Book Reviews

The books reviewed here cover a wide gamut, but the common concern of the authors is to explore a variety of ways in which to resolve the pressures and huge anxieties that face children and young people today in all the countries of the world. First, in *Cultivating Kindness: An Educator's Guide*, the author, John-Tyler Binfet, conveys his passion for the role of kindness in alleviating many of the interpersonal difficulties that are experienced every day in many different situations, causing unnecessary emotional pain. As he argues, teachers can cultivate this quality in their classrooms so that reaching out to others in distress becomes a regular mode of being towards one another.

The second book, *Cyberbullying and Online Harms: from Community to Campus*, an international edited collection, takes a broader perspective by focusing on the disturbing phenomenon of cyberbullying and online abuse in schools and universities, with examples from different disciplines - the law, criminology, sociology, institutional and governmental policy-making, education, campaigning and political action, counselling-based approaches – on how to understand and address this worldwide problem.

The third book, an edited collection, *Arts Therapies and the Mental Health of Children and Young People: Contemporary Research, Theory and Practice, Volume 1*, gives inspiring insights into the role of arts therapies - play, music, puppetry, dance movement, art & drama - in alleviating emotional distress in children and young people from different countries and with a range of particular issues in their lives, whether health-related, cultural, social or political.

Each of these books will be of great interest to practitioners and researchers alike.

Helen Cowie
Reviews Editor

1. *Cultivating Kindness: An Educator's Guide*

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This is a research-based resource which defines and develops the concept of kindness and provides a wealth of ways in which educators might cultivate kindness in their students. One inspiring aspect of the book is offered by children and adolescents who describe in words and pictures the many ways in which they have expressed or received acts of kindness and what this means to them.

In fact, the author, John-Tyler Binfet, has a broad concept of kindness that extends to empathy and compassion, a deep way in which we can all learn to relate more positively to one another. As he points out in his introduction, with all the threats and dangers in the world of today, there is an overwhelming need for kindness in society. Although the fostering of social and emotional skills ideally begins in the home through the earliest attachment relationships, educators increasingly play a crucial role both formally (through the SEL curriculum) and informally (by creating a supportive ethos in their schools). The author calls teachers "the custodians of classroom kindness" (p. 97) and explores their unique opportunity to integrate academic and social learning into their curriculum at all levels and so enhance transformation among their students.

Dr Binfet backs up his commitment to kindness in education through rigorous research studies that confirm the long-lasting benefits to be gained from the promotion of kindness throughout the school years. To achieve this, he argues, teachers must create an environment in the classroom that is nurturing, respectful and safe, where children have a sense of belonging. In addition, teachers must listen to the voices of the children. The value of this process is illustrated throughout the book.

John-Tyler Binfet's own research, as well as his extensive search for studies of kindness, indicates the value of focusing on positive attributes, such as kindness and compassion, rather than negative ones (such as bullying behaviour). In this context, I thought that he might have devoted more space to research that evaluates interventions designed to reduce and prevent school bullying. For example, there is no mention of peer support interventions, including training in "upstanding", that are grounded in the development of a sense of empathy for peers in distress (Tzani-Pepelasi et al., 2019). Nor does he mention interventions targeting children who bully, such as the Support Group Method, devised by Pikas (2002) in Sweden, where students who bully others are given the opportunity to alleviate the suffering of a bullied classmate. He could have described whole-school approaches, such as the KiVa method developed by Salmivalli (1999, 2010) in Finland, that involve teaching children to be prosocial through myriad experiences of reaching out to others with small acts of kindness.

Overall, however, the book will be useful for researchers who have an interest in evaluating SEL interventions, for example, through the author's own School Kindness Scale (p. 133) which has already been tested by thousands of school children. It is also full of ideas for the class teacher, such as templates for students at all levels to chart their capacity for kindness, discussion points with scenarios that illustrate different aspects of prosocial behaviour and how to express it, brainstorming ideas for teachers to engage with as they plan their lessons to address a wide range of situations, and reflections on the process and the experience of creating a classroom where kindness is practised daily.

