equality Network Ireland (TENI)

Seeks to improve conditions and advance the rights and equality of trans people and their families.

Website: <https://www.teni.ie/>

Telephone: 01 8733575

Webwise

Free information, advice and resources to help parents, teachers and students, address internet safety issues.

Website: <https://www.webwise.ie/>

If you would like to contribute (as a parent/caregiver, NOT a child) further to Chirp's research by participating in, for example, interviews or focus groups, please click the link below – you will be redirected to a separate website where you can submit your name, email address and age of your child at the time they experienced online harm. Note, your contact details will not be linked in any way to the submission/s you have just made via this portal. Should you then decide not to participate, you are free to withdraw your details from consideration.

I have read the debrief information above

No

Yes

Bibliography

Online grooming

Anderson, P., Zuo, Z., Yang, L., & Qu, Y. (2019, June). An intelligent online grooming detection system using AI technologies. In *2019 IEEE International Conference on Fuzzy Systems (FUZZ-IEEE)* (pp. 1-6). IEEE.

Ashcroft, M., Kaati, L., & Meyer, M. (2015, September). A Step Towards Detecting Online Grooming-- Identifying Adults Pretending to be Children. In *2015 European Intelligence and Security Informatics Conference* (pp. 98-104). IEEE.

al-Khateeb, H. M., & Epiphaniou, G. (2016). How technology can mitigate and counteract cyber-stalking and online grooming. *Computer Fraud & Security*, *2016*(1), 14-18.

Borj, P. R., Raja, K., & Bours, P. (2022). Online grooming detection: A comprehensive survey of child exploitation in chat logs. *Knowledge-Based Systems*, 110039.

Calvete, E., Orue, I., & Gámez-Guadi, M. (2022). A Preventive Intervention to Reduce Risk of Online Grooming Among Adolescents. *Psychosocial Intervention*, *31*(3), 177-184.

Gámez-Guadix, M., Almendros, C., Borrajo, E., & Calvete, E. (2015). Prevalence and association of sexting and online sexual victimization among Spanish adults. *Sexuality Research and Social Policy*, *12*, 145-154.

Gámez-Guadix, M., & Mateos-Pérez, E. (2019). Longitudinal and reciprocal relationships between sexting, online sexual solicitations, and cyberbullying among minors. *Computers in Human Behavior*, *94*, 70-76.

Gassó, A. M., Klettke, B., Agustina, J. R., & Montiel, I. (2019). Sexting, mental health, and victimization among adolescents: A literature review. *International journal of environmental research and public health*, *16*(13), 2364.

Foody, M., Mazzone, A., Laffan, D. A., Loftsson, M., & Norman, J. O. H. (2021). "It's not just sexy pics": An investigation into sexting behaviour and behavioural problems in adolescents. *Computers in human behavior*, *117*, 106662.

