



UNIVERSITY OF  
CAMBRIDGE

*Faculty of Education*



Lamb Inquiry: Special Educational Needs and Parental Confidence  
Knowledge Phase: Scoping Study

## Responding to Bullying among Children with Special Educational Needs and Disabilities



Colleen McLaughlin, Richard Byers and Rosie Peppin Vaughan

March 2010



## Contents

Acknowledgements	1
Summary	2
Purpose and scope of the study	5
Scoping study methods	9
Assessment of the evidence base	11
Design of the main review	17
References	20
Appendix: Scoping study process	32

## **Acknowledgements**

The research team would like to thank Neil Tippett at Goldsmiths, University of London, for advice and support on searching for literature, Lyndsay Upex at the Faculty of Education for research and administrative support, and Jayne Parkin at the National Children's Bureau for help and support in searching their database for relevant materials.

## Summary

This scoping study assesses the nature and extent of the evidence base in relation to the bullying of children with special educational needs (SEN) and disabilities. This study was carried out in February and March 2010 by the research team at the Faculty of Education, University of Cambridge, on behalf of the Anti-Bullying Alliance, as part of the Department for Children, Schools and Families' response to the Lamb Inquiry into Parental Confidence and Special Educational Needs.

The primary purpose of this scoping study is to confirm the viability of the key research questions, and test out the search parameters for later review work; to assess the nature and strength of the existing evidence base and provide an initial overview of trends in the literature. The scoping study does not report on the findings of the literature, but will be followed by a substantial knowledge review which will analyse the content of the best available literature in relation to the review areas.

### Aims

This scoping study aims to identify the scale and scope of the evidence base in the literature for one key review question, and three supplementary questions:

- 1) What does the evidence say are the most effective approaches that schools can take to a) preventing and b) responding to the bullying of children with SEN and disabilities?
- 2) What evidence is there that children and young people with SEN or disabilities are disproportionately vulnerable to experiencing bullying and/or peer victimization within the school context?
- 3) What is particular about this group of children in respect of their vulnerability to bullying?
- 4) What does the evidence tell us about the challenges that schools face in effectively preventing and responding to the bullying of children with SEN or disabilities?

### Nature of the evidence base

The initial scoping process identified several hundred articles and publications that were potentially relevant to the review questions. As described in the scoping study and in greater depth in the appendix, these materials were put through a two-stage screening process to narrow down the number of relevant papers.

Examination of this narrower selection of papers suggested that most studies of bullying and children with special educational needs and disabilities are focused towards specific disabilities, with less attention to the experiences of the general population of children with special educational needs and disabilities within mainstream schools. The literature reviewed covered a mixture of mainstream and special school settings. This review attempts to bring together such disparate case studies.

Moreover, some studies employ a 'deficit model' of disability and bullying, identifying individual weaknesses and characteristics attributed to children identified as having particular forms of SEN and disability, rather than employing a 'social model' which focuses on the social environment and

the interactions between bully and victim. It is therefore suggested that for the literature review, an additional clause is added to Question 3:

What is particular about this group of children in respect of their vulnerability to bullying, *in the context of their interactions with their peers?*

Moreover, while a proportion of the literature is of an evaluative nature, these studies tend to be applying methods used in mainstream schooling (e.g. peer mediation) to children with SEN and disabilities. Papers reporting on actual school-level interventions rarely explicitly outline the challenges facing schools in preventing and responding to bullying of children with SEN and disabilities, although evidence for this can be extracted from the substance of the papers. Relatively few papers explicitly discuss effective practices for reducing or preventing bullying among children with SEN and disabilities and those that do are often speculative. There is a shortage of papers that report systematic and evaluative research into strategies for reducing and preventing such bullying.

### **Limitations of the scope**

The following limitations should be noted. Sometimes abstracts were absent from the database results, or were too brief to make an informed assessment of the relevance of the article for the research questions. In other cases, we were unable to get full text versions of the articles selected through the screening process. Only studies published since 1990 have been included, although few articles were found from the period preceding this and the bulk of research is understood to have been conducted in the 1990s and beyond. Many of the individuals and organisations we contacted did not reply in time for inclusion in the scoping study, but will be available for the literature review stage. Lastly, this scoping study has been a time-limited exercise, providing the foundations for a more in-depth exploration of the literature in the final review, when members of the research team will engage in deeper discussion and analysis of the cross-cutting characteristics of the evidence base.

### **Implications for the main review**

Given the scope of evidence and the gaps identified, this study suggests that there will be some problems in answering question 1 based solely on the current evidence, as this is an emergent research topic. While children with SEN and disabilities are evidently more vulnerable as a group to bullying, the implications of particular interventions for future practice are less often explicitly drawn out, especially because such strategies have only been implemented in a piecemeal rather than systematic manner so far.

We may wish to consider how research question 3 is framed; while much of the literature takes a relatively simplistic approach to identifying characteristics which may make a child more vulnerable to bullying, more complex perspectives suggest that understanding the dynamics between the bully and victim may be a more refined and effective way of analysing the issue.

As there is variation in the literature as to the types of schools which deal with bullying (e.g. special schools, inclusive mainstream schools), and also the types of disabilities and special needs which

children have, it may be problematic to draw overall conclusions about the challenges facing schools. However, it is also possible to identify cross-cutting themes, and the literature review can be seen as part of an ongoing process to produce substantive research overviews relating to bullying and children with SEN and disabilities.

## Purpose and scope of the study

This section outlines the rationale for the scoping study and the review questions to be answered in the literature review.

The Lamb Inquiry was established as part of the Government's response to the House of Commons Education and Skills Committee Report *Special Educational Needs: Assessment and Funding*. The Lamb Inquiry, under the chairmanship of Brian Lamb, the Chair of the Special Educational Consortium, investigated a range of ways in which parental confidence in the SEN assessment process might be improved. In the final report (December 2009), one of the recommendations was that the Department for Children, Schools and Families (DCSF) should review the effectiveness of a range of approaches to preventing and tackling bullying of children with SEN and disabilities and invest further in those with the most impact<sup>1</sup>. This project was therefore launched early in 2010, led by the Anti-Bullying Alliance working with key organisations, to identify best practice in tackling SEN and disabilities-related bullying and to explore how schools can be supported to address it<sup>2</sup>.

The aim of this project is to understand and then exemplify the most effective<sup>3</sup> responses schools can make to preventing and responding to the bullying of children and young people with SEN and disabilities. The key audience for this is the schools sector. From this DCSF will also be able to make any further investment in measures which have most impact – this may include financial investment in terms of resources to support practice or investment through changes to policy.

The project is structured in two distinct but concurrent phases, a knowledge phase and a products phase. The weighting of the project is towards knowledge, and this scoping study marks the first part of this phase. This scoping study aims to assess the scale and scope of the evidence base in relation to the effectiveness of measures to prevent and respond to the bullying or victimization of children with SEN and disabilities.

### Policy background

Since the 1990s, preventing and responding to bullying in schools has been increasingly prioritised in education policy and official literature. There has been acknowledgement that schools themselves can play an effective role in preventing and tackling bullying, and in relation to this there have been increasing requirements for schools to have explicit policies on bullying. The most recent initiative from the DCSF has been the publication of *Safe to Learn* (2007), guidance for schools on how they can prevent and respond to bullying, including the creation of a whole-school policy, local authority actions, and staff professional development.

Since 2000, there has been an increasing concern about the relationship between bullying and children with SEN and disabilities, especially in the light of developments in relation to the inclusion of children with SEN and disabilities in mainstream settings. Some commentators (for example,

---

<sup>1</sup> Recommendation 9, *Lamb Inquiry: Special Educational Needs and Parental Confidence*, December 2009, p33/34.

<sup>2</sup> Secretary of State's written ministerial statement in response to Lamb Inquiry recommendations, 16.12.09

<sup>3</sup> Definitions of effectiveness a) in relation to the child or young person through minimising or reducing harm  
b) in relation to school cost in terms of time, human resource, investment to achieve

Warnock, 2005) have suggested that these developments have resulted in children with SEN and disabilities becoming more vulnerable to marginalisation and victimisation. As this is an emergent field, however, relatively little research has been conducted so far on whether and how children with SEN and disabilities might be particularly at risk from bullying, particularly within school contexts. Recent publications, particularly from advocacy groups, have looked at groups that are apparently particularly vulnerable to bullying, pressing for more attention to issues of isolation, victimisation and the mental health of people with disabilities. However, publications so far include *Count Us In* (Foundation for People with Learning Disabilities, 2002); *The Mental Health of Children and Adolescents with Learning Disabilities* (Emerson and Hatton, 2007); *Don't Stick It, Stop It* (Mencap, 2007); and *Getting Away with Murder* (Scope, 2008). Wider-scale research is yet to be forthcoming, although publications such as these represent more substantial approaches to the issues.

As detailed later in this study, most existing studies of bullying address specific categories of SEN and disability, resulting in a 'patchwork quilt' of research findings relating to different groups. Our research review will therefore make a contribution to this emergent field by attempting to provide an overview and meta-analysis of the issues.

## **Scope questions**

The review team primarily considered one key question:

- What does the evidence say are the most effective approaches that schools can take to a) preventing and b) responding to the bullying of children with SEN and disabilities?

Additionally, the study addresses three key context questions:

- What evidence is there that children and young people with SEN or disabilities are disproportionately vulnerable to experiencing bullying and/or peer victimization within the school context?
- What is particular about this group of children in respect of their vulnerability to bullying?
- What does the evidence tell us about the challenges that schools face in effectively preventing and responding to the bullying of children with SEN or disabilities?

The aim of this scoping study is to 'stress' test the integrity of the key questions, and set search parameters for the full literature review. Additionally, it aims to establish the nature and strength of the evidence available, report on trends in the literature, identify relevant data sets and make recommendations for refinements or changes regarding the key questions in relation to the evidence available. In this way it provides the foundation for the literature review.

## **Definitions**

In approaching the research questions, we have used the following definitions, decided on through consultation within the research team.