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2. *Cyberbullying and Online Harms: from Community to Campus*

This edited collection is particularly welcome as it adopts an integrated approach, spanning a range of social contexts (e.g. school, college, workplace, community), and with content that will be of interest and relevant to a range of actors, including researchers, practitioners, policymakers, digital experts, criminologists and educators. Critically, it also provides a space for the voice of those who have suffered online harms to be heard. The editors have assembled a group of eminent authors from around the world, bringing a range of

perspectives from East to West, and North to South. It will be an essential resource for those working in this space for years to come.

Our engagement with the digital world, and the electronic communication technologies it brings, is now ubiquitous. Around 5 billion people, nearly two-thirds of the world's population, are regular Internet users; most of these engage with some form of social media (Statista, 2022). Electronic communication technologies bring many benefits. For example, engagement with social media can support critical developmental tasks in adolescence, including identity development, and peer engagement. It can also increase self-esteem, social capital, and develop support networks for young people (Uhls et al., 2017).

However, these same technologies also provide opportunities for perpetration of and exposure to 'online harms', including sexual harassment, hate crime, disablist bullying, cyberbullying, cyberstalking, and microaggressive behaviours. In the United Kingdom, an online safety bill – designed to establish new regulations to address illegal and harmful content and activity online – is in the process of being passed (H M Government, 2022). The development of equivalent forms of legislation is also evident elsewhere in the world. The publication of this edited collection on cyberbullying and online harms is therefore extremely timely.

The first thematic set of chapters focuses on the nature and impact of cyberbullying and online harms. Sheri Bauman begins with a chapter summarising the literature on cyberbullying and online harassment in the context of higher education, including prevalence, correlates and predictors of involvement, and coping strategies. This chapter is particularly welcome given that the traditional focus of work on these issues has been children and adolescents of school age. Christopher Barlett and colleagues continue the theme of moving beyond the status quo in their chapter, adopting a lifespan perspective on the effects of cyberbullying from childhood intro late adulthood, and also moving beyond the predominant Western evidence base. Carrie-Anne Myers and colleagues' chapter reports research on bullying and cyberbullying in UK universities, arguing that this presents a continuation of related behaviours throughout the education system (e.g. sexual violence and dating violence in schools), emphasizing the need for both a lifespan approach and early intervention.

The second thematic set of chapters focuses on the social and cultural context which facilitate or challenge cyberbullying and online harassment. This section brings new insights by moving beyond the individual aspects on online harm to explore the social contexts in which it occurs. Wanda Cassidy and colleagues begin by exploring the role of leadership in supporting or inhibiting cyberbullying and online harms in educational institutions, illustrating their arguments with illustrative case studies from post-secondary settings in Canada. Gella Richards' chapter follows, exploring how 'crafty' (e.g. subtle microaggressions) racist cyberbullying is perpetrated and how this impacts on racialised-minority students. Ian Rivers and colleagues' chapter examines the findings of a national survey of LGBTI young people's experiences of homophobic and transphobic online harassment during the COVID-19 pandemic. Worryingly, though not altogether surprisingly given the literature on exposure to victimisation among gender and sexual minority groups, the authors report that LGBTI young people were at significantly increased risk of bullying and harassment. Chapters by Ruthaychonnee Sittichai and Ram Herkanaidu (cyberbullying and online hate speech in Thailand), Francesca Stevens (workplace-based sexual harassment in the post-#MeToo/Time's Up era), and

Leah Burch (online disablism and cyberbullying) round out the section, exploring different social contexts and international perspectives.

The third thematic set of chapters considers the legal consequences of online harassment and related activities. It is an important section which highlights the legal complexities that characterise cyberbullying and online harms. Shaheen Shariff and colleagues' chapter indicates how toxic behaviours such as misogyny can be so prevalent in online communities, how this affects users (including how victims from marginalized communities may be particularly impacted, why current online safety measures are inadequate, and what legal regulations currently exist, with a particular focus on virtual reality environments. The authors use their chapter as an opportunity to call for social media companies to implement measures to make such environments safer for their users. Emma Short and James Barnes' chapter charts our path, exploring how the crime of stalking has evolved into the digital world and some of the challenges this brings in the context of higher education.

