Bullying and Cyberbullying: What Every Educator Needs to Know by Elizabeth Kandel Englander lives up to its title and more. The book serves as a very useful and practical guide for educators to combat bullying and cyberbullying. In this book, Englander uses a detailed and segmented approach to analyze the issue of bullying and how it affects victims, the bully, the classroom, and the parents of those involved. The recommendations that Englander provides are essential for anyone working with children and, while research-based, are explained in easy-to-read language. Even though Englander touches on some types of cyberbullying, in general this portion was lacking, in part due to the overlap in practical recommendations with normal bullying. In general, the book leverages the author’s expertise to provide a very useful guide to a difficult topic.

The book begins with a very useful account of the author’s background, which establishes her as an authority on the subject that has experience not just from the research, but from the field as well. She sets up the framework by establishing that the term “bullying” is overused, and she defines it as abuse that is repetitive, intentional and that involves a power imbalance. She then discusses the smaller transgressions that lead to bullying, the “gateway behaviors” that are hard to evaluate in a school context since they are not explicitly against the rules. She then discusses the magnitude of the “bullying epidemic” and talks about how educators can reduce risk of bullying and its negative effects in the classroom. Englander then explains how bullies have changed over the years to be more of the social, popular children, and notes that physical bullying is now much less common than psychological bullying, making the behaviors less obvious and more easily replicated over the Internet. She explains that cyberbullying is not separate from in-person bullying, but usually is a complement. It is more difficult for teachers to address because it is outside of the classroom, and it is harder for children who are doing the bullying to see the damage they are causing without the nonverbal feedback that in-person conflicts would have. Englander outlines sexting and other risky behaviors, and notes that children are online from an early age and should begin learning digital safety very
early in elementary school. Finally, Englander closes with chapters that include practical advice on how educators should handle bullying. She discusses ways that teachers can respond while decreasing the likelihood of retaliation for the victim and ways that educators can encourage peers to effectively intervene in a healthy way that is actually more likely to resolve the conflict. She then proceeds to analyze how teachers should handle the parents of children involved in bullying situations, dealing with any denial that they may show.

One of the major strengths of the book was its readability. Englander used language that was easily understood and allowed for the clear expression of ideas. In a colloquial but professional tone, she gave definitions, step-by-step plans, and analyses of example situations that truly brought her concepts to life in this very practical guide. She also used her various roles- psychology professor, researcher in bullying and cyberbullying, and professional trainer in bullying prevention, digital communication and child development expert, parent and teacher- to comment on bullying from different perspectives. She is skilled at commenting on issues from the relevant perspective in a way that illuminates the issue in a holistic fashion. The final sections on dealing with bullying in the classroom answer many pivotal questions for educators, and use research to give teachers informed courses of behavior when dealing with the bully, the victim, the peers, and the parents. She does not outline only one strategy, but gives various options for ways to address negative behaviors, such as the “9 Second Response” or encouraging bystanders to intervene in a positive and specific way—most effectively, by not standing around to watch. She also successfully anticipates concerns that could arise surrounding any particular strategy and uses these concerns to expound upon when each strategy would be appropriate. This practicality was refreshing and was a major strength of this book.

There were very few weaknesses of this book, but I did have some slight qualms. It would have been nice to see the peculiarities of cyberbullying treated more extensively throughout the book. Englander mentioned that cyberbullying was not very different from bullying itself, and it was treated separately in very few sections of the book. Although Englander gives great suggestions on how to handle bullying that apply to cyberbullying as well, she could have given more practical and specific advice. Due to the emphasis on cyberbullying in the title of the book, one would expect more coverage of this issue that is particularly perplexing for today’s educator; the book would be more aptly titled Bullying: What Every
Another minor issue was that, at the end, the book bordered on the repetitive. However, Englander had just the right amount of content and some repetition is necessary to effectively conclude any book.

Overall, Elizabeth Kandel Englander offers very practical advice and valuable insight in *Bullying and Cyberbullying: What Every Educator Needs to Know*. Her clarity in defining difficult concepts and conversational tone help the reader to understand bullying in a deeper and analytic way. Although the cyberbullying aspect is not emphasized, the book is a very valuable tool in dealing with all types of bullying due to its very practical recommendations. I would highly recommend this book to any educator or any person working with children or adolescents.