The Effectiveness of a Cognitive Behavioral Therapy Program in Reducing School Bullying among a Sample of Adolescents with Learning Disabilities

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ABSTRACT The study investigates the effectiveness of Cognitive Behavioral Therapy (CBT) in reducing bullying among students with Learning Disabilities (LD). The research project utilizes the semi-experimental method, where sixty-eight students from seventh grade up to ninth grade participated in the study, from three intermediate schools; the final study sample included forty students. They were divided randomly into two groups: an experimental group (n = 21), and a control group (n=19). For the two groups, bullying was a common factor, as well as learning disabilities. The tools utilized in the study were: Stanford–Binet Intelligence Scales, Zayat Assessment battery for learning disabilities, and the School Bullying Scale (the researcher). Sessions of the Program were held; they consisted of a series of 17 sessions, where each session lasted for 40 minutes. Meanwhile, the control group did not receive the proposed program sessions. The effectiveness of the proposed program to reduce bullying among adolescents with LD has been confirmed.