

Table E4. Overview of studies subjected to full-text review but excluded from the final review

Author(s)	Title	Reason(s) for exclusion
Barbovski & Marinescu (2011)	Being in contact with strangers: Teenagers' exploration of alternative identities online	- Focus only on risk experience and not association with wellbeing, online resilience, or digital literacy
Cao & Lin (2015)	How do victims react to cyberbullying on social networking sites? The influence of previous cyberbullying victimization experiences	- Focus on bystander reaction strategies to cyberbullying
Ferrari (2013)	DIGCOMP: A framework for developing and understanding digital competence in Europe	- Framework of digital competence; online risks, online resilience or wellbeing not included
Görzig (2016)	Adolescents' experience of offline and online risks: Separate and joint propensities	- Focus on online risk experiences, not association with online resilience, digital literacy, or wellbeing
Hatlevik et al. (2015)	Predictors of digital competence in 7th grade: A multilevel analysis	- Association of digital competence with risk experiences, online resilience, or wellbeing was not tested
Hatlevik et al. (2018)	Students' ICT self-efficacy and computer and information literacy: Determinants and relationships	- Association of digital competence with risk experiences, online resilience, or wellbeing was not tested
Jacobs et al. (2014)	Determinants of adolescents' ineffective and improved coping with cyberbullying: A Delphi study	- Delphi study with experts
James et al. (2017)	New challenges in adolescent safeguarding	- Review article instead of empirical study

Jonsson et al. (2015)	Online sexual behaviours among Swedish youth: Associations to background factors, behaviours and abuse	- Minimum age is 16, does not include larger range of secondary school age (12 to 18)
Lough et al. (2015)	Mapping real-world to online vulnerability in young people with developmental disorders: Illustrations from autism and Williams syndrome	- Review article instead of empirical study
Machackova et al. (2013)	Effectiveness of coping strategies for victims of cyberbullying	- Focus on effectiveness of coping strategies, not on association with digital literacy or wellbeing
Navarro et al. (2018)	Differences between preadolescent victims and non-victims of cyberbullying in cyber-relationship motives and coping strategies for handling problems with peers	- Age of sample is too young (10 to 12 years old)
Pereira & Matos (2016)	Cyber-stalking victimization: What predicts fear among Portuguese adolescents?	- Focus on experience with cyber-stalking, not on association with online resilience, digital literacy, or wellbeing
Pereira et al. (2016)	Cyber-harassment victimization in Portugal: Prevalence, fear and help-seeking among adolescents	- Focus on risk experience, not on association with online resilience, digital literacy, or wellbeing
Resnik & Bellmore (2019)	Connecting online and offline social skills to adolescents' peer victimization and psychological adjustment	- Measure of peer victimization also includes offline victimization
Savimäki & Kaakinen (2018)	Disquieted by online hate: Negative experiences of Finnish adolescents and young adults	- Focus on risk experience, not on association with online resilience, digital literacy, or wellbeing
Singh (2018)	Mapping online child safety in Asia and the Pacific	- Review article instead of empirical study

Soldatova & Rasskazova (2016)	Adolescent safety on the internet	- Sample includes children younger than 12 years old - Focus on risk experience, not on association with online resilience, digital literacy, or wellbeing
Sumter & Baumgartner (2017)	Psychosomatic complaints in adolescence: Untangling the relationship between offline and online peer victimization, psychosomatic complaints and social support	- Focus on psychosomatic complaints rather than psychological wellbeing
Van Ingen & Matzat (2019)	Inequality in mobilizing online help after a negative life event: the role of education, digital skills, and capital-enhancing Internet use	- Minimum age is 16, does not include larger range of secondary school age (12 to 18)
Van Ingen et al. (2016)	Online coping after negative life events: Measurement, prevalence, and relation with internet activities and wellbeing	- Minimum age is 16, does not include larger range of secondary school age (12 to 18)
Youn (2009)	Determinants of online privacy concern and its influence on privacy protection behaviors among young adolescents	- Focus on concern about risk and not actual risk experience
Zilka (2018)	eSafety and sharing habits with family and friends among children and adolescents	- Focus on digital literacy, not on association with online risk experience, online resilience, or wellbeing