집단 따돌림 피해학생을 대상으로 한 인지행동적 집단치료 개발을 위한 예비 연구*

THE PRELIMINARY STUDY ON THE DEVELOPMENT OF COGNITIVE-BEHAVIORAL GROUP THERAPY FOR SCHOOL BULLIED

이주현** · 신지용** · 연병길** · 한창환**†

Ju-Hyun Lee, M.D., Jee-Yong Shin, M.D.,**
Byeong-Kil Yeon, M.D.,** Chang-Hwan Han, M.D.**†**

요 약

　　　　　　　　．　　　　　　1　　　　　202　　　　　　　　　　，　　　　　　　，　　　　　．

　　　　　　　　　　．　　　　　　，　　　　　　　　　　　，

　　　　．

　　．

1　　　　5　　　　　　　，　　　　，　　　　．

　　　．　　　　　　　12　　　　　　　　　，

4　　　　　　　　　　　　　　　　　　　　．

(psychological mindedness)

．

중심 단어　　　　　　．　　　　　．　　．　　．　．　．

서 론

(school bullying, peer victimization)

1980　　　　　　　　，　　　，　，　　[2]. Whitney　Smith[3]

Sheffied　6,000

．　27%,

．　　，　　，　10%　　　　　，　．

10%,　　　4%

[1].　　　　　　1970　　　，

.

1998   35   ·   ·   11).

1624   1998   578

48.1%   ,   "   "

1998   ·   ·   6,893   "   " (65.4%),

24.2%   "   " (13.7%), "   "

4).   (10.9%)   ,   "

"(29.4%), "   " (27.5%), "

.   ." (13.3%)   "   " (17.

,   1%), "   " (1.9%), "   "

.   ,   (10.9%)   .

,

3).   12).

,   1

,   ,   ,

2)   5).   (

,   ,   ,   ,   ,   ,   ,

)   6)(Sato et

al., 1987),   ,   .

7).

,   ,   ,   ,

8).   ,

,   ,   .

,

9),   7).

.   .

,

.

1).

13). Hodges

Bukowski14)   1   393

,   ,   .

10).   1997   , Yalom15)

'   ' (,   )   11   ,   ,   ,

,   ,   ,   ,

,

6

2

(attention- deficit hyperactivity disorder, ADHD)

2. 연구 방법

1) 연구 도구

(1)

Rest[20]
(Defining Issues Test. DIT)
1997   ,   [16].

4

12   4

1

연 구 방 법

1. 연구 대상
1999 7   1
403
[16],   [17],
[18],   .   [19]   .

1999 5   7
1   6

12

12

4

5   6

(the score of principled
morality)   .

223

10   .

,   ,

(M   )   M   4   .   2   6   12

.   3   30   4   30

(2)   .

Offer   21)

13   18

Offer self-   .   ,

image questionnaire   1998   ,   ,   . 6   1   4

17) .

7   1   .

129

12   -   ,   ,

,   ,   ,   ,   ,   . 1, 2

-     ,   ,   (   ),   ,   -

, 10

(total self- image)

.   5   -   I- boundary   24)   ,   ,

,   ,   ,   ,

.

stress

.   ,   (situation),

(3)   (emotion, thought),

Kovacs22)   (rational response)

2   (

Children's depression inventory   1990   )

,   18) .

27   2   ,   .

.

(4)   .   .

.   Spielberger23)

Spielberger statetrait anxiety scale

1989   ,   .

19) .   .   20

3   ,

.

2) 연구 과정   24) (, 1998)   .

4

1999   5   2   3

6   . 5

224

, , , . Pearson

1

. .

5

, ,

, .

. 1 4

t- test

.

, .

. , ,

.

3. 자료의 분석

1 403 . Wilcoxon

signed rank test .

M 4 102 , 결 과

53 ,

129 10 ## 1. 도덕발달, 자아상, 우울, 불안 척도의 분포

46 202 SAS 202 96 , 106

6.5/PC . Table 1 .

(,

12), , .

Table 1. Distribution of the scores of moral development, self-image, depression, and anxiety scales

	Male	Female	Total	p
Moral development	22.50± 4.72	22.62± 9.37	22.62± 10.57	NS
Total self-image	305.87± 68.26	312.29± 60.54	309.41± 63.95	NS
Depression	13.00± 7.44	14.00± 11.80	13.57± 7.08	NS
Trait anxiety	33.19± 7.46	33.00± 7.48	33.09± 7.45	NS
State anxiety	32.05± 7.42	33.28± 8.46	32.69± 7.99	NS

NS : No Significance   Mean±Standard Deviation

Table 2. Pearson correlation coefficient among the moral development, self-image, depression and anxiety scale

	Moral development	Total self-image	Depression	Trait anxiety	State anxiety
Moral development	1.0000				
Total self-image	0.0248	1.0000			
Depression	0.0459	- 0.7826*	1.0000		
Trait anxiety	0.0225	- 0.6715*	0.6559*	1.0000	
State anxiety	0.0387	- 0.6199*	0.7244*	0.5991*	1.0000

