




Building Resilience: A Qualitative Analysis of Bullying Among Children with Disabilities on Parental and Teacher's Perspective [Letter]

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Dear editor

We meticulously reviewed the study titled “Building Resilience: A Qualitative Analysis of Bullying Among Children with Disabilities from Parental and Teacher Perspectives¹” This study offers invaluable insights into the bullying experiences of children with disabilities and the mechanisms through which resilience can be fostered within this vulnerable group from the perspectives of parents and teachers. School bullying is a global concern, jeopardizing children’s physical and mental health and leading to numerous severe consequences. Among the groups affected by school violence, children with disabilities are particularly vulnerable.² Consequently, the study highlights the pivotal role of parents and teachers, who, as primary protectors, are essential in recognizing and responding to bullying incidents.

The study underscores the significance of support groups in enhancing parental coping mechanisms, which, in turn, bolsters the resilience of children. By establishing support networks for both parents and teachers, schools can adopt a more holistic approach to addressing bullying. These networks can serve as platforms for sharing experiences, strategies, and resources tailored to the specific needs of children with disabilities. Additionally, the research emphasizes the importance of equipping teachers with the tools and knowledge necessary to recognize and address bullying in a manner that is sensitive to the needs of children with disabilities. Professional development programs centered on inclusive education practices and the nuances of supporting children with special needs can facilitate this process.

While this study provides valuable insights, certain areas could benefit from further enhancement. Firstly, qualitative research aims for deep interpretation, yet the data collection method employed—focus group interviews—may be subject to social desirability bias and stigma, potentially inhibiting participants from openly discussing their experiences in a group setting. Incorporating one-on-one, in-depth interviews with the participants could more thoroughly capture the bullying experiences of children with disabilities.³ Moreover, the study’s participants were drawn from a relatively homogenous cultural background. Including an introduction to the relevant cultural context would enhance the cultural sensitivity of the study’s findings.⁴

Furthermore, while parents and teachers are undoubtedly the primary protectors of children with disabilities in bullying situations, it is crucial to consider additional factors and integrate more resources in developing a protection system for these children. Incorporating elements from Bronfenbrenner’s Ecological Systems Theory—such as micro-systems (family, school, peers), mesosystems (relationships between a child’s home and school), exosystems (parental workplace or community organizations), macrosystems (broader cultural values, customs, and laws), and the chronosystem (life transitions and socio-historical events)—would contribute to a more comprehensive support and recovery framework for children with disabilities facing bullying.⁵

Overall, this study employed a qualitative research paradigm to offer an in-depth exploration of the bullying experiences of children with disabilities, thereby providing a valuable foundation for future research. It is anticipated that subsequent studies will place greater emphasis on the challenges faced not only by children with disabilities but also by their caregivers.

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Disclosure

Zhanshuo Xiao and Yilin Jiang are co-first authors for this communication. The authors report no conflicts of interest in this communication.

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