

## **The need for cognitive-behavioural therapy with victims of bullying**

*Maniadaki Katerina, Karaba Rania, Grigorea Christina, Dalapa Paraskevi & Tsiliakou Nantia*

*Introduction:* Bullying is a topic of great concern for youths, parents, school staff and mental health practitioners. Bullied children have been found to be at risk for later emotional and behavioural problems (Bowes, Maughan, Caspi, Moffitt, & Arseneault, 2010). Interventions have traditionally included school and family antibullying programs.

*Objectives:* The study aims to investigate self-report bullying behaviours among Greek children aged 9-10.

*Method:* Ninety nine children (boys: 47, girls: 52) completed the “*Revised Olweus Bully/Victim Questionnaire for Students*” (Olweus, 1996). Moreover, teachers provided information regarding children’s academic achievement and level of self-esteem.

*Results:* Approximately 18% of the children have been self-reported as bullies, while almost 38% of the children have been self-reported as victims. Also, it was found that victimization was positively correlated with estimations of learning disabilities from the teacher, while a great number of victims reported that they had not shared their victimization with their parents or teachers.

*Conclusion:* These findings provide evidence that more than one third of children aged 9-10 consider that they have been bullied. Given that the findings of our study are in agreement with findings from other studies highlighting the multiple academic, social and psychological problems of victims of bullying, it becomes a matter of the utmost importance to implement individually focused interventions for victims. Future interventions should not focus merely on family and school interventions, but should also include cognitive-behavioural techniques given their well-established efficacy (Berry & Hunt, 2009).

*Keywords:* bullying, Greece