

EFFECT OF RHYTHMIC GAMES ON AGGRESSION IN CHILDREN WITH MILD MENTAL RETARDATION OF PRIMARY SCHOOL IN SIRJAN CITY

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ABSTRACT

The present research was done with the aim of showing the Effect of rhythmic games on aggression in children with mild mental retardation Sirjan city primary school. The study sample comprised all children with mild mental retardation of primary school in Sirjan city. A total of 30 patients were selected for sampling. In this research, the semi experimental research method that was randomly assigned to three groups. Data and software spss16 were analyzed by analysis of covariance. The findings revealed that the Effect of rhythmic games on aggression in children with mild mental retardation.

KEY WORDS: *aggression, learning disorders, rhythmic games,*

INTRODUCTION

Aggression is continuous readiness to engage in aggressive behavior, real or imaginary, which can be expressed in terms of benign and malignant. The flexible behavior of aggressive behavior and the growing threat of attack or dominant religion in competitive situations arise between individuals, covers (Mansour, 2000). Aggressive behavior that Fard given situation and his experience of the business environment, obviously, the acquisition anyone considering learning contexts in which they are located, are different (Milanifar, 2005). Adverse effects of the growth process of children's aggression. What researchers have aggressive behavior, adverse effect on interpersonal behavior and also due to its pleasant sitting is internal and psychological (Ellis, 1998; quoted Hashemi, 2010). The results of studies by researchers such as John Brett (2000), Barton Heyman (2003), Daikon and Adlson Meyer (2004) found that aggressive physical symptoms, psychological and social factors are abundant and cause problems such as feelings of fatigue, loneliness, social maladjustment, disregard for the rights and needs of others, ulcers, migraine, hypertension, depression and anxiety (quoting Astrachn, 2007). In the case of mentally retarded children according to their specific restrictions than normal children, you can expect more of their aggressive behavior and undetected compromise occur, because they are more exposed to environmental failures.

Due to the limitations of their cognitive limitations that often arises encounter with numerous failures and consequences of all this lack of success, failure, which is the beginning of aggression in a different manner they all attribute failure to lack of ability and external documents most of the documents used as internal controls have been numerous failures who have not been able to stop them and save the children to become aggressive behaviors in various fields (Milanifar, 2005) various failures, punitive experiences are numerous and violence led to the acquisition of aggressive behavior by the child's parent (Navabinejad, 1980). In the last three decades, researchers and practitioners to lead efforts to introduce the effectiveness of various treatments, such as social skills training (Spivak *et al.*, 1976; quoted Nasirzadeh and Roushan, 2010), use of drugs, operating practices (Nanjil *et al.*, 2002). Using the techniques of cognitive - behavioral self-education, training, anger management, problem solving, and interpersonal understanding (Spivak *et al.*, 1976; quoted Nasirzadeh and Roushan, 2010). Roushan (2006) reported that children and young people in general do not like to participate in therapy sessions (Roushan, 2006, Shetmon, 1999; Shetmon *et al.*, 1997, 1996, 2006; Cook *et al.*, 2004; Peru, 2008). Currently academic studies show impact of rhythmic games. Because of vitality and rhythmic movements and rhythmic games, motion and rhythmic games and the combination of these movements with music, children, many of the concepts and educational and cognitive themes are implicitly learn the movements. Recent research the effectiveness of physical activity and rhythmic exercise on learning and memory shows (Dadsetan, 2010). Studies show that a positive relationship between the game and improve attention, planning skills and attitudes (Mac Quinn and Zans, 2001, Asylansky and Shftya, 1999), creativity and divergent thinking (Holmes and Geiger, 2002, Sutton and Smith, 1997) Vision and language development there. Research that has

been done in the past, indicating the importance of this research is Deghani *et al* (2012) In a study entitled "Effect of rhythmic motion games (weighted) on executive function in children with learning disabilities Neuropsychological pre-school transition period ". Results showed rhythmic motion games in improved performance and reduced subjects Hamvsrast problems. Ghanaee Chaman Abad Karshky (2011) in a study titled "Impact Sports dancing on concrete intelligence preschoolers' Among preschoolers, Ferdowsi University of Mashhad, a pilot test for the experimental group and the control group at week 4 months, two sessions of one and a half hours using a 0.60 baby's heart rate is influenced by the training program were designed.