- The phrase ‘special educational needs (SEN) and disabilities’ was taken from DCSF guidance, and understood to cover a broad range of conditions (including, for example, autism spectrum disorders, physical disabilities, and attention deficit hyperactivity disorder). This is discussed further in the section on terminology below.
- ‘Children and young people’ were defined as children in primary or secondary school. Studies relating to children of pre-school age, adults, or young adults not in school, were excluded, although there is also literature on aggression towards toddlers and adults with SEN and disabilities. This decision was made due to the need to focus on challenges faced in particular by schools, and on the measures that can be taken by schools.
- ‘Bullying’ was defined as bullying between peers, rather than physical or psychological abuse from adults towards children. The definition of bullying was taken from the DCSF ‘Safe to Learn’ guidance (2007: 11), which defines bullying as:  
*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.*

Thus our definition did not include random or isolated incidences of aggression or violence, instead paying attention to the particularly victimising nature of targeted bullying behaviour.

- We adopted a flexible interpretation of the phrase ‘most effective approaches’, acknowledging, in the light of the literature, that effectiveness can be identified across a variety of dimensions (e.g. reduced frequency of bullying behaviour, improvements in reported emotional well-being, enhanced resilience or social participation).

## Terminology

Different terms have been used to refer to ‘special educational needs’ and ‘disabilities’ in different time periods and geographical locations. Using a variety of related or alternative search terms enabled us to locate clusters of articles focusing on aspects of bullying and/or victimisation and children with SEN and/or disabilities. It is worth noting that much of this literature is relatively current so archaic terminologies (‘educationally subnormal’ or ‘physically handicapped’) were less relevant.

However, the phrase ‘special educational needs (SEN)’ is still in use, sometimes shortened to the more generic ‘special needs’. These terms are being replaced in some contexts by phrases like ‘additional needs’ (e.g. in Scotland) or ‘exceptionalities’ (e.g. in Canada).

The term ‘disabilities’ is used widely to denote a range of impairments and disabilities. Sometimes the term is qualified by adding an emphasis on ‘physical disabilities’ to denote a subset of

‘disabilities’. Technically, some children have disabilities occurring as a result of ‘cerebral palsy’. Some children are described simply as having ‘health needs’.

The term ‘learning difficulties’ is currently used in England (in educationally-focused literature) and in this scoping paper and is equivalent to ‘learning disabilities’ (in health or social services-orientated literature). This term is sometimes subdivided into categories such as, for example, ‘severe learning difficulties’ or ‘moderate learning difficulties’. The same difficulties are described in other contexts as ‘intellectual disabilities’ (in the Far East and Australasia) and as ‘mental retardation’ (in North America) with subdivisions as in ‘mild retardation’ etc. The term ‘educational difficulties’ is beginning to be used in some contexts. Some children will be diagnosed specifically with ‘Down syndrome’.

A number of articles focus on children who are said to experience ‘attention deficit/hyperactivity disorder’ or ‘ADHD’. These difficulties may be associated with, or described as equivalent to, ‘hyperactivity’ or ‘inattention’. Other children may be described as displaying ‘disruptive behaviour’ or as having ‘movement co-ordination problems’. Other children may be said to experience ‘emotional problems’ or high levels of ‘arousal’. We have excluded from our work reports concerning children who merely display difficult or challenging behaviour without any other form of associated disability or special educational need.

The preferred contemporary term for disabilities on the autistic spectrum is ‘autistic spectrum disorders’ or ‘autism spectrum disorders (ASD)’ but the term ‘autism’ is still widely used. A specific group of people who may have some autistic characteristics but who may achieve relatively high academic attainments are described as having ‘Asperger syndrome’.

Children who experience a range of difficulties in speaking are described as having ‘speech and language difficulties’ (commonly abbreviated to ‘SpLD’). Some articles refer to children whose speech is marked by ‘stammering’. Other children may be diagnosed with ‘Tourette syndrome’.

Children who experience a range of hearing difficulties may be described as being ‘partially hearing’ or ‘deaf’.

Some children are described as experiencing ‘obesity’ or as being ‘gifted’ or as having an identity as a child with SEN combined with an ‘ethnicity’ attributed to a minority grouping and as suffering bullying and/or victimisation as a result.

## Scoping study methods

Once the key questions had been set by the Anti-Bullying Alliance, in response to the brief of the DCSF, the parameters for the research were decided (see Appendix). The scoping study used a broad range of methods to identify relevant material:

- Searches of bibliographic databases
- Searches of project and organisation websites
- Contacting individuals working in relevant organisations
- Recommendations from the National Children's Bureau.

Two screening stages were undertaken to filter out the materials most relevant to the research questions.

*Screening 1:* was carried out using record titles and abstracts (where available) to ensure the search results conformed to the search parameters and were relevant for answering the scoping study questions.

Materials were excluded if:

- they did not address the issue of bullying;
- they were published before 1990;
- they did not relate to a study in an English-speaking country, or were not published in English;
- they did not relate to the scoping study questions;
- they reported on the causal effect of bullying on mental health problems and disorders;
- a fuller report was published elsewhere;
- they were duplicate records.

*Screening 2:* was conducted after consultation over the results of the first screening among the research team, and further discussions about the remit of the study. Further materials were excluded if:

- they focused on ADHD-related 'behavioural' problems / disorders;
- the bullying explored was between adults, or pre-school children;
- they were investigating the effectiveness of medical treatments for aggressive behaviour or ADHD;
- the aggression and bullying investigated was occurring in non-school contexts (e.g. at home, between parents, children and siblings).

After the second screening, full text versions of the articles were collected where possible and read for analysis, to assess the evidence base for each of the research questions. These sources are listed in the References section. As there was some considerable discussions within the research team about specifically which literature was to be included at this stage (see 'Cause and effect', above), it was decided that the literature review phase will also include a revisiting of the literature excluded in the second screening, in order to confirm the criteria applied to this study.

## Limitations

The following limitations should be noted.

- Sometimes abstracts were absent from the database results, or were too brief to make an informed assessment of the relevance of the article for the research questions.
- In other cases, we were unable to get full text versions of the articles selected through the screening process. This is largely a matter of timescale and many of the sources should be able to be obtained for the full literature review.
- Only studies published since 1990 have been included, although few articles were found from the period preceding this and the bulk of research is understood to have been conducted in the 1990s and beyond.
- Many of the individuals and organisations we contacted did not reply in time for inclusion in the scoping study, but will be available for the literature review stage.
- Last, this scoping study has been a time-limited exercise, enabling the team to engage with the literature at an initial level and providing the foundations for a more in-depth exploration of the literature in the final review, when members of the research team will engage in deeper discussion and analysis of the cross-cutting characteristics of the evidence base.

## Assessment of the evidence base

### Nature of the evidence base

The majority of papers were from studies in the UK or the US, with approximately 20% from other countries (Australia, Canada, Israel, Jordan) and some interesting comparative studies from multiple locations. The literature addressed bullying in a mixture of mainstream and special school settings (sometimes with comparisons between settings). Research tended to focus on the incidence of bullying in relation to specific disabilities, with less attention to the experiences of the general population of children with SEN and disabilities within mainstream schools. This review therefore attempts to bring together such disparate case studies.

Different types of literature explore these issues; these include:

- research articles in peer-reviewed journals;
- reports produced by voluntary sector organisations (such as Mencap);
- consciousness-raising and polemical literature from advocacy groups;
- policy-related literature produced by government departments;
- enquiries carried out by the voluntary sector;
- speculative work identifying problems and hypothesising on possible responses.

### Scope of evidence for Question 1: What does the evidence say are the most effective approaches that schools can take to a) preventing and b) responding to the bullying of children with SEN and disabilities?

Research question one is the prime research question for this literature review. It can be examined directly and indirectly i.e. by examining studies that explicitly state that they are addressing the aspects of prevention or intervention set out in the question or by drawing inferences for practice from studies that are less explicit. An initial scan of the abstracts suggested that we could consider 93 papers as addressing this category. A further sifting excluded papers that addressed the general management of children who were deemed to be aggressive or challenging, e.g. papers such as those that examined anger management in pupils with emotional and behavioural difficulties. Also excluded were papers that dealt with general aspects of a specific need or disability such as *Autism factfile* or which were not evidence based but were rather an advocacy for consideration of the importance of taking bullying seriously for pupils with SEN and disabilities. This reduced the number of papers to 33.

Of these 33, 16 papers were not able to be finally judged either because the abstracts were unavailable or were insufficient to make a judgment about the nature of the evidence or the emphasis within the paper on bullying prevention and intervention. However these papers appeared to be somewhat relevant to the research question 1.

The 17 remaining papers addressed a wide range of needs and disability. The majority (nine) focused very specifically on the needs of groups, such as those with a hearing difficulty or deafness, Tourette

syndrome, children with cerebral palsy and Asperger syndrome, while the remaining eight focused on the general category of children with SEN and disabilities. The categorisation, nomenclature and philosophical approach to children with SEN and disabilities varied within these papers and mirrored the international contexts. So in some papers a medical framework was used to describe children with SEN and disabilities as maladjusted or as mentally retarded. The papers addressed both mainstream and special school settings: four papers were explicitly sited in special school settings but in some cases the judgements could not be made from the abstract and further work would have to be done.

The range of interventions varied from a very specific intervention such as peer mediation or bibliotherapy to more general interventions such as groupwork or building self-esteem. Direct evidence of school wide interventions was weak. The evidence used to draw conclusions about school wide or larger interventions was often based on surveys or interviews with young people about their experience of being bullied in school, either ones they had attended or were attending, and their recommendations for practice. Other types of literature were based on case studies (including a narrative study), surveys of pupils' views, interviews with pupils, measurement of changes in specific behaviours, evaluations, reviews of research, parental ratings, teacher evaluations or measurement using psychological scales. In five cases the type could not be judged at this stage.

### **Scope of evidence for Question 2: What evidence is there that children and young people with SEN or disabilities are disproportionately vulnerable to experiencing bullying and/or peer victimization within the school context?**

The largest proportion of items reckoned to be relevant to this review process (43 papers) addressed this question. Rates of bullying and peer victimisation among children with SEN or disabilities were major themes in the evidence base and it was clear that children experiencing a wide range of needs also experience bullying and victimisation. The children who were most frequently represented in these articles experience learning difficulties (13 papers) with two articles each referring to children with moderate and severe learning difficulties respectively. Nine papers referred to children with disabilities or physical disabilities; six to children with ASD or Asperger syndrome; six to children with SEN; and three to children with SpLD. Pairs of papers reported the bullying and/or victimisation experienced by children with ADHD and health care issues and single articles discussed the experiences of children who are deaf, gifted or obese.