- Hernández, M. P., Schoeps, K., Maganto, C., & Montoya-Castilla, I. (2021). The risk of sexual-erotic online behavior in adolescents—Which personality factors predict sexting and grooming victimization?. *Computers in human behavior*, 114, 106569.
- Machimbarrena, J. M., Calvete, E., Fernández-González, L., Álvarez-Bardón, A., Álvarez-Fernández, L., & González-Cabrera, J. (2018). Internet risks: An overview of victimization in cyberbullying, cyber dating abuse, sexting, online grooming and problematic internet use. *International journal of environmental research and public health*, 15(11), 2471.
- Martellozzo, E. (2013). *Online child sexual abuse: Grooming, policing and child protection in a multi-media world*. Routledge.
- Mishna, F., Milne, E., Cook, C., Slane, A., & Ringrose, J. (2021). Unsolicited sexts and unwanted requests for sexts: Reflecting on the online sexual harassment of youth. *Youth & Society*, 0044118X211058226.
- Mýlek, V., Dedkova, L., & Smahel, D. (2021). Information sources about face-to-face meetings with people from the Internet: Gendered influence on adolescents' risk perception and behavior. *New Media & Society*, 14614448211014823.
- Murray, S. (2018). Safeguarding children and young people in the online environment: Safeguarding implications in respect of sexting and associated online behaviour. *Journal of Nursing Research and Practice*, 2(2).
- Razi, A., Kim, S., Alsoubai, A., Stringhini, G., Solorio, T., De Choudhury, M., & Wisniewski, P. J. (2021). A human-centered systematic literature review of the computational approaches for online sexual risk detection. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW2), 1-38.
- Resett, S., Caino, P. G., & Mesurado, B. (2022). Emotional Problems, Dark Personality, Sexting and Grooming in Adolescents: the role of Gender and Age. *CES Psicología*, 15(2), 23-43.
- Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., ... & Hasebrink, U. (2020). EU Kids Online 2020: Survey results from 19 countries.
- Smahel, D., Wright, M. F., & Cernikova, M. (2014). Classification of online problematic situations in the context of youths' development. *Communications*, 39(3), 233-260.
- Smith, Peter K., Fran Thompson, and Julia Davidson. "Cyber safety for adolescent girls: Bullying, harassment, sexting, pornography, and solicitation." *Current opinion in obstetrics and gynecology* 26, no. 5 (2014): 360-365.
- Schoeps, K., Peris Hernández, M., Garaigordobil, M., & Montoya Castilla, I. (2020). Risk factors for being a victim of online grooming in adolescents. *Psicothema*, 2020, vol. 32, num. 1, p. 15-33.
- Staksrud, E. (2013). Online grooming legislation: Knee-jerk regulation?. *European Journal of Communication*, 28(2), 152-167.
- Sunde, Nina, and Inger Marie Sunde. "Conceptualizing an AI-based Police Robot for Preventing Online Child Sexual Exploitation and Abuse: Part I—The Theoretical and Technical Foundations for PrevBOT." *Nordic Journal of Studies in Policing* 8, no. 2 (2021): 1-21.
- Tamarit, A., Schoeps, K., Peris-Hernández, M., & Montoya-Castilla, I. (2021). The impact of adolescent internet addiction on sexual online victimization: The mediating effects of sexting and body self-esteem. *International Journal of Environmental Research and Public Health*, 18(8), 4226.
- Van Ouytsel, J., Walrave, M., & Ponnet, K. (2020). Social media and risk: Sexting and grooming. *The international encyclopedia of media psychology*, 1-6.
- Wachs, S., Junger, M., & Sittichai, R. (2015). Traditional, cyber and combined bullying roles: Differences in risky online and offline activities. *Societies*, 5(1), 109-135.

Whittle, H. C., Hamilton-Giachritsis, C., & Beech, A. R. (2013). Victims' voices: The impact of online grooming and sexual abuse. *Universal Journal of Psychology, 1*(2), 59-71.

Williams, A. (2015). Child sexual victimisation: Ethnographic stories of stranger and acquaintance grooming. *Journal of Sexual Aggression, 21*(1), 28-42.

Quayle, E., Allegro, S., Hutton, L., Sheath, M., & Lööf, L. (2014). Rapid skill acquisition and online sexual grooming of children. *Computers in Human Behavior, 39*, 368-375.

Cyberbullying

Adler, K., Salanterä, S., & Zumstein-Shaha, M. (2019). Focus group interviews in child, youth, and parent research: An integrative literature review. *International Journal of Qualitative Methods, 18*, 1609406919887274.

Alderson, P., & Morrow, V. (2020). *The ethics of research with children and young people: A practical handbook*. Sage.

Berriman, L. (2022). Childhood Studies Approaches to the Study of Children and Media. In *The Routledge International Handbook of Children, Adolescents, and Media* (pp. 73-80). Routledge.

Bjereld, Y., Daneback, K., & Mishna, F. (2021). Adults' responses to bullying: The victimized youth's perspectives. *Research Papers in Education, 36*(3), 257-274.

Ging, D., & O'Higgins Norman, J. (2016). Cyberbullying, conflict management or just messing? Teenage girls' understandings and experiences of gender, friendship, and conflict on Facebook in an Irish second-level school. *Feminist Media Studies, 16*(5), 805-821.

Giumetti, G. W., & Kowalski, R. M. (2022). Cyberbullying via social media and well-being. *Current Opinion in Psychology, 101314*.