The fourth thematic set of chapters turns our attention to how we respond to cyberbullying and online harms, and in particular, approaches to prevention and intervention. Carmel Taddeo and Barbara Spears' chapter discusses the importance of fostering social connectedness as a protective factor to help young people cope when they are exposed to online harms. This chapter is particularly welcome as it illustrates how the same technologies that are used to perpetrate cyberbullying and online harms can also be used to great benefit of young people's wellbeing. Helen Cowie and Carrie-Anne Myers' chapter follows, in which the authors argue how bystanders – those who witness instances of online harms – can be encouraged to speak out and intervene. This work has its roots in research on bystander intervention in 'traditional' (e.g. face to face) cases of bullying and harassment, illustrating the parallels between the digital and non-digital. Johannes Nilsson Finne and Ida Risanger Sjursø's chapter continues the implicit theme of peers as protective resources, arguing that a caring and supportive peer ecology can help to prevent further harm from victimization and promote the development of prosocial behaviour and well-being among students. Kathy Evans and Lynne Gazal conclude the section, with a chapter that explores current and evolving strategies to challenge bullying and online harassment in the context of schools.

The final thematic set of chapters builds on the previous one by focusing on effective policies to counteract bullying and online harassment. Zoe Vaill and Marilyn Campbell get us started with their chapter on policies to address cyberbullying in schools and higher education settings. The authors bemoan the lack of research on the effectiveness of such policies, and highlight the lack of accurate, usable and consistent policies in higher education in particular. Loraleigh Keashly's chapter follows, providing a thought-provoking take on cyberbullying of academic staff in higher education settings, and one which illustrates the importance of context in interpreting behaviour that may ultimately be viewed as cyberbullying. Carmel Cefai's chapter shifts our focus back to students, and in particular, a group who have traditionally experienced inequitable processes and outcomes: those from refugee or migrant backgrounds. The author uses a social justice lens to build a policy proposal whose aim is to provide equitable access to higher education within a safe, inclusive and empowering learning environment. Chapters by Joshua Rumo Arongo Ndiege and Leah Mutanu

(cyberbullying in higher education in developing countries) and Renata Miljević-Riđički (the development of #MeToo-type movements in three Eastern European countries) draw the section to a close, serving as compelling examples of one of the key strengths of this collection: the truly international body of authors.

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3. *Arts Therapies and the Mental Health of Children and Young People: Contemporary Research, Theory and Practice, Volume 1.*

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I write this review at a time when we are living with the legacy of Covid-19, amid growing concerns about the wellbeing and mental health of children and young people. Even before the pandemic there were concerns for children's wellbeing and mental health, but these concerns have been exacerbated further (Carter, 2022). The introductory chapter of this book starts by acknowledging this context '…social, physical and psychological health of children and young people is more at risk than ever' Clark et al, 2020, cited in Herrmann et al, 2021: 1). The need to pay attention to the social and emotional needs of children makes this book timely.

As noted, in the editors' introduction, this volume focuses on art therapies and the mental health of children and young people from eight countries (England, Germany, Italy, Trinidad Tobago, Spain, Scotland, Israel and the Netherlands). This book provides unique insights, not only for Art Therapists but also those in

the fields of education and health, particularly those interested in the wellbeing of children. Therefore, each of the nine chapters has a distinct context, historically, politically and culturally. These contexts have influenced the mental health policy, practice and use of art therapies. The book is a collection of papers that is part of the International Centre for Research in Arts Therapies and the European Consortium for Arts Therapies in Education ICRA/ECArTE. All chapters are centred around an aspect of contemporary arts therapies theory, practice and research. These chapters are outlined in the introduction, including a range of art therapies – play, music, puppetry, dance movement, art & drama. Across all chapters is the underlying issue, even the richest countries, of social inequality and child poverty. The overall message of the book is that arts therapy sessions can be instrumental in the recovery and resilience of children who are facing adversity. All chapters show how arts therapies can be adapted to nurture and improve the lives and outcomes of children.