The majority of these papers reported systematic research conducted by skilled researchers (often career researchers or academics and, significantly, professionals with backgrounds in psychology). The majority of the papers had been published in respectable peer reviewed journals and reflected the use of a variety of research methodologies including: questionnaire surveys (addressed to professionals, parents and students, sometimes in combination); interview surveys (frequently of students); case studies (for example, of specific illustrative cases of victimisation); and meta-reviews (where researchers have trawled through previous research in order to produce a wide-ranging composite view of the issues). A number of papers reported the use of self-report scales, such as

Reynold's Bully Victimization Scale; Olweus' Bullying Self-Report Questionnaire; Harter's Social Support Scale or the School Violence Anxiety Scale, with students. A few publications reported the outcomes of major and systematic inquiry processes (for example, those promoted by voluntary sector organisations like the Foundation for People with Learning Disabilities) or funded research projects (as, for example, in relation to Mencap's work). Some of the publications, rather than reporting research, focused on policy making or guidance for practitioners (for example, from the Department for Education and Skills); on advocacy (for example, from Mencap); or on consciousness-raising or polemic (for example, from advocacy groups).

### **Scope of evidence for Question 3: What is particular about this group of children in respect of their vulnerability to bullying?**

Fewer papers (a total of 41 papers) could be said to isolate and describe the characteristics of children that might render them vulnerable to victimisation and/or bullying. These characteristics are widely spread and cover a broader range of difficulties than those referred to in the papers addressing the disproportionate vulnerability to bullying and/or victimisation of children with SEN and disabilities, although many papers could be said to address both question 2 and question 3. The characteristics that were identified in the literature as making children vulnerable to bullying and/or victimisation included: learning difficulties (seven papers); ASD and Asperger syndrome (six papers); ADHD (including aggression, hyperactivity and inattention) (four papers); disabilities (four papers); special needs (three papers); giftedness (three papers); SpLD (three papers); health care needs (two papers); and one paper each referring to stammering; disruptive behaviour, Tourette syndrome, cerebral palsy, arousal, emotional problems, exceptionalities, movement co-ordination problems and ethnicity combined with disability.

We may wish to consider how this research question is framed. Much of the literature we read was, indeed, concerned directly with what have been seen by researchers as characteristics that may make children with exceptionalities vulnerable to bullying and/or victimisation. Other papers, however, adopted arguably a more complex perspective and explored the interactions between bullies and victims that enable victimisation to take place. In some of these papers, the differences between bullies and victims were analysed, for example, in terms of social adjustment and/or social skills or in terms of the effects, for both bullies and victims, of underlying psychopathologies. This may be a more refined way in which to engage with the issue since we noted that, in some instances (for example, among children with ADHD), children with SEN may emerge as both bullies and as victims. Understanding the dynamics of these interactions may facilitate the development of a more sophisticated analysis of the origins of the bullying and victimisation of children with SEN and disabilities.

It is therefore suggested that for the literature review, an additional clause is added to Question 3: What is particular about this group of children in respect of their vulnerability to bullying, *in the context of their interactions with their peers?*

The authorship, context and geographical spread of the papers that addressed this research question were similar to those found in relation to research question 2 – indeed, a number of papers addressed both these questions effectively. Again, the majority of these papers reported systematic research conducted by skilled researchers and the papers were published in respectable peer reviewed journals.

#### **Scope of evidence for Question 4: What does the evidence tell us about the challenges that schools face in effectively preventing and responding to the bullying of children with SEN or disabilities?**

Research question 4 is quite closely linked to the first research question, which tackles the different approaches schools can take in addressing bullying and SEN and disabilities. No studies were found that focused solely and directly on the challenges that schools face. However, two groups within the literature indirectly engage with this issue. First, such challenges are in many cases discussed in relation to the implementation of a particular scheme or framework to tackle bullying and SEN and disabilities. Typically, these are evaluation studies conducted by academics, sometimes on behalf of agencies. Many are therefore in the form of action research projects. In other cases, broader studies of relationships between bullying and SEN and disabilities contained more general accounts of the challenges facing schools. For articles not relating to the implementation and evaluation of specific programmes or measures, more is said on responding to bullying than preventing it. Studies from both groups typically drew on interviews and surveys of children and/or teachers.

These studies often specifically addressed particular types of SEN and disabilities (e.g. deafness, ADHD, ASD) and as a result the challenges identified for schools differ significantly. In the final literature review, therefore, it may be problematic to draw overall conclusions about the challenges facing schools, because in the literature discussions about these challenges are quite specific to the scheme being introduced (e.g. whether it is a whole-school intervention, whether teacher and/or student training is involved, the nature of the SEN and disabilities which the bullied children have). This is particularly the case because the literature is divided between studies of schemes in mainstream schools, and schemes in special schools (and sometimes comparing incidences of bullying between the two types) – each type of school will face different sorts of challenges when it comes to tackling bullying. However, some generic challenges are identified too (e.g. cross-cutting themes which emerge at this stage include: (lack of) supportive school action and environment / complacency; issues around staff training; gender differences in being bullied; and teacher assumptions about typical ‘bully’ attributes and characteristics, especially surrounding children with SEN and disabilities).

The challenges for schools are rarely explicitly laid out but are usually discussed either in the introductory section, in relation to why a particular measure or research project was launched; or towards the end of the evaluation. The challenges facing schools are often implicit in the analysis and will have to be drawn out of the sections on findings and implications, or from specific recommendations for future practice.

Moreover, challenges facing schools may be divided into two types: either relating to the challenges of implementing a particular programme, or to more general challenges of preventing and responding to bullying (e.g. being aware that certain groups are more vulnerable to bullying).

Some of the studies that initially seemed relevant were subsequently discounted. Some of the studies were about school-age children and adolescents, but did not involve schemes in schools, and therefore did not address the challenges that schools would face.

A few studies question the role of the school; for example, focusing on the importance of a school's moral philosophy in how it could respond (Nordmann) or on the role of the school as a potentially oppressive structure defining 'deviance' (Watts and Erelles). There are also a few shorter and reflective pieces by people involved (e.g. mothers).

### **Gaps in the evidence base**

Some anti-bullying approaches which have been developed for use in mainstream schooling (e.g. staff training, 'circle of friends' and peer mentoring) have been applied to children with SEN and disabilities, but there is little research so far on the effectiveness of these strategies. Also, as discussed earlier, most studies relate to particular forms of SEN and disabilities, and there has been hardly any 'overview' work on strategies that might cover all children with SEN and disabilities. Also there is very little action research, or where this has been conducted, it has been on a small scale. In this way, the existing literature is not specifically geared to resolving the problem.

### **Cause and effect**

The main subjects of this study, as defined by the research questions, are children with SEN and disabilities who are bullied. However, a significant proportion of the literature addresses the anti-social and aggressive behaviour of children with particular forms of SEN and disabilities (e.g. autism, Asperger syndrome or ADHD) towards their peers, and the challenges for schools in reducing this. As part of this there is also some discussion about whether over-aggressive behaviour should be classified as a disability.

As the scoping results for research question 3 discuss, this raises some questions about the way in which the literature sets up the problem; in particular, that sometimes children with certain forms of SEN and disabilities are positioned as having characteristics which make them inherently likely to be bullies and/or bullied, rather than exploring the interactions and both sides of the relationship between bully and victim. Thus one characteristic of the evidence base was the tendency to employ a 'deficit model', labelling children as 'maladjusted', 'anti-social' or 'aggressive', or as having characteristics making them likely to be bullies or bullied in future. The research team felt this view was too simplistic and in the literature review will discuss the benefits of employing a 'social model' of disability and bullying which does not look only at the characteristics of one individual but also considers the social and inter-personal environment in which the bullying is occurring. This also

relates to broader debates in the school violence literature over whether some forms of behaviour should be classified as 'deviance' when instead attention should be paid to the needs and conditions of individuals (for example, Watts and Erevelles, 2004).

Further, many studies examine the significance of bullying in terms of causing mental health problems (especially anxiety and depression) (e.g. Rigby, 2005). This literature was also excluded from this study as it did not relate closely enough to the research questions, but there is a significant literature on this.

## Design of the main review

The main purpose of the review of the knowledge base on bullying and children and young people with SEN and/or disabilities is to establish what evidence there is to inform approaches that schools might take to a) preventing and b) responding to this issue. This purpose is the focus of research question 1, which is the prime question.

Research question 1. What does the evidence say are the most effective approaches that schools can take to a) preventing and b) responding to the bullying of children with SEN and disabilities?

The first review of the evidence suggests that we will not easily be able to answer this question directly based on the current evidence, since the research on this topic is only just emerging. There has been a growing body of research on the general topic of bullying since 1990 but the specific focus on the group of young people with SEN and disabilities is more recent and the research is following behind the advocacy.

We can be clear that young people with SEN and disabilities are more vulnerable as a group but we are less clear on the nature of the challenge for schools. Therefore, in establishing the current state of the knowledge, we are arguing that the other three questions are very interwoven with the first question. The other three context questions are:

2. What evidence is there that children and young people with SEN or disabilities are disproportionately vulnerable to experiencing bullying and/or peer victimization within the school context?
3. What is particular about this group of children in respect of their vulnerability to bullying in the context of their interactions with their peers?
4. What does the evidence tell us about the challenges that schools face in effectively preventing and responding to the bullying of children with SEN or disabilities?

Many studies that report on research on particular aspects of bullying and young people with SEN and disabilities, for example, also engage with implications for practice, albeit this was not the prime purpose of a particular study. So, for example, retrospective surveys of young people with SEN and disabilities and their experiences of bullying often conclude with suggestions for practice, even though these recommendations may be speculative. These suggestions need to be considered even though the evidence has a different status to that in a study in which a particular intervention or strategy has been systematically trialled and evaluated.

So in looking at the implications for the review of our scoping study, we will not engage with the research questions separately. However some specific comments related to particular questions can be made.

