<H1> **Supplemental Material**

<H3> *Interview Script*

1. What do you think is happening in this scenario?
2. Why do you think [*name of the cyberbully*] did this?
3. What moral justification could the [*cyberbully*] have for having made this post?
4. Is it a valid justification from your point of view? Why/ Why not?
5. Is there a plausible moral justification for these situations to occur? Give an example.
6. When you see a situation like this, do you think it is a joke or something more serious? Why?
7. Is this situation very “bad” compared to others?
8. Are there worse or more serious situations in your opinion? Please give an example.
9. Upon seeing this situation, should the teacher intervene? Why/ Why not?
10. Is it your responsibility to intervene? Why/ Why not?
11. When seeing, or having knowledge of this situation with more different people also becoming aware of it, how should the teacher intervene?
12. With so many people observing, do you think it is everyone's responsibility to intervene? Why/ Why not?
13. What would be the most adequate way to intervene?
14. Do you really think there are real consequences relating to/from this situation? Why/ why not? Please explain.
15. What do you think could happen to those involved in this situation?
16. Who caused this situation? Why do you think they caused such a situation? Who is to blame for this situation?
17. Do you think the “victim” somehow deserved it? Why/ why not?
18. How do you characterize the “victim”? And how do you characterize his/her behavior?
19. Do you think the “victim” deserved to be treated like a human being? Why/ Why not?

*Study 1’s Categories of Analysis*

|  |  |
| --- | --- |
| Second and third-order categories | Criteria for coding meaning units into the categories and examples |
| First-order category: Moral disengagement | |
| Recipient of action  Attribution of blame | Attributing blame to the victim by considering that the victim was responsible to trigger the cyberbullying behavior.  *“The person who posts,* [victim]*. In that case, C* [victim] *is going to trigger this and expose herself (…)”* |
| Dehumanization | Attributing inhuman qualities to the victim or removing human qualities from the victim.  No meaning unit was coded in this category. |
| Agent of action |  |
| Displacement of responsibility | The responsibility for the cyberbullying behavior is minimized by attributing it to others.  *“Supervision should be much more monitored by parents, by Facebook.”* |
| Diffusion of responsibility | The responsibility for the cyberbullying behavior is minimized by sharing it with others.  No meaning unit was coded in this category. |
| Results of action |  |
| Distortion of consequences | The responsibility for the cyberbullying behavior is reduced by disregarding the impact of such behavior.  No meaning unit was coded in this category. |
| Locus of behavior |  |
| Advantageous comparison | Cyberbullying behavior becomes righteous by exploiting the contrast between aggressive acts.  *“It’s bad… It’s bad… but there is much worse.”* |
| Moral justification | Cyberbullying behavior becomes personally and socially acceptable through social or moral dignified purposes.  No meaning unit was coded in this category. |
| Euphemistic labeling | Cyberbullying behavior becomes respectable through the use of euphemistic language.  “*It is normal. Many teenagers make these videos* (…).” |
| First-order category: Perceptions about cyberbullying | |
| Cyberbullying identification |  |
| Teachers’ definitions of cyberbullying | Provided definitions of cyberbullying according to teachers’ perceptions about the phenomenon.  “*It is violence through the Internet.”* |
| Positive identification of cyberbullying | Positive identification of the presented scenarios as cyberbullying situations.  “*It is cyberbullying.”* |
| First-order category: Intervention strategies | |
| Talking with the students in the classroom | Talking with the victim and the aggressor in their classrooms to solve the situation.  *“Maybe trying to talk… concerning a specific situation… in a classroom…”* |
| Talking with the class director | Talking with the class director with the aim of delegating him the responsibility to intervene.  *“I would talk with the class director.”* |
| Talking with the victim | Talking with the victim to understand what happened.  *“The first person I would talk to would be the kid, in this case, the victim.”* |
| Talking with the aggressors | Talking with the aggressors to make them cease the behavior.  *“I would have to ask for their attention and tell them they couldn’t do that.”* |
| Talking with family | Talking with the victim’s or the aggressor’s family or both so they could intervene in the situation.  *“I would try to talk with their parents.”* |
| Participating in training actions | Participating in training actions to understand how to intervene in cyberbullying situations.  *“Through training courses or that sort of workshops.”* |
| Reporting to the authorities | Reporting to the authorities (e.g., police) so they would intervene in the situation.  *“In this case maybe I would report a complaint to the police.”* |