

Bullying Resource

REVIEWED BY ESTHER STAVROU

As part of the *Guilford Practical Intervention in the Schools* series, this volume is intended for educators, parents, and students concerned about bullying. The authors utilize a social-ecological framework for understanding bullying behavior which considers the interaction among the individual, family, peer group, school, and community factors that contribute to bullying/victimization in the schools.

Swearer, Espelage, and Napolitano use their extensive clinical and research backgrounds in bullying/victimization to address commonly held myths about bullies and victims. They caution against using single models (e.g., social skills deficit model) to explain all bullying behavior. The authors effectively make a case for the need to view bullying and peer victimization as a societal issue rather than just an individual or school issue. The work of Smith (2007) and others is used to argue the need to acknowledge the adaptive aspects of bullying in our society when considering prevention efforts.

Those who are seeking to begin a bullying prevention or intervention program in their schools and those who are looking to find ways to build upon their existing programs will find a wealth of useful information in this book. The entire book is densely packed with the most up-to-date research findings. Most importantly, these research findings are translated into creative yet practical suggestions for schools.

The authors promote the use of a data-based decision making model and include guidelines for evaluating the extent of bullying/victimization problems

BULLYING PREVENTION AND INTERVENTION: Realistic Strategies for Schools

By S. M. Swearer, D.
L. Espelage & S. A.
Napolitano
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as well as suggestions for monitoring the effectiveness of prevention/intervention efforts. A comprehensive list of recommended books about bullying, along with ratings of these books by students and teachers, is provided. A review of assessment instruments is also included along with a sample PowerPoint presentation for school staff. Each chapter concludes with an illustrative case followed by a set of questions that can be used to generate discussion among staff, parents, and students.

While each of the chapters is very comprehensive, a minor weakness is in their organization. The chapters are somewhat disconnected and in some instances there is overlap between chapters. Readers are cautioned to resist the urge to skip directly to the chapters on interventions as they may miss many valuable suggestions nested within the early discussion of research findings. While this is not an edited book, two of the chapters (Chapter 4 on antibullying policies and Chapter 5 on legal issues) were written by separate authors who are not initially acknowledged.

Bullying Prevention and Intervention: Realistic Strategies for Schools is a very thorough and practical guide to prevention/intervention in schools. The research findings are effectively translated into practical strategies. Best of all, the suggested practices do not rely on any particular prevention program or package. Rather, the authors recommend making a change in the school climate by following a data-based decision-making model and utilizing the school's available resources. While the stated intended audience includes parents and students, the information is presented in a manner that may be more appropriate for teachers, administrators, and other school personnel. ■

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