### **Research question 3**

As detailed above, we would like to suggest that this question is extended to: What is particular about this group of children in respect of their vulnerability to bullying, *in the context of their interactions with their peers?*

While much of the literature is concerned directly with what are seen by researchers as characteristics that may make children with exceptionalities vulnerable to bullying and/or victimisation. Other papers, however, adopt arguably a more complex perspective and explore the interactions that take place between bullies and victims that enable victimisation to take place. In some of these papers, the differences between bullies and victims are analysed, for example, in terms of social adjustment and/or social skills or in terms of the effects, for both bullies and victims, of underlying psychopathologies. This may be a more refined way in which to engage with the issue and it emerges that, in some instances (for example, among children with ADHD), children with SEN may emerge as both bullies and as victims. Understanding the dynamics of these interactions may facilitate the development of a more sophisticated analysis of the origins of the bullying and victimisation of children with SEN and disabilities.

### **Research question 4**

The reviewed studies often specifically address particular types of SEN and disabilities (e.g. deafness, ADHD, ASD) and as a result the challenges identified for schools differ significantly. Further, the settings for the studies also vary (e.g. between mainstream and special schools and units). In the final literature review, therefore, it may be problematic to draw overall conclusions about the broad challenges facing schools because, in the literature, discussions about these challenges are quite specific to the scheme being introduced (e.g. whether it is a whole-school intervention, whether teacher and/or student training is involved, and the nature of the SEN and disabilities which the bullied children have). This is particularly the case because the literature is divided between studies of schemes in mainstream schools, and schemes in special schools (and sometimes comparing incidences of bullying between the two types) – each type of school will face different sorts of challenges when it comes to tackling bullying. However, some generic challenges are also identified. Cross-cutting themes which emerge at this stage include: (lack of) supportive school action and environment / complacency; issues around staff training; gender differences in being bullied; and teacher assumptions about typical ‘bully’ attributes and characteristics, especially surrounding children with SEN and disabilities.

### **Implications for the main review**

- We will need to be very clear on the different evidence bases for any conclusions drawn from the review of the knowledge. We will also have to examine connections between the different evidence bases since there is little research focused directly on the main research questions.

- It will also be important to widen the search and explore some more general literature on particular sub-groups among children labelled as having SEN and disabilities in order to explore the sub-group particularities. For example are there particular issues around pupils with emotional and behavioural difficulties?
- We will have to signal very clearly when we are extrapolating from the evidence rather than reporting well-established findings. This will be necessary since the evidence base is so patchy and of such a variety of types e.g. advocacy, policy-making proposals, traditional research or evaluation studies, speculative proposals.
- We will explore further the settings of research studies. Both mainstream and special school settings were represented in the review but it was not always clear from abstracts what the setting was. We are also interested in what difference the setting makes to this research question. We are interested in whether there are different issues regarding bullying and young people with SEN and disabilities in these different settings and also whether different types of research are undertaken in these different settings.
- We will be very clear on the challenges for different school settings and on whether we can make any generic recommendations.
- Given the patchwork nature of the evidence we consider it important to go back and re-examine the papers excluded on the basis that they dealt with the general management of a particular difficulty.
- The variety of types of research has already been commented on. There were more small - scale studies, surveys and what could be called exploratory or illustrative studies; there were fewer action research studies or evaluations of strategies or interventions. We will have to differentiate clearly the types of research on which any conclusions are based and signal these. It will also be important to look widely in the 'gray' literature for examples of evaluated strategies so we will search websites and consult in the field to find such documents.
- We will need to identify clearly the gaps in the knowledge base, since this scoping exercise suggests that there are big gaps.

## References

- Alderson, P. and Goodey, C. (1999) 'Autism in special and inclusive schools: 'there has to be a point to their being there'', *Disability and Society*, Vol.14, No.2, 249-261.
- Attwood, T. (2004) 'Strategies to reduce the bullying of young children with Asperger syndrome', *Australian Journal of Early Childhood*, Vol.29, No.3, 15-23.
- Barrow, G. and Hrekow, P. (1993) 'Developing a system of inclusive education for pupils with behavioural difficulties', *Pastoral Care in Education*, Vol. 11, No. 2, 6-13.
- Baumeister, A. L., Storch, E. A. and Geffken, G. R. (2008) 'Peer victimization in children with learning disabilities', *Child and Adolescent Social Work Journal*, Vol.25, No.1, 11-23.
- Bauminger, N. and Kasari, C. (2000) 'Loneliness and friendship in high-functioning children with autism', *Child Development*, Vol.71, 447-456.
- Bejerot, S. and Mortberg, E. (2009) 'Do Autistic Traits Play a Role in the Bullying of Obsessive-Compulsive Disorder and Social Phobia Sufferers?', *Psychopathology*, Vol.42, No.3, 170-176.
- Berry, P. (2003) 'Psychodynamic therapy and intellectual disabilities: dealing with challenging behaviour', *International Journal of Disability, Development and Education*, Vol.50, No. 1, 39-51.
- Bodtker, A. (2001) 'Conflict education and special-needs students, part two: improving conflict competence and emotional competence', *Mediation Quarterly*, Vol.18, No.4, 377-395.
- Botting, N., Conti-Ramsden, G. (2000) 'Social and behavioural difficulties in children with language impairment', *Child Language Teaching and Therapy*, Vol.16, No.2, 105-120.
- Bradshaw, S. (2005) 'Facing the issues', *Special!* National Association for Special Educational Needs (Summer 2005).
- Byrne, A. and Hennessy, E. (2009) 'Understanding challenging behaviour: perspectives of children and adolescents with a moderate intellectual disability', *Journal of Applied Research in Intellectual Disabilities*, Vol.22, No.4, 316-325.
- Carr, A. (2002) *Prevention: what works with children and adolescents?; a critical review of psychological prevention programmes for children, adolescents and their families*, Hove: Brunner-Routledge.
- Children in Scotland (2007) *Access all areas: what children and young people think about accessibility, inclusion and additional support at school*, Edinburgh: Children in Scotland.
- Cornwall, A. and Bawden, H.N. (1992) 'Reading disabilities and aggression - a critical-review', *Journal of Learning Disabilities*, Vol.25, No.5, 281-288.
- Cummings, J.G. (2006) 'Bullying and victimization among students with exceptionalities', *Exceptionality Education Canada*, Vol.16, Nos.2-3, 193-222.
- Davis, S., Howell, P. and Cooke, F. (2002) 'Sociodynamic relationships between children who stutter and their non-stuttering classmates', *Journal of Child Psychology and Psychiatry*, Vol.43, 939-947.

Dawkins, J.L. (1996) 'Bullying, Physical Disability and the Paediatric Patient', *Developmental Medicine and Child Neurology*, Vol.38, 603-612.

DCSF (2008) *Bullying involving children with special educational needs and disabilities: safe to learn: embedding anti-bullying work in schools*. London: Great Britain.

Didden, R., Scholte, R.H., Korzilius, H. and de Moor, J.M. (2009) 'Cyberbullying among students with intellectual and developmental disability in special education settings', *Developmental Neurorehabilitation*, Vol.12, No.3, 146-151.

Dixon, R. (2006) 'A Framework for Managing Bullying that Involves Students who are Deaf or Hearing Impaired', *Deafness & Education International*, Vol.8, No.1, 11-32.

Doren, B. (1996) 'Predictors of victimization experiences of adolescents with disabilities in transition', *Exceptional Children*, Vol.63, No.1, 7-18.

Dubin, N. (2006) *Being bullied: strategies and solutions for people with aspergers syndrome*, London: Jessica Kingsley.

Dubin, N. (2007) *Asperger Syndrome and bullying: strategies and solutions*, London: Jessica Kingsley.

Education and Skills Committee (2007) 'Bullying', *Special Children*, No. 177 (March/April).

Emerson, E. and Hatton, C. (2007) *The Mental Health of Children and Adolescents with Learning Disabilities in Britain*, Lancaster: Institute for Health Research, Lancaster University.

Eniola, M.S. (2007) 'The Influence of Emotional Intelligence and Self-Regulation Strategies on Remediation of Aggressive Behaviours in Adolescent with Visual Impairment', *Studies on Ethno-Medicine*, Vol.1, No.1, 71-77.

Erhardt, D., and Hinshaw, S.P. (1994) 'Initial sociometric impressions of attention-deficit hyperactivity disorder and comparison boys: Predictions from social behaviors and from nonbehavioral variables', *Journal of Consulting and Clinical Psychology*, Vol.62, No.4, 833-842.

Estell, D.B., Farmer, T.W., Irvin, M.J., Crowther, A. and Akos, P. (2007) 'Students with exceptionalities and the peer group context of bullying and victimization in late elementary school', *Journal of Child and Family Studies*, Vol.18, No.2, 136-150.

Etherington, A. (2007), 'Bullying and teasing and helping children with ADS: what can we do?', *Good Autism Practice*, 8(2), October 2007, pp.37-44.

Evans, D., Myhill, M., and Izard, J. (Eds) (1993) *Student behaviour problems: positive initiatives and new frontiers*, Australian Council for Educational Research (ACER), Hawthorn Vic.

Farmer, T.W. (1993) 'Misconceptions of peer rejection and problem behaviour: Understanding aggression in students with mild disabilities', *Remedial and Special Education*, Vol.21, Vol.4, 194-208.