Chapter 1 'Beans of Hope' – Building Resilience Through Play Psychotherapy for Year Six Pupils Transitioning into Secondary School by Di Gammage. This chapter reports on a pilot study aimed at developing children's resilience through 20 play psychotherapy sessions. It argues for children's psychological needs and development to be central to educational practice.

Chapter 2 Bridging Parents with their Children with Autism in Music Therapy – The Music-Orientated Parent Counselling Model by Tali Gottfried. This chapter focuses on music therapy sessions for children alongside parental counselling. This model aims to reduce family stress and therefore enhance the quality of family life.

Chapter 3 'What are These Irruptions of the Spirit? Exploring (the elusive) Therapeutic Properties of Puppetry and Puppet-Craft Within Dramatherapy Clinical Practice with Children and Adolescents by Daniel Stolfi. Here both puppetry and puppet-craft are used as part of clinical dramatherapy practice. This chapter advocates for practice that is firmly rooted in the arts.

Chapter 4 Dance Movement Therapy with Children and Adolescents by Rosemarie Samaritter. In this chapter dance movement therapy is used as a treatment and support. The author also stresses the benefits of socio-cultural activity to children's social-emotional regulation.

Chapter 5 Participatory Ethnography to Explore the Relevance of Cultural Arts Practices to the Psychosocial Wellbeing of Adolescents affected by Violence in Trinidad and Tobago by Sarah Soo Hon. Chapter 5 demonstrates how story-telling, graffiti, song and performance can be used with young people and aims to strike a balance between the needs of the individual and a collective group.

Chapter 6 How Pippo got to Drive a Precious Car: Dance Movement in a Centre for Young Offenders by Maiko Campo and Heidrum Panhofer. This chapter tells the story of an adolescent boy through dance and movement. This approach can help young people to gain a perspective on their past and future.

Chapter 7 From Emptiness to Symobol: Researching the Congenitally Young Blind Child in Music Therapy by Hike Wrogemann-Becker. This music therapy intervention shows the benefits to blind children and their families, including suggestions for future research in this area.

Chapter 8 Drama, Youth and Change: the Dramatic Self Hypothesis as a Tool to Understand Personality Disorders in Adolescence by Salvo Pitruzzella. Pitruzzela demonstrates through a case study example how dramatherapy can change an adolescent view of self and consequent interactions within a group.

Chapter 9 An Art Therapy Clinic for Children with Heart Conditions: Towards Interdisciplinary Research of an Innovative Service by Sheena McGregor, Karen McLeod and Michael Morton. Here diverse professionals supported children with complex needs and conditions, inspiring hope and improving the quality of life for children.

A strength of the book is its close attention to the stories of the children, families, practitioners and art therapists. This makes it accessible and engaging for the reader. Chapter nine is a fine example of this by McGregor, McLeod & Morton. This conveys innovative arts therapy practice for children diagnosed with chronic heart conditions who are unable to participate in talking therapies but are experiencing distress, anger and/or anxiety. The case study approach tells the story of 11-year-old Mandy and her real-life journey beginning with a bleak diagnosis through to recovery and a brighter future at 18 years. In addition, this chapter and the overall book makes a strong case for how we might, and must, engage with inter-disciplinary research. The book has contributors from both academics, medical staff and arts practitioners. For instance, McGregor et al, (ch9) discuss the benefits of working with nurses and how medical knowledge alerted them to aspects in a painting that would have been missed in the absence of this knowledge.

One aspect that could have added even more to the book would have been further discussion in relation to the nuanced and complex ethical dimensions of working with children in such contexts. Hearing more about the uncomfortable or challenging moments would be useful to both researchers and practitioners. For instance, chapter 9 notes that every two weeks one family had to travel 50 miles each way to make the sessions. Some discussion around ethical issues here would have been helpful to demonstrate challenging dilemmas that occur. However, I know the editors and contributors would have been working to a word limit and ethics was not the focus of the book.

There is no way that this review can do justice to the richness and complexity of this text with the range of worthy arts therapy sessions and research being done with children and young people. I would recommend this book as a very useful resource to arts therapists, practitioners, teachers, academics and anyone interested in the wellbeing and mental health of children and young people.

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