# My title\*

### My subtitle if needed

First author

Another author

February 15, 2024

First sentence. Second sentence. Third sentence. Fourth sentence.

### 1 Introduction

You can and should cross-reference sections and sub-sections.

The remainder of this paper is structured as follows. Section 2....

### 2 Data

```
file_path <- "../../outputs/data/bully_clean_data.csv"
bully_clean_data <- read.csv(file_path)
bully_clean_data$date <- as.Date(bully_clean_data$date)
pop_2019_clean<- read.csv("../../outputs/data/pop_2019_clean.csv")
pop_2020_clean<- read.csv("../../outputs/data/pop_2020_clean.csv")
state_ratios<- read.csv("../../outputs/data/state_ratios.csv")
sample_data <- head(bully_clean_data, 6)</pre>
```

Talk way more about it.

# Composite Search Intensity for School Bullying and Cyberbully 250 250 100 Date

Figure 1: Composite-Search-Intensity by type

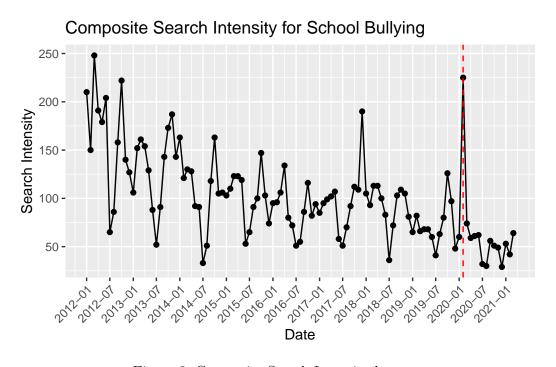


Figure 2: Composite-Search-Intensity by type

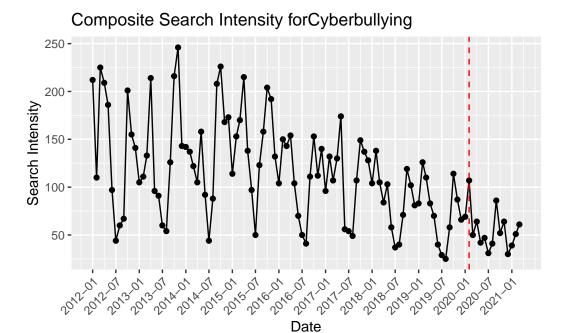


Figure 3: Composite-Search-Intensity by type

### 3 Results

?@fig-Composite-Search-Intensity shows the number of searches for bullying (by category) starting in 2012 and ending in 2021. The graph visually shows how bullying searches relate to time. From this we can see every year during the first month of school, the number of searches for bullying rises to a peak, and then quickly dwindles to a trough in the summer. Depending on where the red dotted line is, that's when the pandemic started. Affected by online learning, the search volume for bullying broke the pattern of previous years and remained at a low level. Only searches for cyberbullying rebounded, but not by much.

### 4 Discussion

### 4.1 First discussion point

If my paper were 10 pages, then should be at least 2.5 pages. The discussion is a chance to show off what you know and what you learnt from all this.

<sup>\*</sup>Code and data are available at: LINK.

# Scatter Plot of Fraction vs. US State Number of Searches represented by point size OS-NY Number of Searches represented by point size num\_of\_searches 350 400 400 450 500

Figure 4: Composite-Search-Intensity by type

Fraction

### 4.2 Second discussion point

### 4.3 Third discussion point

### 4.4 Weaknesses and next steps

Weaknesses and next steps should also be included.

# **Appendix**

- A Additional data details
- **B** Model details
- **B.1** Posterior predictive check
- **B.2 Diagnostics**

## **C** References