- Ferraro, G. and Tucker, J. (1993) 'Groupwork with siblings of children with special needs: a pilot study', *Groupwork*, Vol. 6, No.1, 43-50.
- Flynt, S. W. and Morton, R. C. (2004) 'Bullying and Children with Disabilities', *Journal Of Instructional Psychology*, Vol.31, No.4, 331-333.
- Foundation for People with Learning Disabilities (2002) *Count Us In - the report of the committee of inquiry into meeting the mental health needs of young people with learning disabilities*, London: FPLD.
- Foxx, R.M. and Meindl, J. (2007) 'The long term successful treatment of the aggressive/destructive behaviors of a preadolescent with autism', *Behavioral Interventions*, Vol.22, No.1, 83-97.
- Frances, J. (2004) *Educating Children with Facial Disfigurement: Creating inclusive school communities*, London: Routledge Falmer.
- Frederickson, N., Simmonds, E., Evans, L. and Soulsby, C. (2007) 'Assessing the social and affective outcomes of inclusion', *British Journal of Special Education*, Vol.34, No.2, 105-115.
- Friedman-Weieneth, J.L., Harvey, E.A., Youngwirth, S.D. and Goldstein, L.H. (2007) 'The relation between 3-year-old children's skills and their hyperactivity, inattention, and aggression', *Journal of Educational Psychology*, Vol.99, No.3, 671-681.
- Gillen, S. (1995) 'Targets of Hate Crime', *Community Care*, No.1692, 28-29.
- Graetz, B. and Shute, R. (1995) 'Assessment of peer relationships in children with asthma', *Journal of Pediatric Psychology*, Vol.20, 205-216.
- Greenham, S. (1999) 'Learning disabilities and psychosocial adjustment: A critical review', *Child Neuropsychology*, Vol.5, No.3, 171-196.
- Griffiths, L.J., Wolke, D., Page, A.S. and Horwood, J.P. (2004) 'Obesity and bullying: different effects for boys and girls', *Archives of Disease in Childhood*, Vol.91, 121-125.
- Guralnick, M.J., Connor, R.T., Hammond, M., Gottman, J.M. and Kinnish, K. (1995) 'Immediate effects of mainstreamed settings on social interactions and social integration of preschool children', *American Journal on Mental Retardation*, Vol.100, 359-377.
- Hadcroft, W. (2005) *The feeling's unmutual: growing up with Asperger Syndrome (undiagnosed)* London: Jessica Kingsley.
- Hames, A. (1990) 'To be on the safe side', *Community Care*, February, 22-23.
- Harrington, R. and Bailey, S. (2003) *The Scope for Preventing Antisocial Personality Disorder by Intervening in Adolescence*, Liverpool: NHS National Programme on Forensic Mental Health Research and Development.
- Hemphill, L. and Siperstein, G.N. (1990) 'Conversational competence and peer response to mildly retarded children', *Journal of Educational Psychology*, Vol.82, No.1, 128-134.

- Hershkowitz, I., Lamb, M.E. and Horowitz, D. (2007) 'Victimization of children with disabilities', *American Journal of Orthopsychiatry*, Vol.77, No.4, 629-635.
- Hinshaw, S.P. and Melnick, S.M. (1995) 'Peer Relationships in Boys with Attention-Deficit Hyperactivity Disorder With and Without Comorbid Aggression', *Development And Psychopathology*, Vol.7, No.4, 627-647.
- Hodson, P., Baddeley, A., and Laycock, S. (2005) 'Helping secondary schools to be more inclusive of Year 7 pupils with SEN', *Educational Psychology in Practice*, Vol.21, No.1, 53-67.
- Holmberg, K. and Hjern, A. (2008) 'Bullying and attention-deficit-hyperactivity disorder in 10-year-olds in a Swedish community', *Developmental Medicine and Child Neurology*, Vol.50, No.2, 134-138.
- Holzbauer, J.J. (2008) 'Disability harassment observed by teachers in special education', *Journal of Disability Policy Studies*, Vol.19, No. 3, 162-171.
- Hougaard, M. (2007) 'The changing paradigm: From inclusion to belonging', *Journal of Child and Adolescent Mental Health*, Vol.19, No.2, iii-v.
- Howley, M. and Rose, R. (2003) 'Structured approaches to the inclusion of pupils with autistic spectrum disorder in group work', *paper presented at the European Conference on Educational Research, University of Hamburg, 17-20 September*.
- Hugh-Jones, S. and Smith, P.K. (1999) 'Self-reports of short- and long-term effects of bullying on children who stammer', *British Journal of Educational Psychology*, Vol.69, No.2, 141-158.
- Humphrey, N. and Lewis, S. (2008) 'What does 'inclusion' mean for pupils on the autistic spectrum in mainstream secondary schools?', *Journal of Research in Special Educational Needs*, Vol.8, No.3, 132-140.
- Humphrey, J. et al (2007) 'Peer victimization in children with Attention Deficit Hyperactivity Disorder', *Journal of Child Health Care*, Vol.11, No.3, 248-260.
- Hunt, O., Burden, D., Hepper, P., Stevenson, M. and Johnston, C. (2006) 'Self-reports of psychosocial functioning among children and young adults with cleft lip and palate', *Cleft Palate and Craniofacial Journal*, Vol.43, No.5, 598-605.
- Ingesson, S.G. (2007) 'Growing up with dyslexia: Interviews with teenagers and young adults', *School Psychology International*, Vol.28, No.5, 574-591.
- Janssen, I., Craig, W.M., Boyce, W.F. and Pickett, W. (2004) 'Associations between overweight and obesity with bullying behaviours in school-aged children', *Pediatrics*, Vol.113, No.5, 1187-1194.
- Johnson, H.R. (2002) 'Vulnerability to bullying: teacher-reported conduct and emotional problems, hyperactivity, peer relationship difficulties, and prosocial behaviours in primary school children', *Educational Psychology*, Vol.22, No. 5, 553-556.
- Jull, S.K. (2008) 'Emotional and behavioural difficulties (EBD): the special educational need justifying exclusion', *Journal of Research in Special Educational Needs*, Vol.8, No. 1, 13-18.

- Kaltiala-Heino, R., Rimpela, M., Rantanen, P., and Rimpela, A. (2000) 'Bullying at school - an indicator of adolescents at risk for mental disorders', *Journal of Adolescence*, Vol.23, No.6, 661-74.
- Kaplan, S.G., Cornell, D.G. (2005) 'Threats of violence by students in special education', *Behavioral Disorders*, Vol.31, No.1, 107-119.
- Kaukiainen, A., Salmivalli, C., Lagerspetz, K., Tamminen, M., Vauras, M., Maki, H., and Poskiparta, E. (2002) 'Learning difficulties, social intelligence, and self-concept: Connections to bully-victim problems', *Scandinavian Journal of Psychology*, Vol.43, No.3, 269-278.
- Kavale, K.A. and Forness, S.R. (1996) 'Social skills deficits and learning disabilities: A meta-analysis', *Journal of Learning Disabilities*, Vol.29, No.3, 226-237.
- Kellner, M.H., Bry, B.H., and Salvador, D.S. (2008) 'Anger Management Effects on Middle School Students with Emotional/Behavioral Disorders: Anger Log Use, Aggressive and Prosocial Behavior', *Child & Family Behavior Therapy*, Vol.30, No.3, 215-230.
- Kelly, N. and Norwich, B. (2004) 'Pupils' views on inclusion: moderate learning difficulties and bullying in mainstream and special schools', *British Educational Research Journal*, Vol.30, No.1, 43-65.
- Kent, B.A. (2003) 'Identity Issues for Hard-of-Hearing Adolescents Aged 11, 13, and 15 in Mainstream Settings', *Journal of Deaf Studies and Deaf Education*, Vol.8, No.3, 315-324.
- Khemka I. et al. (2009) 'Impact of coercive tactics on the decision-making of adolescents with intellectual disabilities', *Journal of Intellectual Disability Research*, Vol.53, No.4, 353-362.
- Knight, A., Petrie, P. et al (2009) "'Mingling together': promoting the social inclusion of disabled children and young people during the school holidays', *Child and Family Social Work*, Vol.14, No.1, 15-24.
- Knox, E. and Conti-Ramsden, G. (2003) 'Bullying risks of 11-year-old children with specific language impairment (SLI): does school placement matter?', *International Journal Of Language and Communication Disorders*, Vol.38, No.1, 1-12.
- Koburg Brosen, S. (2006) *Do you understand me?: my life, my thoughts, my autism spectrum disorder*, London: Jessica Kingsley.
- Kokkinos, C.M. and Panayiotou, G. (2004) 'Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders', *Aggressive Behavior*, Vol.30, No.6, 520-533.
- Kuhne, M. and Wiener, J. (2000) 'Stability of social status of children with and without learning disabilities', *Learning Disability Quarterly*, Vol.23, No.1, 64-75.
- Lam, L.T. (2005) 'Attention deficit disorder and hospitalization owing to intra- and interpersonal violence among children and young adolescents', *Journal of Adolescent Health*, Vol.36, No.1, 19-24.
- Lamb, B. (2000) 'New rights for disabled children in education', *Childright*, No.167, 5-7.

Landy, S. and Menna, R. (2006) 'An evaluation of a group intervention for parents with aggressive young children: improvements in child functioning, maternal confidence, parenting knowledge and attitudes', *Early Child Development and Care*, Vol.176, No.6, 605-620.

Lewis-Jones, S. (2006) 'Quality of life and childhood atopic dermatitis: the misery of living with childhood eczema', *International Journal of Clinical Practice*, Vol.60, No.8, 984-992.

Liesman, R. (2009) 'Bullying of children with developmental disabilities: An ecological approach to program development', in Marshall, Catherine A., Kendall, E., Banks, M.E. and Gover, R.M.S. (Eds.), *Disabilities: Insights From Across Fields and Around the World*, 219-237, Santa Barbara, CA, US: Praeger/ABC-CLIO.

Lindsay, G. and Dockrell, J.E. (2008) 'Vulnerability to bullying in children with a history of specific speech and language difficulties', *European Journal of Special Needs Education*, Vol.23, No.1, 1-16.

Linfoot, K., Martin, A.J. and Stephenson, J. (1999) 'Preventing conduct disorder: a study of parental behaviour management and support needs with children aged 3 to 5 years', *International Journal of Disability, Development and Education*, Vol.46, No.2, 223-246.

Little, L. (2002) 'Middle-class mothers' perceptions of peer and sibling victimization among children with asperger's syndrome and nonverbal learning disorders', *Issues in Comprehensive Pediatric Nursing*, Vol.25, No.1, 43-57.

Llewellyn, A. (1995) 'The abuse of children with physical disabilities in mainstream schooling', *Developmental Medicine and Child Neurology*, Vol.37, No.8, 740-743.

Luciano, S. and Savage, R.S. (2007) 'Bullying risk in children with learning difficulties in inclusive educational settings', *Canadian Journal of School Psychology*, Vol.22, No.1, 14-31.

MacArthur, J., Sharp, S., Gaffney, M. and Kelly, B. (2007) 'Does it matter that my body is different? Disabled children, impairment, disability and identity', *Children's Issues*, Vol.11, No.2., 25-30.

Macleod, G. and Munn, P. (2004) 'Social, emotional and behavioural difficulties: a different kind of special educational need?', *Scottish Educational Review*, Vol.36, No.2, 169-176.

