



Effectiveness of therapy play on social skills development in the sixth grade students

Hasan Pirani

Department of Physical Education, Eslam Abad Gharb Branch, Islamic Azad University, Eslam Abad Gharb, Iran.

ARTICLE INFO

Article history:

Received: 1 June 2016;

Received in revised form:

2 July 2016;

Accepted: 7 July 2016;

Keywords

Therapy play,
Social skills,
Students.

ABSTRACT

The purpose of this study, the effectiveness of therapy play on social skills development in the district of Qasr-e Shirin was in the sixth grade students. Quasi-experimental methods, experimental and control groups, and using pre-test - post-test. The subjects, who were 40 in the sixth grade students, multi-stage cluster sampling from three schools of Qasr-e Shirin district, was selected in 2015, and in the experimental group and control group. Measuring devices in this study were social skills Gresham & Elliot, form teacher. The study design was conducted 12 sessions on experimental group, but the control group received no intervention, and one month later, the test was performed on both groups. Data were analyzed using independent t test, the results showed that, post_ the growth of social skills, including cooperation, self-discipline and assertiveness were made. The results showed that the functional role of therapy play is the development of social skills of students. The results of usability, and effectiveness of therapy play, social skills training and development of students, confirms.

© 2016 Elixir All rights reserved.

Introduction

Social skills, those skills that, in the absence of a person in his everyday life, is faced with many problems. Communicate with others, needs to have social interaction and communication, and as one of the areas of progress, is considered. In today's society, without interaction with others, can not be sensible balance. Human social life, to solve many problems and conflicts, requires interaction with others, and this major issue, without learning social skills, will not be possible (Abdi, 2010). Hence, the Gresham and Elliott (1993), social skills, is one of the most important consequences of the process of education (quoting Chari and Fadakari, 2005).

So, the socialization of students, one of the main issues and basic educational system of any country. Many of the behaviors and attitudes of students in school and with peers, has a deep connection with their social skills. One of the roles of teachers, creating a link between the community and the school. Also, school and peers, the most important elements in the process of socialization of students. Children in school, in addition to strengthening the family learned, new content and ways of life teaches school children to promote socialization, and relationships with others increases his ideas (Shafiabadi, 2007). "The importance social skills, to the extent that some have considered it one of actionable intelligence "(Astrberg, 1986; quoted by Chari and Fadakari, 2005).

In today's world, scientific progress every day, and the great achievements of technology, who can not adapt themselves to changing existing, high adaptability, and have good social skills. In the meantime, for consistent growth and social skills, one of the most influential and valuable templates, therapy play. Child's play innermost thoughts, he connected with the outside world, and cause the child to, foreign objects under its control. Therapists through therapy play for children with social skills, or their emotional weak,

learn more adaptive behaviors (Pedro-Carroll and Reddy, 2005).

Therapy play, a complementary interaction between children and adults trained through a symbolic game, in searching for ways to reduce emotional disturbance in a child, so children during interpersonal interaction with the therapist, admission, discharge, emotional, reduce the painful effects, reorient impulses, and experience the thrill of experiencing corrected (Mohammad Esmael, 2008).

On the other hand, due to the structure of children's mental health, and believe this, that the main audience of the game in earnest, and children are widespread, the need for childish games, the educational structure is doubled. The importance of play in childhood, much greater than other levels of education, because at this point in elementary school, with their peers pattern of characters to identify with it are (Bagerly and Parker, 2005).

Charm that lies in the world of the game, the vitality and mobility are children, and educational atmosphere, makes for a pleasant atmosphere. Children using your creativity, you can make your world bigger.

Accordingly, Mac Guiv (2000) in their research, the effect of therapy play in reducing behavioral problems, increased behavioral and emotional adjustment, improve and increase their sense of self-control review, and it evaluates important. Also, Bagerly and Parker (2005), suggest that, therapy play on learning, self-control, responsibility, show emotions, respect, acceptance of self and others, improve social skills, self-esteem, depression and anxiety are effective.

In addition, findings Kadosan and Finrty (1995) shows, games, self-control, strategic and feedback on improvement of social skills, has a positive effect.

On the other hand it must be said, the game can be distant past, even from the beginning of man, than that.

The game is part of human life, from birth until death, human physiological needs in terms of movement, and this movement is an important component of the game. Human mental and social development, requires thinking and thinking leaven game, the first human trifle, raw materials and natural objects, derived from nature. Piece of rock, taking it, move it or throw it finally roll, was considered a game (Kazemi and Jafari, 2008).

Thus providing a favorable environment, as well as familiarity and use appropriate methods in education and social transformation could be very important role in the quality of life of present and future children. Children with social skills, relationship stability, cooperation, obeying the rules, sensitive to others, and if necessary, restrain their negative emotions are more successful.