* : p< 0.001

Table 3. Pearson correlation coefficient between the scores of moral development, depression, trait anxiety, state anxiety and the scores of self-image subscales

	Moral development	Depression	Trait anxiety	State anxiety
Emotional tone	- 0.0071	- 0.7292***	- 0.7058***	- 0.6656***
Impulse control	0.0176	- 0.4996***	- 0.4233***	- 0.4192***
Mental health	- 0.0271	- 0.7578***	- 0.6553***	- 0.5606***
Social functioning	0.0659	- 0.6268***	- 0.5557***	- 0.5409***
Family functioning	0.0062	- 0.6347***	- 0.4496***	- 0.4955***
Vocational attitude	- 0.0416	- 0.4692***	- 0.4376***	- 0.3659***
Self-confidence	- 0.0655	- 0.6818***	- 0.6319***	- 0.5357***
Self-reliance	- 0.0484	- 0.4573***	- 0.4082***	- 0.4032***
Body image	- 0.0385	- 0.6011***	- 0.5168***	- 0.4447***
Sexuality	0.0022	- 0.1715*	- 0.0508	- 0.0705
Ethical value	- 0.1238	- 0.2902**	- 0.1143	- 0.2127**
Idealism	- 0.0015	- 0.2190**	- 0.1940**	- 0.1985**

* ; p< 0.05,   ** ; p< 0.01,   *** ; p< 0.001

t- test   ·   1
                    .   4   t- test
                                                                        .

2. 도덕발달, 자아상, 우울, 상태 불안, 특성 불안의
   상관관계   4. 집단 따돌림 피해학생을 대상으로 한 인지행동적
                              ,   집단치료의 결과
                    ,   12
        ,   .   Pe-   ,
arson   Table 2   .   ,   ,
     ,   ,   ,   .
        .   ,   ,   .
                        .
                12   ·   .
           ,   .   ,
        ,   .   .
        Pearson   (psychological
   12   mindedness)   .
           ,   ,
                                                                          ,
( )   ,   .
        (Table 3) .

3. 집단 따돌림 피해학생들의 도덕발달, 자아상, 우울,   고   찰
   불안 특성
                5   ,   17)
              ,   (325.26± 53.23,
        ,   ,

226

344.41± 55.01) . . Kohlberg[28] "

1 1 ,

."

.

2

3

[17] , .

' ,

.

' ,

[16] 1

(25.6± 9.4)

[18] (14.16± .

6.51, 15.36± 7.76), ' ' ( )

[19] .

(30.55± 5.12, 31.63 ,

± 5.10), (32.60± 4.36,

32.64± 4.01) ,

, , ,

. ,

[29]

. .

, , .

[26]

[26]

.

, ,

. ,

.

[30]

,

[16]. Piaget[27]

12 .

, Kohlberg[28] (1958)

(principle)

, 20 .

. ,

References

1) **Judith D**(1995)：Bullying in schools：Doctors' Responsibility. Br Med J 310：274-275

2) **Olweus D**(1993)：Bullying at school. Oxford：Blackwell

3) **Whitney I, Smith PK**(1993)：A survey of the nature and extent of bullying in junior/middle and secondary schools. Educ Res 35：3-25

4) 가우디(주)(1999)：왕따 리포트. 우리교육

5) **Reid K**(1983)：Retrospection and persistent school absenteeism. Educ Res 25：110-115

6) **Sato K**(1987)：Ito I, Morita S, Akaboshi K, Neuroses and psychosomatic syndromes of the bullied children. Jap J Child Adolesc Psychiatry 28：110-115

7) **Rittakerttu KL, Matti R, Arja R, Paivi R**(1999)： Bullying, depression and suicidal ideation in finnish adolescents school survey. Br Med J 318：1076

8) 송동호, 육기환, 이호분, 노경선(1997)：학교폭력 피해 청소년의 정신의학적 후유증에 대한 사례 연구. 소아청소년정신의학 8(2)：232-234

9) **Gilmartin BG**(1987)：Peer group antecedents of severe love shyness in males. J Peers 55：467-489

10) **Olweus D**(1994)：Bullying at school：Basic facts and effective intervention programs. Promot Educ 1： 27-32

11) 박은경(1999)：중학생의 집단 따돌림 예방을 위한 교육 프로그램－마음 일기법 활용. 원광대학원 가정관리학과 석사 논문

12) 청소년폭력예방재단(1999)：집단따돌림(왕따)의 실태와 대처방안. 학교폭력예방 지침서 6

13) **Hodges EV, Malone MJ, Perry DG**(1997)：Indi-

(reassurance)　　　　　　　　rapport

6　　2
ADHD　　　　　　. ADHD
2%[32]　　9%[33]　　　　　　, 4　11
[34]. ADHD

[35]

ADHD

1　414

(faking good)
(selection bias)

vidual risk and social risk as interacting determinats of victimization in the peer group. Dev Psychol 35：1037-1039

14) **Hodges EV, Bukowski WM**（1999）：The power of Friendship：protection against an escalating cycle of peer victimization. Dev Psychol 5：94-101