Macpherson, A. (1992) *The exclusion of disruptive students from Western Australian government schools: 1984-1990*, Perth: University of Western Australia.

Marini, Z., Fairbairn, L. and Zuber, R. (2001) 'Peer harassment in individuals with developmental disabilities: Towards the development of a multidimensional bullying identification model', *Developmental Disabilities Bulletin*, Vol.29, No.2, 170-195.

Martlew, M. and Hodson, J. (1991) 'Children with mild learning difficulties in an integrated and in a special school: Comparisons of behaviour, teasing and teacher's attitudes', *British Journal of Educational Psychology*, Vol.61, No.3, 355-372.

Maughan, B. (1996) 'Reading problems and antisocial behaviour: developmental trends in comorbidity', *Journal of Child Psychology and Psychiatry*, Vol.37, No.4, 405-418.

McConkey, R. and Smyth, M. (2003) 'Parental perceptions of risks with older teenagers who have severe learning difficulties contrasted with the young people's views and experiences', *Children and Society*, Vol.17, No.1, 18-31.

Medina, C. and Luna, G. (2006) 'Suicide Attempts among Adolescent Mexican American Students Enrolled in Special Education Classes', *Adolescence*, Vol.41, No.162, 299-312.

Mencap (2008) *Don't stick it, stop it! Bullying wrecks lives: the experiences of children and young people with a learning disability*, London: Mencap.

Mencap (1999) *Living In Fear: The Need to Combat Bullying of People with a Learning Disability*, London: Mencap.

Mencap (2004) *They Won't Believe Me: Bullying of Children with a Learning Disability*, London: Mencap.

Mishna, F. (2003) 'Learning disabilities and bullying: double jeopardy', *Journal of Learning Disabilities*, Vol.36, No.4, 336-347.

Montes, G. and Halterman, J.S. (2007) 'Bullying among children with autism and the influence of comorbidity with ADHD: A population-based study', *Ambulatory Pediatrics*, Vol.7, No.3, 253-257.

Mooney, S. and Smith, P.K. (1995) 'Bullying and the child who stammers', *British Journal of Special Education*, Vol.22, No. 1, 24-27.

Morgan, H. (2003) 'Count us in: the inquiry into meeting the mental health needs of young people with learning disabilities', *Tizard Learning Disability Review*, Vol.8, No.3, 37-43.

Morris, R. J. (Ed.) (2006) *Disability research and policy: current perspectives* (includes chapter on bullying), Mahwah, NJ: Lawrence Erlbaum Associates.

Murik, J., Shaddock, A., Spinks, A., Zilber, D. and Curry, C. (2005) 'Reported strategies for responding to the aggressive and extremely disruptive behaviour of students who have special needs', *Australasian Journal of Special Education*, Vol.29, No.1, 21-39.

Muris, P., Merckelbach, H. and Walczak, S. (2002) 'Aggression and threat perception abnormalities in children with learning and behavior problems', *Child Psychiatry & Human Development*, Vol.33, No.2, 147-163.

Murphy, T. and Heyman, I. (2007) 'Group work in young people with Tourette Syndrome', *Child and Adolescent Mental Health*, Vol.12, No.1, 46-48.

Nabuzoka, D. and Smith, P.K. (1993) 'Sociometric Status and Social-Behavior of Children with and without Learning Difficulties', *Journal of Child Psychology and Psychiatry and Allied Disciplines*, Vol.34, 1435-1448.

Nabuzoka, D. (2000) *Children with learning disabilities: Social functioning and adjustment*, Oxford: BPS Blackwell Publishing.

Nabuzoka, D. (2003) 'Teacher ratings and peer nominations of bullying and other behaviour of children with and without learning difficulties', *Educational Psychology*, Vol.23, No.3, 307-321.

Nadeau, L. and Tessier, R. (2006) 'Social adjustment of children with cerebral palsy in mainstream classes: peer perception', *Developmental Medicine & Child Neurology*, Vol.48, No.5, 331-336.

National Autistic Society (2006) *B is for Bullied: Experiences of children with autism and their families*, London: National Autistic Society.

National Children's Bureau (2007) *Bullying and Disability*, London: National Children's Bureau (April).

National Deaf Children's Society (2006) *Bullying and Deaf Children: A guide for schools*, National Deaf Children's Society.

Nordmann, N. (2001) 'The marginalisation of students with learning disabilities as a function of school philosophy and practice', *Journal of Moral Education*, Vol.30, No.3, 273-286.

Nunes, T., Pretzlik, U. and Olsson, J. (2001) 'Deaf children's social relationships in mainstream schools', *Deafness and Education International*, Vol.3, 123-136.

Odom, S.L., Zercher, C., Li, S., Marquart, J.M., Sandall, S. and Brown, W.H. (2006) 'Social acceptance and rejection of preschool children with disabilities: A mixed-method analysis', *Journal of Educational Psychology*, Vol.98, No.4, 807-823.

O'Reilly, M.F. (2005) 'Evaluation of video feedback and self-management to decrease schoolyard aggression and increase pro-social behaviour in two students with behavioural disorders', *Educational Psychology*, Vol.25, No.2-3, 199-206.

Palermo, M.T. (2003) 'Preventing Filicide in Families with Autistic Children', *International Journal of Offender Therapy and Comparative Criminology*, Vol.47, No.1, 47-57.

Perkins, J. and Leadbetter, D. (2002) 'An evaluation of aggression management training in a special educational setting', *Emotional and Behavioural Difficulties*, Vol.7, No.1, 19-34.

Peterson, J.S. and Ray, K.E. (2006) 'Bullying among the gifted: The subjective experience', *Gifted Child Quarterly*, Vol.50, No.3, 252-269.

Peterson, J.S. and Ray, K.E. (2006) 'Bullying and the gifted: Victims, perpetrators, prevalence, and effects', *Gifted Child Quarterly*, Vol.50, No.2, 148-168.

Piek, J.P., Barrett, N.C., Allen, L.S.R., Jones, A. & Louise, M. (2005) 'The relationship between bullying and self-worth in children with movement coordination problems', *British Journal of Educational Psychology*, 75, 453-463.

Pilling, N., McGill, P. and Cooper, V. (2007) 'Characteristics and experiences of children and young people with severe intellectual disabilities and challenging behaviour attending 52-week residential special schools', *Journal of Intellectual Disability Research*, Vol.51, No.3, 184-196.

Pope, A.W., Bierman, K.L. and Mumma, G.H. (1991) 'Aggression, hyperactivity, and inattention-immaturity: Behavior dimensions associated with peer rejection in elementary school boys', *Developmental Psychology*, Vol.27, No.4, 663-671.

Rabold, S. and Baier, D. (2008) 'Violence and other forms of deviant behavior in schools for students with special needs', *Zeitschrift Fur Padagogik*, Vol.54, No.1, 118-141.

Reiter, S. and Lapidot, L.N. (2007) 'Bullying among special education students with intellectual disabilities: Differences in social adjustment and social skills', *Intellectual And Developmental Disabilities*, Vol.45, No.3, 174-181.

Research Autism (2008) *Bullying of children with autism in secondary schools*, [Research Autism Research report 2008 www.researchautism.net](http://www.researchautism.net)

Richardson, M. (2007) *The efficacy of an alternative farm school program for referred children with severe antisocial behaviour*, University of Western Australia, Crawley WA.

Rigby, K. (2005) 'Bullying in schools and the mental health of children', *Australian Journal of Guidance and Counselling*, Vol.15, No.2, 195-208.

Roberts, J. (1995) 'A mothers thoughts on bullying, failure and one special needs child', *Pastoral Care in Education*, Vol.13, No.2, 23-24.

Rollinson, R. (1997) 'Managing Aggression and Violence at the Mulberry Bush School', *Journal of Mental Health*, Vol.6, No.5, 457-466.

Ronen, T., Rahav, G. and Moldawsky, A. (2007) 'Aggressive behavior among Israeli elementary school students and associated emotional/behavioral problems and self-control', *School Psychology Quarterly*, Vol.22, No.3, 407-431.

Rose, C.A., Espelage, D.L., and Monda, A.L.E. (2009) 'Bullying and victimisation rates among students in general and special education: a comparative analysis', *Educational Psychology*, Vol.29, No.7, 761-776.

Savage, R. (2005) 'Friendship and bullying patterns in children attending a language base in a mainstream school', *Educational Psychology in Practice*, Vol.21, No.1, 23-36.

Saylor, C.F. and Leach, J.B. (2009) 'Perceived Bullying and Social Support in Students Accessing Special Inclusion Programming', *Journal of Developmental and Physical Disabilities*, Vol.21, 69-80.

Scope, Disability Now and The United Kingdom's Disabled People's Council (2008) *Getting Away with Murder - disabled people's experience of hate crime in the United Kingdom*, London: Scope, Disability Now and The United Kingdom's Disabled People's Council.

Sharp, H. (1998) 'In their own hands: On action to tackle bullying and harassment of people with learning disabilities', *Mental Health Care*.

Sheard, C., Clegg, J., Standen, R. and Cromby, J. (2001) 'Bullying and people with severe intellectual disability', *Journal of Intellectual Disability Research*, Vol.45, No.5, 407-415.

Shechtman, Z. and Nachshol, R. (1996) 'A School-Based Intervention to Reduce Aggressive Behavior in Maladjusted Adolescents', *Journal of Applied Developmental Psychology*, Vol.17, No.4, 535-552.

Skär, L. (2003) 'Peer and adult relationships of adolescents with disabilities', *Journal of Adolescence*, Vol.26, No.6, 635-649.