Gorwa, R., Binns, R., & Katzenbach, C. (2020). Algorithmic content moderation: Technical and political challenges in the automation of platform governance. *Big Data & Society, 7*(1), 2053951719897945.

Kim, S., Razi, A., Stringhini, G., Wisniewski, P. J., & De Choudhury, M. (2021). A human-centered systematic literature review of cyberbullying detection algorithms. *Proceedings of the ACM on Human-Computer Interaction, 5*(CSCW2), 1-34.

Kowalski, R. M., Limber, S. P., & McCord, A. (2019). A developmental approach to cyberbullying: Prevalence and protective factors. *Aggression and Violent Behavior, 45*, 20-32.

Leduc, K., Nagar, P. M., Caivano, O., & Talwar, V. (2022). "The thing is, it follows you everywhere": Child and adolescent conceptions of cyberbullying. *Computers in Human Behavior, 130*, 107180.

Milosevic, T. (2018). *Protecting children online?: Cyberbullying policies of social media companies*. The MIT Press.

Milosevic, T., Van Royen, K., & Davis, B. (2022). Artificial intelligence to address cyberbullying, harassment and abuse: new directions in the midst of complexity. *International journal of bullying prevention, 4*(1), 1-5.

Mishna, F., Birze, A., Greenblatt, A., & Khoury-Kassabri, M. (2021). Benchmarks and bellwethers in cyberbullying: the relational process of telling. *International Journal of Bullying Prevention, 3*, 241-252.

O'Higgins Norman, J. (2020). Tackling Bullying from the Inside Out: Shifting Paradigms in Bullying Research and Interventions: UNESCO Chair on Tackling Bullying in Schools and Cyberspace, Inaugural Lecture delivered on 7th October 2019 at Dublin City University. *International journal of bullying prevention, 2*(3), 161-169.

Perera, A., & Fernando, P. (2021). Accurate cyberbullying detection and prevention on social media. *Procedia Computer Science, 181*, 605-611.

Rosa, H., Pereira, N., Ribeiro, R., Ferreira, P. C., Carvalho, J. P., Oliveira, S., ... & Trancoso, I. (2019). Automatic cyberbullying detection: A systematic review. *Computers in Human Behavior*, 93, 333-345.

Vidgen, B., Harris, A., Nguyen, D., Tromble, R., Hale, S., & Margetts, H. (2019, August). Challenges and frontiers in abusive content detection. In Proceedings of the third workshop on abusive language online (pp. 80-93).

White, I., Foody, M., & O'Higgins Norman, J. (2019). Storytelling as a liminal space: Using a narrative based participatory approach to tackle cyberbullying among adolescents. *Narratives in research and interventions on cyberbullying among young people*, 133-146.

Self-harming content

Asarnow, J. R., & Mehlum, L. (2019). Practitioner review: Treatment for suicidal and self-harming adolescents—advances in suicide prevention care. *Journal of Child Psychology and Psychiatry*, 60(10), 1046-1054.

Alhassan, M. A., & Pennington, D. R. (2022, February). YouTube as a helpful and dangerous information source for deliberate self-harming behaviours. In *Information for a Better World: Shaping the Global Future: 17th International Conference, iConference 2022, Virtual Event, February 28–March 4, 2022, Proceedings, Part II* (pp. 347-362). Cham: Springer International Publishing.

Becker, K., Mayer, M., Nagenborg, M., El-Faddagh, M., & Schmidt, M. H. (2004). Parasuicide online: Can suicide websites trigger suicidal behaviour in predisposed adolescents?. *Nordic journal of psychiatry*, 58(2), 111-114.

Chancellor, S., Pater, J. A., Clear, T., Gilbert, E., & De Choudhury, M. (2016, February). #thyghgapp: Instagram content moderation and lexical variation in pro-eating disorder communities. In *Proceedings of the 19th ACM conference on computer-supported cooperative work & social computing* (pp. 1201-1213).

Demuthova, S., Vaclavikova, I., Selecka, L., & Blatny, M. (2020). The Problem of Self-Disclosure of Self-Harming Behaviour in Adolescence. *Postmodern Openings*, 11(4), 01-19.