15) **Yalom ID**（1985）：The Theory and Practice of Group Psychotherapy. 3rd edition, New York, Basic Books

16) 신지용, 조수철（1997）：한국판 청소년용 도덕발달수준 평가도구의 개발. 소아청소년정신의학 8（2）：183-198

17) 홍강의, 김봉석, 신민섭（1998）：한국판 Offer 자아상 척도의 표준화연구. 신경정신의학 37（1）：118-133

18) 조수철, 이영식（1990）：한국형 소아우울척도의 개발. 신경정신의학 29：943-956

19) 조수철, 최진숙（1989）：한국형 소아의 상태·특성불안 척도의 개발. 서울의대 정신의학 14：150-157

20) **Rest JR**（1979）：Revised Manual for the Defining Issue Test：An Objective Test of Moral Judgement Development. Minnesota Moral Research Projects, Minneapolis

21) **Offer D**（1992）：Ostrov E, Howard D, The Offer self Image Questionnaire for Adolescent-Revised：A Manual. LA, Western Psychological Services

22) **Kovacs M**（1983）：The Children's Depression Inventory：A Self-rated Depression Scale for school aged Youngsters. Unpublished Manuscript, University of Pittsburgh

23) **Spielberger CD**（1973）：State-Trait Anxiety Inventory for Children. PaloAlto. California, Consulting Psychologist Pres

24) 김정규（1998）：게슈탈트 심리치료. 학지사

25) 홍강의（1998）：청소년 정신치료의 특성과 제반 문제. 신경정신과 연수교육자료 3：17

26) 신민섭, 소준현, 홍강의（1996）：청소년의 자아상과 사회적 민감성간의 관계에 대한 연구：자아상-우울-불안-사회적 민감성간의 구조적 관계 분석. 소아청소년정신의학 7（1）：61-67

27) **Piaget J**（1962）：The Moral Judgement of the child. Minneapolis 3rd ed., University of Minnesota

28) **Kohlberg L**（1958）：The Development of Modes of Moral thinking and choice in the Years Ten to Sixteen. Unpublished Ph.D. dissertation, University of Chicago

29) 이시형（1991）：대인공포증의 치료. 집현전

30) 민성길（1999）：이호분, 육기환, 남궁희승, 류경희, 청소년의 문제행동에 대한 인지행동 집단치료의 효과. 신경정신의학 38（4）：816-825

31) 문성원, 한종철（1996）：스트레스에 대한 인지적 평가와 지각된 사회적 지지가 청소년의 대처행동에 미치는 영향. 소아청소년정신의학 7（2）：233-246

32) **Costello EJ, Costello AJ**（1988）：Psychiatric disorders in pediatric primary care. Arch Gen Psychiatry 45：1107-1116

33) **Bird HR, Canino G**（1988）：Estimates of the prevalence of childhood maladjustment in a community survey in Puerto Rico. Arch Gen Psychiatry 45：1120-1126

34) **Szatmari P, Offord RD, Boyle MH**（1989）：Ontario child health study：Prevalence of attention deficit disorder with hyperactivity. J Child Psychiatry 30：219-230

35) **Milich R, Laundau S**（1982）：Socialization and peer relationship in hyperactive children. Adv Learn Beh Disabil：283-339

THE PRELIMINARY STUDY ON THE DEVELOPMENT OF COGNITIVE-BEHAVIORAL GROUP THERAPY FOR SCHOOL BULLIED

**Ju-Hyun Lee, M.D., Jee-Yong Shin, M.D.,
Byeong-Kil Yeon, M.D., Chang-Hwan Han, M.D.**
*Department of Psychiatry, College of Medicine, Hallym University,
Kangdong Sacred Heart Hospital, Chunchon*

Bullying is the intentional, unprovoked abuse of power by one or more children to inflict pain on or cause distress to another child on repeated occasions. Bullying can be considered to be a form of child abuse   peer abuse. Victims suffer adverse effects in the short and long term. If bullying is regarded as a form of abuse then professionals have a duty to detect it, take it seriously, and ensure that it is deal with to reduce the child's suffering and minimize the potential long term effects.

This study is aimed preliminarily the development of cognitive behavioral group therapy for school bullied. 202 normal middle school freshman responded to self report scales- Offer's Self-Image Questionnaire-Revised, Children's Depression Inventory, Spielberger State/Trait Anxiety scale, and Defining Issues Test. The data were analyzed with Pearson's correlation to test the relationship among the above 4 variables. Self Image, depression, and anxiety were correlated strongly each other. But moral development was not correlated with self image, depression, and anxiety. Five school bullied students were referred by their teacher for school maladjustment. The author tried 12 sessions of Cognitive-Behavioral group therapy and assessed their behaviors pre- and post intervention by above 4 scales. There were no significant different intervention effects statistically. But It is meaningful that improvement of psychological mindedness in diary written by subject in treatment sessions

KEY WORDS   School bullying · Cognitive-behavioral group therapy · Adolescent · Self image · Moral development · Depression · Anxiety.