- Skinner, A. (1992) *Bullying: an annotated bibliography of literature and resources*. Leicester: National Youth Agency/Youth Work Press.
- Smith, P.K., Whitney, I. and Nabuzoka, D. (1992) 'Bullying in schools: mainstream and special needs', *Support for Learning*, Vol.7, No.1, 3-7.
- Speakup Self Advocacy (2004) *Abuse is bad*, Rotherham: Speakup Self Advocacy (DVD).
- Speakup Self Advocacy (2000) *Bully off!* Rotherham: Speakup Self Advocacy (DVD).
- Special Children (2007) 'Bullying: The DCSF has published new guidance on tackling bullying that is directed at children with special educational needs and disabilities. Special Children looks at the issues and the advice', *Special Children –Birmingham*.
- Special Children (2006) 'Focus on ... bullying', *Special Children*, no. 172 (April/May 2006).
- Stafford, I. and Stafford, K. (1995) 'Aggressive Playground Behaviour in Children with Emotional and/or Behavioural Difficulties', *Educational Studies*, Vol.21, No.2, 277-291.
- Storch, E.A., Heidgerken, A.D., Geffken, G.R., Lewin, A.B., Ohleyer, V., Freddo, M. and Silverstein, J.H. (2006) 'Bullying, Regimen Self-management, and Metabolic Control in Youth with Type I Diabetes', *Journal of Paediatrics*, Vol.148, No.6, 784-787.
- Storch, E.A., Ledley, D.R., Lewin, A.B., Murphy, T.K., Johns, N.B., Goodman, W.K. and Geffken, G.R. (2006) 'Peer Victimization in Children with Obsessive-Compulsive Disorder: Relations with Symptoms of Psychopathology', *Journal of Clinical Child and Adolescent Psychology*, Vol.35, No.3, 446-455.
- Storch, E.A., Lewin, A., Silverstein, J.H., Heidgerken, A.D., Strawser, M.S., Baumeister, A. and Geffken, G.R. (2004) 'Peer victimization and psychosocial adjustment in children with type 1 diabetes', *Clinical Pediatrics*, Vol.43, No.5, 467-471.
- Sweeting, H. (2001) 'Being different: correlates of the experience of teasing and bullying at age 11', *Research Papers in Education*, Vol.16, No.3, 225-246.
- Ten Haaf, M. (2005) *Severe antisocial tendencies in intellectually disabled students in Western Australian schools*, University of Western Australia, Crawley WA.
- Thornton, P. (2000) 'Disability', *Research Matters*, October 2000/April 2001, 34-36.
- Torrance, D.A. (2000) 'Qualitative studies into bullying within special schools', *British Journal of Special Education*, Vol.27, No.1, 16-21.
- Torrance, D.A. (1997) 'Do You Want to be in My Gang?': A Study of the Existence and Effects of Bullying in a Primary School Class', *British Journal of Special Education*, Vol.24, No.4, 158 – 162.
- Turnbull, J. (2006) 'Promoting greater understanding in peers of children who stammer', *Emotional and Behavioural Difficulties*, Vol.11, No.4, 237-247.

Twyman, K.A., Saylor, C.F., Saia, D., Macias, M.M., Taylor, L.A. and Spratt, E. (2010) 'Bullying and Ostracism Experiences in Children with Special Health Care Needs', *Journal of Developmental and Behavioral Pediatrics*, Vol.31, No.1, 1-8.

Unnever J.D. and Cornell, D.G. (2003) 'Bullying, Self-Control, and ADHD', *Journal of Interpersonal Violence*, Vol.18, No.2, 129-147.

Van Cleave, J. and Davis, M.M. (2006) 'Bullying and peer victimization among children with special health care needs', *Pediatrics*, Vol.118, No.4, 1212-1219.

van Nieuwenhuijzen, M., de Castro, B.O., van Aken, M.A.G. and Matthys, W. (2009) 'Impulse control and aggressive response generation as predictors of aggressive behaviour in children with mild borderline intelligence intellectual disabilities', *Journal of Intellectual Disability Research*, Vol.53, No.3, 233-242.

van Roekel, E., Scholte, R.H.J. and Didden, R. (2010) 'Bullying Among Adolescents With Autism Spectrum Disorders: Prevalence and Perception', *Journal Of Autism And Developmental Disorders*, Vol.40, No.1, 63-73.

Visser, M., Singer, E., Geert, P.L.C. van and Kunnen, S.E. (2005) 'The Strategies Adopted by Dutch Children with Dyslexia to Maintain Their Self-Esteem When Teased at School', *Journal of Learning Disabilities*, Vol.38, No.5, 411-423.

Visser, M., Singer, E., Geert, P.L.C. van and Kunnen, S.E. (2009) 'What makes children behave aggressively? The inner logic of Dutch children in special education', *European Journal of Special Needs Education*, Vol.24, No.1, 1-20.

Warne, A. (2003) 'Establishing peer mediation in a special school context', *Pastoral Care in Education*, Vol.21, No.4, 27-33.

Warnock, M. (2005) 'Special educational needs: a new look', *Impact No. 11*. London: The Philosophy of Education Society of Great Britain.

Watts, I.E. and Erelles, N. (2004) 'These deadly times: Reconceptualizing school violence by using critical race theory and disability studies', *American Educational Research Journal*, Vol.41, No.2, 271-299.

Wehby, J.H., Symons, F.J. and Shores, R.E. (1995) 'A Descriptive Analysis of Aggressive-Behavior in Classrooms for Children with Emotional and Behavioral-Disorders', *Behavioral Disorders*, Vol.20, No.2, 87-105.

Weiner, M.T. and Miller, M. (2006) 'Deaf children and bullying: Directions for future research', *American Annals of the Deaf*, Vol.151, No.1, 61-70.

Wheatley, A., Murrihy, R., Van Kessel, J., Wuthrich, V., Remond, L., Tuqiri, R., Dadds, M. and Kidman, A. (2009) 'Aggression management training for youth in behaviour schools: a quasi-experimental study', *Youth Studies Australia*, Vol.28, No.1, 29-36.

White, N. and Loeber, R. (2008) 'Bullying and special education as predictors of serious delinquency', *Journal of research in crime and delinquency*, Vol.45, No.4, 380-397.

- Whitney, I., Smith, P.K. and Thompson, D. (1994) 'Bullying and children with special educational needs', in P.K. Smith & S. Sharp (Eds.), *School bullying: Insights and perspectives*. London: Routledge.
- Whitney, I., Nabuzoka, D. and Smith, P.K. (1992) 'Bullying in schools: Mainstream and special needs', *Support for Learning*, Vol.7, No.1, 3-7.
- Whitney, I., Smith, P.K. and Thompson, D. (1994) 'Bullying of children with special needs in mainstream schools', *Support for Learning*, Vol. 9, No.3, 103-106.
- Winner, E. (1997) 'Exceptionally high intelligence and schooling', *American Psychologist*, Vol.52, No.10, 1070-1081.
- Wise, S. (1998) 'The perceptions of pupils with emotional and behavioural difficulties of their mainstream schooling', *Emotional & Behavioural Difficulties*, Vol.3, No.3, 3-12.
- Woods, S. and White, E. (2005) 'The Association between Bullying Behaviour, Arousal Levels and Behaviour Problems', *Journal of Adolescence*, Vol.28, No.3, 381-395.
- Yahya, K. and Fawwaz, O. (2003) 'The effect of using token reinforcement and time-out procedures on the modification of aggressive behavior of a sample of mentally retarded children', *Dirasat: Educational Sciences*, Vol.30, No.2, 239-256.
- Yorke, A. et al (2008) 'Aspergers syndrome', *SEN: The Journal for Special Needs*, No.36 (Sep/Oct), 12-22.
- Young, E.L., Heath, M.A., Ashbaker, B.Y. and Smith, B. (2008) 'Sexual Harassment Among Students With Educational Disabilities', *Remedial and Special Education*, Vol.29, No.4, 208-221.
- Young, S. (1998) 'The support group approach to bullying in schools', *Educational Psychology in Practice*, Vol.14, No.1, 32-39.
- Yude, C. and Goodman, R. (1999) 'Peer problems of 9- to 11-year-old children with hemiplegia in mainstream schools. Can these be predicted?', *Developmental Medicine and Child Neurology*, Vol.41, No.1, 4-8.
- Yude, C., Goodman, R. and McConachie, H. (1997)'Peer problems of children with hemiplegia in mainstream primary schools', *Journal of Child Psychology and Psychiatry*, Vol.39, No.4, 533-541.
- Yuen, M., Westwood, P. and Wong, G. (2007) 'Bullying and social adjustment in a sample of Chinese students with specific learning disability', *Special Education Perspectives*, Vol.16, No.2, 35-52.
- Zalecki, C.A. and Hinshaw, S.P. (2004) 'Overt and relational aggression in girls with attention deficit hyperactivity disorder', *Journal of Clinical Child and Adolescent Psychology*, Vol.33, No.1, 125-137.
- Zandberg, T., Monchy, M. and Pijl, S.J. (2004) 'Discrepancies in judging social inclusion and bullying of pupils with behaviour problems', *European Journal of Special Needs Education*, Vol.19, No. 3, 317-330.

## Appendix: Scoping study process

The study has been framed around the key questions from the DCSF. The task of the scoping study was to elicit the nature and scope of the evidence base available for answering these questions. The scoping study used a broad range of methods to identify relevant material:

- searches of bibliographic databases;
- searches of project and organisation websites;
- contacting individuals working in relevant organisations;
- recommendations from the National Children’s Bureau.

Two screening stages were undertaken to filter out the materials most relevant to the research questions.

*Screening 1:* using record titles and abstracts (where available) to ensure the search results conformed to the search parameters and were relevant for answering the scoping study questions.

Materials were excluded if:

- they did not address the issue of bullying;
- they were published before 1990;
- they did not relate to a study in an English-speaking country, or were not published in English;
- they did not relate to the scoping study questions;
- they reported on the causal effect of bullying on mental health problems and disorders;
- a fuller report was published elsewhere;
- they were duplicate records.

The inclusion/exclusion criteria are shown in Table 1:

*Table 1: Inclusion and exclusion criteria*

Inclusion / exclusion criteria		Guidance
1	EXCLUDE Date of publication	Published before 1990
2	EXCLUDE Publication type	
3	EXCLUDE Location	Only UK, Ireland, USA, Canada, Australia, New Zealand
4	EXCLUDE Language	Only English-language publications
5	EXCLUDE Scope	Publication must be relevant to research questions
6	EXCLUDE	Only peer-peer bullying
7	EXCLUDE Duplicated elsewhere	
8	INCLUDE	Not excluded by above

--	--	--

Records from the first stage of screening were then gathered and disseminated for the second screening, following further discussions about inclusion and exclusion criteria. Further materials were excluded if:

- they focused on ADHD-related ‘behavioural’ problems / disorders;
- the bullying explored was between adults, or pre-school children;
- they were investigating the effectiveness of medical treatments for aggressive behaviour or ADHD;
- the aggression and bullying investigated was occurring in non-school contexts (home, parents, siblings).