It should also be stressed that, of those social skills, the skills that the lack of it, a person with a lot of problems and conflicts, will face. Learning social skills is one of the fundamental objectives in any educational system of any country. By learning these skills, students will be able to deal with behavior worthy of their work. Education professionals, to grow and develop social skills, have used different methods. In this article, we're looking at, to examine the relationship between school games, and social skills, and the effects that games have to pay in children's lives. In fact, in this study, we sought to answer the following hypotheses:

1. Therapy play, the growth of cooperative skills, in the sixth grade students.
2. Therapy play, the growth of assertiveness skills, in the sixth grade students.
3. Therapy play, the growth of self-control skills, in the sixth grade students.

Method

For the purpose of this investigation, this quasi-experimental study, in a pretest - posttest, With two experimental groups and control is carried out.

Population, sample and sampling

The population in this study included all male students in sixth grade, elementary schools Qasr-e Shirin, were in 54-94 years. In this study, a multi-stage cluster sampling method, in three levels of schools, classes and students was conducted. To the first 3 school, and then again at random 2 class, and among them 40 children, in two experimental groups and one control group.

Procedure

In this study, the first two sessions were held for more students to learn through more emotional links between researchers and participants is established. Therapy play plan, consisting of 12 sessions, once a week for almost an hour, the group performed, social skills training, and intervention in the class, and techniques that are now offered in the program, based on three criteria the basic choices are:

1. appropriateness of the games, with the ability and age of students
 2. involve the child in terms of sensory, motor, imaginative
 - 3 .. attractive and enjoyable game..
- Also in the game space, the following was noted:
- 1.enough space, safe and healthy
 - 2.Space is proportional to the ability of students
 - 3.Select the location where the freedom to provide its students.
 4. Use natural spaces..
- In addition, the games according to age, and targets were used.
1. Seven Stones

2. Protect Treasure (This game is a game Natives - is local).
3. War sparrows
4. Drawstring
5. Pull her tail.

Research Tools

Rating system like social skills (SSRS; Gresham & Elliot, 1990), to evaluate social behavior, behavior problem and the adequacy of education of children and adolescents, ages 3-18 years, in both the home and the school pays, and for three preschool, primary and secondary school preparation, and of three special form of parents, teachers and students, has been formed.

For this purpose, according to school age children, where are the teachers were used. Form coach, ranking in the children's social skills, social skills-scale (the scale of cooperation, assertiveness and restraint) is In fact, the coaches, one of the valuable resources on children's behavior (Hage, 1983), which their effect on children's behavior and learning, is very important (Alkan & Erdem, 2011). This form is based on a scale of three degrees, from zero to 2, frequency of social skills, the evaluation of teacher. Each subscale score by summing up the total score of the scale are achieved. For this reason, the range of scores, the players in form, scale social skills, at every scale from zero to 20 below. The reliability and validity of the form players in previous studies by (Gresham & Elliot, 1990 and Shahim, 2005), is approved. In examining the validity coach form, the alpha for the subscales of social skills in girls between 0.76 to 0.78 And in boys between 0.75 to 0.76 were. Test-retest correlation coefficients, in the form of instructions to the level of social skills and problem behavior, respectively, between 0.84 to 0.89 And 0.82 to 0.89 That, these results indicate the validity of the form players at the preschool level (Abdi, 2010).

Analysis of statistical data

In this study, in order to analyze the data, descriptive statistics (frequencies, percentages, averages, charts and standard deviation) and inferential statistics (independent t test), and using the software spss, data What were analyzed, a significant level for all the assumptions, 0.05 Were considered.

Findings

The results obtained in this section, in two parts: descriptive and inferential, based on the hypothesis of the study is provided.

Hypothesis No. 1: Therapy play, the growth of cooperative skills, in the sixth grade students.

The results of the comparison of pre-test, the two groups, in the form of test t, to compare the average of two independent groups according to the level of significance given in Table 1, and compare it with the permissible error 0.05, with confidence 95% accepted H_0 assumption. The synergy between the skills of children, in both control and experimental groups, before the implementation of the plan and at the beginning, there was a statistically significant difference. So we can say that, in terms of the skills aid groups, are almost identical ($0.911 = \text{sig}, -0.11 = t$).

The results of the comparison of the post-test in both groups, in the form of test t, to compare the average of two independent groups according to the level of significance given in Table 2, and compare it with the permissible error 0.05, with confidence 95%, H_0 assuming rejected.

Table 1. Comparison scores of experimental and control groups, assistance in pre-test variables.

Significance level	Degrees of freedom	Amount	SD	mean	number	Groups
0/911	38	-0/11	1/76	8/60	20	Experiment
			1/45	8/53	20	Control

Table 2. Results of independent t-test, the mean scores of subjects, ranging assistance in the post-test.

