

Bullying and Students with Disabilities

Strategies and Techniques to Create a Safe Learning Environment for all

Barry Edwards McNamara, 2013

Project Prevent and Address Bullying (PPAB)

for students with disabilities

BOOK
REVIEW

Northern Illinois University | School Psychology Program

COST: \$31.95 **NEW.** Used starting from \$10.97

PUBLISHER: Corwing (SAGE Publishing)

Description of Content:

As a professor of special education, Barry McNamara has a lot of experience in teaching students with disabilities. In this comprehensive book, McNamara explores the unique struggles students with disabilities face regarding bullying. A unique angle in the bullying world, McNamara considers bullying intervention and prevention methods from the perspective of a student with disabilities, as more than 1-in-2 students with disabilities will be involved in bullying. His book applies particularly to educators, though also includes components for parents. Included are definitions of bullying and victimization, as well as concrete strategies to prevent and address bullying in schools and at home.

Strengths:

This book is an easy and quick read. There is no confusing terminology, and it is very concise and to the point. Each chapter also focuses on a different topic and is clearly titled, making it easy for readers to pick and choose what is applicable to them. McNamara provides relevant research from the field to support his claims. The definition of bullying is accurate, and he makes sure to only endorse evidence-based interventions. Though the book most directly applies to teachers, it could also be utilized by other school personnel such as principals, special education staff and non-classroom teachers. Additionally, there is an entire chapter dedicated to paraprofessionals, who play an essential role in the

world of bullying of students with disabilities. There is also a chapter for parents that encourages consistency between school and home. McNamara also provides many resources at the back of the book for educators, parents and students. Lastly, though the book has a focus on students with disabilities, many of the information included could apply to all students.

Limitations:

There were a few evident typos and grammar errors in the book which took away from the credibility. Additionally, there was a bit of a blaming attitude in regard to parents which could be offensive to some. While explaining why bullies are bullies, McNamara almost entirely placed the blame on modeling by the parents. Though this is an aspect of bullying, it should have been framed in a more respectful way. The different bystander roles were not included in this book, though there was a heavy influence on bystander intervention. We have learned that not all students are able to intervene, so this was not accurate information. Additionally, McNamara referred to two types of bullies: passive and provocative. The way a provocative bully was explained sounded similar to a bully-victim, and some of this wording was confusing.

Audience:

This book is most suitable for educators, including parents, educators and administrators. Most information is geared toward elementary and middle school ages, though could also be applicable to high school. Parents could also benefit from this book, though it has a greater appeal for educators.



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