After the second screening, full text versions of the articles were collected where possible and read for analysis, to assess the evidence base for each of the research questions. As there were some considerable discussions within the research team about specifically which literature was to be included at this stage, it was decided that the literature review phase will also include a revisiting of the literature excluded in the second screening, in order to confirm the criteria applied to this study.

Table 2 shows the number of items found in the initial search, and selected at each screening stage, by each database searched.

*Table 2: Initial search results*

<b>Database</b>	<b>Items found</b>	<b>Items selected for consideration (screening 1)<sup>4</sup></b>
Applied Social Sciences Index and Abstracts (ASSIA)	<b>16</b>	6
Australian Education Index	<b>355</b>	25
British Education Index	<b>190</b>	36
ChildData	<b>530</b>	12 <sup>5</sup>
International Bibliography of the Social Sciences	<b>96</b>	14
PsycArticles / PsycInfo	<b>208</b>	32
Social Care Online	<b>64</b>	23
Social Sciences Citation Index	<b>397</b>	88

<sup>4</sup> This was reduced again slightly for removal of duplicates and pre-1990 articles.

<sup>5</sup> As the ChildData results were received later on in the scoping process, there was a high level of duplication with items already found.

Social Services Abstracts	<b>183</b>	15
ZeToC	<b>14</b>	8
JSTOR	<b>13</b>	1

## Search strategy

The following section contains information on the keyword and search strategies for each database searched as part of the scoping study. The general approach was:

- Use the database subject listing or thesaurus where available, to identify the relevant keywords or subject terms, as these varied considerably by database. These were then used to construct compound searches using Boolean operators where possible. Where no subject listing or thesaurus was available, free text searches were used to search titles and abstracts.
- Collate all abstracts from the database search results and conduct the first screening.
- Combine these with recommendations of references from individuals and organisations.
- Remove duplicates and conduct second screening.

All searches were limited to publications after 1990, in English language only. The keywords used in the searches are outlined below.

A number of terms are used across databases: 'DE' denotes descriptor; 'SU' denotes subject; 'KW' denotes keyword; 'TI' denotes title.

Database searches were conducted during the week of 15<sup>th</sup>-19<sup>th</sup> February 2010. Please note that as the recommendations from individuals and ChildData results were received at a later date, these were not able to be allocated to specific research questions, but have been included in the reference list because they will be drawn on for the main literature review.

## Applied Social Sciences Index and Abstracts (ASSIA)

ASSIA is an index of articles from over 500 international English language social science journals.

(DE="bullying" OR DE="emotional abuse" OR DE="psychological abuse" OR DE="verbal abuse" OR "aggression" or "fighting" or "social aggression" or "verbal aggression" or "violence" or "childhood psychological abuse" or "victimization" or "chronic victimization" or "revictimization" or "harassment" or "disability harassment") AND (DE="disability" or "apraxia" or "developmental apraxia" or "blindness" or "night blindness" or "retinopathy of prematurity" or "functional impairment" or "learning disabilities" or "aicardi syndrome" or "aspartylglucosaminuria" or "cri du chat syndrome" or "de lange syndrome" or "down s syndrome" or "fragile x syndrome" or

"nonverbal learning disabilities" or "prader willi syndrome" or "perceptual impairment" or "sensory impairment" or "verbal disability" OR DE="autism" OR DE="asperger's syndrome" OR DE="visual impairment" OR DE="reading disabilities" OR DE="deaf" OR DE="behaviour disorders" OR DE="psychiatric disorders" OR DE="special education" OR DE="mental health")

### **Australian Education Index**

This database has over 200 Australian journals comprehensively indexed and more than 500 Australian and international journals are scanned for relevant articles. Books, conference proceedings and papers, research and technical reports, theses and legislation are also indexed.

(Antisocial-Behaviour.DE. OR Aggression.W..DE. OR Bullying.W..DE. OR Emotional-Abuse.DE. OR Verbal-Abuse.DE. OR Violence.W..DE.) AND (Disabilities#.W..MJ. OR SPECIAL-NEEDS-STUDENTS.MJ. OR SPECIAL-EDUCATION.MJ. OR GIFTED-DISABLED.MJ. OR MENTAL HEALTH.MJ. OR DEPRESSION-PSYCHOLOGY.MJ. OR ANXIETY.MJ. OR EMOTIONAL-PROBLEMS.MJ. OR LEARNING-PROBLEMS.MJ. OR BEHAVIOUR-PROBLEMS.MJ.)

### **British Education Index**

The British Education Index provides information on research, policy and practice in education and training in the UK. Sources include over 300 journals, mostly published in the UK, plus other material including reports, series and conference papers.

(Bullying.DE. OR aggression.DE. OR antisocial-behaviour.DE. OR violence.DE.) AND (special-educational-needs.DE. OR learning-disabilities.DE. OR autism.DE. OR behaviour-problems.DE. OR emotional-problems.DE. OR asperger-syndrome.DE. OR mental-disorders.DE.)

### **ChildData**

ChildData is the National Children's Bureau database, containing details of over 35,000 books, reports and journal articles about children and young people.

keyword = (bullying or violence or emotional abuse or victims or physical abuse)

AND

keyword = (disability or downs syndrome or visual impairment or hearing impairment or autism or aspergers syndrome or gifted or dyslexia or mental disability or mental disorders or special education\* or learning difficulties)

### **International Bibliography of the Social Sciences (IBSS)**

IBSS includes over 2.5 million bibliographic records relating to the four core social science subjects of anthropology, economics, politics and sociology.

SU=BULLY\* OR AGGRESS\* OR VIOLEN\* OR EMOTIONAL ABUSE OR VERBAL ABUSE OR ANTI-SOCIAL BEHAVIOUR OR VICTIMISATION OR ISOLAT\* OR TEAS\* OR THREAT\* OR PHYSICAL ABUSE OR HARRASS\*

AND

SU=DISABILIT\* OR LEARNING DISABILIT\* OR GIFTED OR DYSLE\* OR VISUAL IMPAIRMENTS OR HEARING IMPAIRMENTS OR ATTENTION DEFICIT\* OR MENTAL DISORDERS OR DEVELOPMENTAL DISABILITIES OR ASPERGER\* OR AUTIS\* OR DOWNS SYNDROME OR SPECIAL NEEDS\* OR SPECIAL EDUCATION\* OR LEARNING PROBLEMS OR BEHAVIOUR PROBLEMS

### **PsycInfo**

PsycInfo contains more than 2.5 million records on psychological and behavioural science.

BULLY\* OR AGGRESS\* OR VIOLEN\* OR EMOTIONAL ABUSE OR VERBAL ABUSE OR ANTI-SOCIAL BEHAVIOUR OR VICTIMISATION OR ISOLAT\* OR TEAS\* OR THREAT\* OR PHYSICAL ABUSE OR HARRASS\*

AND

DISABILIT\* OR LEARNING DISABILIT\* OR GIFTED OR DYSLE\* OR VISUAL IMPAIRMENTS OR HEARING IMPAIRMENTS OR ATTENTION DEFICIT\* OR MENTAL DISORDERS OR DEVELOPMENTAL DISABILITIES OR ASPERGER\* OR AUTIS\* OR DOWNS SYNDROME OR SPECIAL NEEDS\* OR SPECIAL EDUCATION\* OR LEARNING PROBLEMS OR BEHAVIOUR PROBLEMS

### **Social Care Online**

Social Care Online is an internet database offering a range of information and research on all aspects of social care and social work.

Topic=( "harassment" or "bullying" or "racial harassment" or "sexual harassment") and topic=("communication disorders" or "speech impairment" or "learning disabilities" or "autistic spectrum disorders" or "Aspergers syndrome" or "autism" or "Downs syndrome" or "Prader-Willi syndrome" or "severe learning disabilities" or "Williams syndrome" or "learning disorders" or "dyslexia" or "mobility" or "mobility impairment" or "multiple disabilities" or "physical disabilities" or "cerebral palsy" or "cystic fibrosis" or "epilepsy" or "hereditary chorea" or "multiple sclerosis" or "muscular dystrophy" or "spina bifida" or "sensory impairments" or "deaf blindness" or "hearing impairment" or "deafness" or "visual impairment" or "severe disabilities" or "social role valorisation")

### **Social Sciences Citation Index**

Social Sciences Citation Index provides data from 2,474 of the world's leading social sciences journals across 50 disciplines, as well as 3,500 of the world's leading scientific and technical journals.

TI=(Bully\* or Aggress\* or Violen\* or Emotional abuse or Victimization or Threat\* or Harass\*) and  
TI=(Disabilit\* or Learning disability\* or Gifted or Hearing impairment or visual impairment or deaf or  
blind or Attention deficit\* or Developmental disability\* or Autis\* or dysle\* or Downs syndrome or  
Special education\* or special needs or behavior problems or Behavior disorders)

### **Social Services Abstracts**

Social Services Abstracts is an international database covering social work, social welfare and social policy.

DE=(Bullying or Aggression or Violence or Emotional abuse or Victimization or Threat or Harassment)  
and DE=(Disability or Learning disabilities or Gifted or Gifted children or Hearing impairment or  
Attention deficit disorder or Developmental disabilities or Autism or Autistic or Downs syndrome or  
Special education or Behavior problems or Behavior disorders)

### **ZeTOC**

ZeTOC provides access to the British Library's electronic table of contents of journals and conference proceedings. The search interface has quite limited functionality, with only search on author or title possible.

Title= Bully\* and Disabilit\*

### **JSTOR**

JSTOR contains archives of over one thousand leading academic journals across the humanities, social sciences, and sciences, as well as select monographs and other materials valuable for academic work.

Title= Bully\* or Aggressive or aggression or Violent or violence or Emotional abuse or Victimization  
or victimisation or Threat or Harassment

AND

Title= Disabilit\* or Learning disability\* or Gifted or Hearing impairment or Visual impairment or Deaf  
or blind or Attention deficit or Developmental disability or Autism or autistic or dyslexia or dyslexic  
or Downs syndrome or Special education or special needs or Behaviour problems or Behaviour  
disorders