Significance level	Degrees of freedom	Amount t	SD	mean	number	Groups
0/000	38	-6/83	1/67	12/33	20	Experiment
			1/57	8/26	20	Control

The synergy between the skills of children, in both control and experimental groups, after the implementation of the experimental group, and at the end of the study, there was a statistically significant difference. So it could be argued, then the test is not significant for both groups, but only groups that, under the experimental treatment's game, their post-test scores compared with pre-has changed. Based on this information the first hypothesis is confirmed ($0.000 = \text{sig}$, $-6.83 = t$).

Hypothesis No. 2: Therapy play, the growth of assertiveness skills, in the sixth grade students.

The results of the comparison of pre-test, the two groups in terms of test t, to compare the average of two independent groups, due to the significant level given in Table 3, and compare it permissible error helpful to 05/0, with confidence 95%, H_0 assuming accepted. This means that children between the assertiveness skills, in both control and experimental groups, before the implementation of the plan and at the beginning, there was a statistically significant difference. So we can say that, in terms of the skills assertiveness groups, are almost identical ($0.512 = \text{sig}$, $0.66 = t$).

The results of the comparison of the post-test, the two groups in terms of test t, to compare the average of two independent groups, due to the significant level given in Table 4, and compare it permissible error helpful to 0.05, with confidence 95%, H_0 assuming rejected.

This means that children between the assertiveness skills, in both control and experimental groups, after the implementation of the experimental group, and at the end of the study, there was a statistically significant difference. So it could be argued, then the test is not significant for both groups, but only groups that, under the experimental treatment's game, their test scores, compared to pre-test has changed. Based on this information the second hypothesis is confirmed ($0.000 = \text{sig}$, $-4.88 = t$).

Hypothesis 3: Therapy play, the growth of self-control skills, the students will be the sixth grade.

The information contained in Table 5, and results of pre-test comparison of the two groups in terms of test t, to compare the average of two independent groups according to the level of significance given in Table 4-10, comparing it helpful to error 0.05 permitted, with confidence 95%, H_0 assuming accepted. That was no correlation between child restraint, in both control and experimental groups, before the implementation of the plan and at the beginning, there was a statistically significant difference. So we can say that, in terms of the skills groups restraint, are almost identical ($0.918 = \text{sig}$, $0.10 = t$).

The results of the comparison of the post-test, the two groups in terms of test t, to compare the average of two independent groups, due to the significant level given in Table 6, and compare it permissible error helpful to 05/0, with confidence 95%, H_0 assuming rejected. That was no correlation between child restraint, in both control and experimental groups, after the implementation of the experimental group, and at the end of the study, there was a statistically significant difference. So it could be argued, then the test is not significant for both groups, but only groups that, under the experimental treatment's game, their post-test scores compared with pre-has changed. According to the information. The third hypothesis is confirmed ($0.000 = \text{sig}$, $-7.25 = t$).

Discussion and conclusion

The aim of the present study, the effectiveness of therapy play, social skills development, in the sixth grade students. As the results showed, therapy play training, growth has been studied students' social skills. So that the mean score of social skills questionnaire, according to what Social Skills Questionnaire Gresham and Elliott measures after training has increased.

These results are consistent with other interventions, researchers and clinicians, in relation to children's social skills, is consistent. Latifi, Amiri, Malekpoor and Molavi (2009), in his research the effectiveness of social-cognitive problem solving on improving interpersonal relationships, and self-efficacy perception in children with learning disabilities, were studied.

Table 3. Comparison scores of experimental and control groups, assertiveness at pretest variables

Significance level	Degrees of freedom	Amount t	SD	mean	number	Groups
0/512	38	1/66	1/89	7/20	20	Experiment
			1/95	7/66	20	Control

Table 4. Results of independent t-test, the mean scores of subjects, ranging assertiveness in the post-test.

Significance level	Degrees of freedom	Amount t	SD	mean	number	Groups
0/000	38	4/88-	1/95	11/06	20	Experiment
			1/89	7/40	20	Control

Table 5. Comparison scores of experimental and control groups, in pre-trial restraint variable

Significance level	Degrees of freedom	Amount t	SD	mean	number	Groups
0/918	38	0/10	1/94	8/26	20	Experiment
			1/54	8/33	20	Control

Table 6: Results of independent t-test, the mean scores of subjects in post-test self-variable

Significance level	Degrees of freedom	Amount t	SD	mean	number	Groups
0/000	38	-7/25	1/53	11/93	20	Experiment
			1/48	7/93	20	Control

The findings showed that the intervention of the independent variable, resulting in increased consistency and friendly behavior in children with learning disabilities are. One could also say, the results of this study indicate a significant difference, in terms of average post-test score of students, compared to pre-test scores in groups.

In addition, the findings of this study, the findings Aksoy and Baran (2010), that of art as an important intervention, in order to promote restraint, as subscales of social skills in preschool children have used, harmonious. In addition, the results of this study, the results Nanis et al (2006), Where, the effectiveness of art therapy as a teaching method employed is consistent.