Dunlop, S. M., More, E., & Romer, D. (2011). Where do youth learn about suicides on the Internet, and what influence does this have on suicidal ideation?. *Journal of child psychology and psychiatry*, 52(10), 1073-1080.

Dyson, M. P., Hartling, L., Shulhan, J., Chisholm, A., Milne, A., Sundar, P., ... & Newton, A. S. (2016). A systematic review of social media use to discuss and view deliberate self-harm acts. *PloS one*, 11(5), e0155813.

Fox, K. R., Wang, S. B., Boccagno, C., Haynos, A. F., Kleiman, E., & Hooley, J. M. (2019). Comparing self-harming intentions underlying eating disordered behaviors and NSSI: Evidence that distinctions are less clear than assumed. *International journal of eating disorders*, 52(5), 564-575.

Hansson, K., Malmkvist, L., & Johansson, B. A. (2020). A 15-year follow-up of former self-harming inpatients in child & adolescent psychiatry—a qualitative study. *Nordic journal of psychiatry*, 74(4), 273-279.

Lavis, A., & Winter, R. (2020). # Online harms or benefits? An ethnographic analysis of the positives and negatives of peer-support around self-harm on social media. *Journal of child psychology and psychiatry*, 61(8), 842-854.

Livingstone, S., Kirwil, L., Ponte, C., & Staksrud, E. (2014). In their own words: What bothers children online?. *European Journal of Communication*, 29(3), 271-288.

Luxton, D. D., June, J. D., & Fairall, J. M. (2012). Social media and suicide: a public health perspective. *American journal of public health*, 102(S2), S195-S200.

Malhotra, A., & Jindal, R. (2020). Multimodal deep learning based framework for detecting depression and suicidal behaviour by affective analysis of social media posts. *EAI Endorsed Transactions on Pervasive Health and Technology*, 6(21).

McDougall, T., Armstrong, M., & Trainor, G. (2010). Helping children and young people who self-harm: An introduction to self-harming and suicidal behaviours for health professionals. Routledge.

- Mehlum, L., Tørmoen, A. J., Ramberg, M., Haga, E., Diep, L. M., Laberg, S., ... & Grøholt, B. (2014). Dialectical behavior therapy for adolescents with repeated suicidal and self-harming behavior: a randomized trial. *Journal of the American Academy of child & adolescent psychiatry*, 53(10), 1082-1091.
- Memon, A. M., Sharma, S. G., Mohite, S. S., & Jain, S. (2018). The role of online social networking on deliberate self-harm and suicidality in adolescents: A systematized review of literature. *Indian journal of psychiatry*, 60(4), 384.
- Murray, C. D., & Fox, J. (2006). Do internet self-harm discussion groups alleviate or exacerbate self-harming behaviour?. *Australian e-journal for the advancement of mental health*, 5(3), 225-233.
- Patchin, J. W., Hinduja, S., & Meldrum, R. C. (2023). Digital self-harm and suicidality among adolescents. *Child and adolescent mental health*, 28(1), 52-59.
- Quigley, J., Rasmussen, S., & McAlaney, J. (2017). The associations between children's and adolescents' suicidal and self-harming behaviors, and related behaviors within their social networks: A systematic review. *Archives of suicide research*, 21(2), 185-236.
- Rodway, C., Tham, S. G., Richards, N., Ibrahim, S., Turnbull, P., Kapur, N., & Appleby, L. (2022). Online harms? Suicide-related online experience: a UK-wide case series study of young people who die by suicide. *Psychological medicine*, 1-12.
- Sindahl, T. N., Côte, L. P., Dargis, L., Mishara, B. L., & Bechmann Jensen, T. (2019). Texting for help: Processes and impact of text counseling with children and youth with suicide ideation. *Suicide and Life-Threatening Behavior*, 49(5), 1412-1430.
- Stänicke, L. I. (2023). 'I chose the bad': Youth's meaning making of being involved in self-harm content online during adolescence. *Child & Family Social Work*, 28(1), 160-170.