On the other hand, the findings obtained in this study, research Mac Guiv (2000), the effect of therapy play in reducing behavioral problems, and increase self-control, effectiveness is considered approved, and with research and Aydogan et al. (2009), and alkanes and Ardem (2011), the training and the right tools, in order to grow and increase social skills pupils are known, are coordinated and aligned. This indicates the position of training, especially training matches, the structure is a child.

The results of this study, the findings 19. Rodebaugh (2004), which states that they can play with others, children's social skills, and their ability to work and empathize with others to increase protection.

To explain these findings, it can be to Bandura (1997) noted that, children through observation, are influenced by the behavior pattern. Given that, could therapy play, interactive environment to provide experimental group, and according to the findings of the study can be argued that the style of therapy play, proper techniques, in order to increase social skills.

The results of this study suggest the importance of health as much to the game, students with low social skills, and its impact on behavioral problems, and mental health, and educational success of students who, suffering from a lack of social skills the brand underscores.

In addition, the therapeutic approach to the game, a language for children. Skills using therapy play, is an essential tool for mental health professionals who deal with children. In general it must be said, therapy play, children's opportunities to express reality, and thereby them, are understood and accepted.

The results of this study suggest that, in educational institutions of Therapy play as an attractive technique, in order to increase social skills, and behavioral problems, to be used seriously, and as Shiv appropriate and efficient, to be included in training programs.

References

1. Chari, Hosein and Fadakari, Mohammad Mahdi, (2005). The effect of the university, communication skills, based on the comparison of students, bimonthly scientific - research scholar behavior, Shahed University, year of 12, Issue 15.
2. Shafiabadi, Abdollah, (2007). Tips and advice for children (basic concepts), Tehran, Samt.

3. Kazemi Yahya and Jafari, Narges, (2008). Inhibitor creativity of the students, teachers, activities and features, new ideas Education, Faculty of Education and Psychology, University of Al-Zahra, Volume 4, Number 2, 1, 192-177.

4. Latifi, Zohreh, Amiri, Sholeh, Malekpoor, Mokhtar and Molavi, Hosein (2009) . The effectiveness of socio-cognitive problem solving on improving interpersonal relationships, and self-efficacy in children with learning disabilities. *Fresh Cognitive Science*, 1 (3), 84-70.

5. Mohammed Esmail, Elahe (2008). Therapy play, behavioral theories, methods and clinical application. Tehran: Publication of Danjeh.

Abdi, B. (2010). Gender differences in social skills, Problem behaviours and academic competence of Iranian kindergarten children based on their parent and teacher ratings. *Procedia Social and Behavioral Sciences* 5, 1175-1179.

Alkan, F.& Erdem, E. (2011). The effect of elective courses on candidate teachers' level of social skills. *Procedia Social and sciences*, 15, 3451-3455.

Aydogan, Y., Kılınç, E. F.& Tepetas, S. (2009). Identifying paren views regarding social skills. *Procedia Social and Behavioral Sciences* 1, 1507-1512.

Aksoy, P.& Baran, G. (2010). Review of studies aimed at bringing social skills for children in preschool period. *Procedia Social and Behavioral Sciences*, 9,663-669.

Baggerly,J.,Lendreth,G.(2001).Training children to help children:A new dimension in play.

Bandura, A.(1997). Self-efficacy: The exercise of contror. New York: W.H. Freeman and company.

Gresham, F. M., & Elliot, S. N. (1990). *Social Skills Rating System manual*. Circle Pines, MN: American Guidance Service.

Hage, E. (1983). Childern with learning disabilities, *Journal of learning disabilities*, 27, 301-306.

Mc Give, D.E. (2000). *Child-Centred Group Play Therapy*. Dissertation abstract International, 6(1), 30-39.

Meany-Walen KK(2011).. Adlerian play therapy: Effectiveness on disruptive behaviorsof early elementary aged children. University of North Texas.

Nainis N, Paice JA, Ratner J, Wirth JH, Lai J, Shott S(2006). Relieving Symptoms in Cancer: Innovative Use of Art Therapy. *J Pain Symptom Manage.*; 31(2):162-9.

Pedro-Carrol,J., Reddy,L. (2005). A preventive play intervention to foster children resilience in after of divorce. In L.Reddy,T. Files-Hall & C.Schaefer(Eds), *Empirically based play interventions for children*. (pp 51-75). Washington, Dc, American psychological association.

Kaduson, H. finnerty, K. (1995). Self- control game intervention for Attention- Deficit Hyperactivity Disorder. *International Journal of play therapy*. (4):15-19.

Rodebaugh TL, Holawa R, Heimberg RG.(2004).The treatment of social anxiety disorder. *Clin Psychol Rev*;7:883-908.