Emarati (2011) in a study entitled "The impact of the school games on the perceptual - motor and social development of 8-9 year old girls" did. The results showed: the elected school games than usual activities statistically significant effect on speed, coordination, upper, upper extremity dexterity and cognitive development - was moving subjects. But its effect on the static and dynamic balance, bilateral coordination, strength, speed, visual-motor control and social development of the subjects was not significant. Zarepour *et al* (2009) in a study entitled "Effect of group play therapy on depression in children with cancer," showed: play therapy significantly reduced depression in the intervention group compared to the control group. This Sanah *et al* (2008) showed that the mental development of children who have learning games and most of the children who did not have these kinds of activities and games. According to what is stated in this study to determine the effect on reducing the rhythmic play aggressive behavior in children mentally backward given the assumption of rhythmic games and aggressive behavior in children to reduce the impact performed the mentally backward.

MATERIALS AND METHODS

This research is a semi-experimental pretest - posttest. The study sample, all primary school students in the city of Sirjan mentally retarded persons Using cluster random sampling from two Sirjan zone, zone 2 And the schools in the area, Exceptional knowledge of school children and then they were asked Respond to the questions carefully After the questionnaire as a control group of 15 people per class. And 15 controls were selected by simple random sampling. To collect data, a questionnaire was angry kids. The questionnaire consists of 39 items and four children anger subscale (frustration, physical aggression, peer relations and relations with the authorities) is in terms of choice, "I do not pay attention = 1", 2 = bothering me, "I'm really sad = 3" and "angry = 4" is the pass score. The acquisition is subject to the minimum 39 and maximum is 156. To assess the reliability and validity of the test was conducted on 1604 students. The results of test-retest coefficient (TEST-RETEST), 0.65 to 0.75, 0.85 to 0.86 and 0.93, internal consistency reliability of the four subscales was obtained. In this case, the process of learning

1. Refer to Management Education and request that the implementation of research and explain the purpose of study, research and practice implementation
2. The order of the Head of the department of education
3. The request referred to the respected security expert and respected initial consultation
4. Obtain a referral to 3 grade 4 boys go to school

The express purpose of research and methods for the selection of 30 students, school administrators and aggressive and put the students into two groups, In both control and experimental groups and control groups, with pre-test were evaluated, And groups in 8 sessions of 2 hours to play rhythmic group began. The first training session of 20 minutes to stretch the child's body was warm and then went on to play with them were described. The musical game: In this game the child must run on a straight line according to the rhythm of music and instructions are provided in the context of music (jumping, landing, hop, jump pairs, etc.) apply. Move the diamond, the diamond that children should be designed with different colored lines on the pattern, the players move along with the music. The first move without music and poetry reading by the child runs. Play Sound: The sounds of children playing in the area, according to the audio playback to display. For example, the sound of a plane or train, plane or train began to move like that. Match colored balls in the game with different sizes of colored tape on the floor. Various intervals along the bar and talk to the color bar tops. Children should move with the music and the bouncer said the music depending on the color balls into a bucket at the end of the tape is required he added. The required number of balls off the music is added. Playing field shapes, different shapes (circle, square, etc.) can be placed in different parts of the hall. Along with music, poetry,

children's chorus in the form of poetry moves. This game can also be used in the form of animals. Board games, children are placed in a checkerboard and music instruction (two upper house, three straight home, etc.) began to move in different directions on one foot to jump feet. Play Sudoku: The numbers game randomly arranged in a square is colored. Children should be music to the number of animals or flowers are said to run or jump to the desired number. Play strip forms: In this game the child will be asked to move the color bar and interferes with the forms according to recipe instructions (number handling) to perform the desired activity. The game will be added gradually to form a band (Rafee 2008). After the intervention, the experimental group aggression in children in all three groups were evaluated with test and if the difference is significant grades in the two groups, represents the effect of rhythmic games as a group to reduce children's anxiety. In this study, considering the scale of measurement data, to analyze the data, descriptive and inferential statistics were performed using SPSS software. Descriptive statistics for the aggressiveness of the mean, standard deviation is hypotheses of the study of inferential statistics T-dependent covariate analysis were used

The findings

Hypothesis: Games rhythmic influences on aggression in mentally retarded children

(Table 1) Distribution of subjects

Sex	Frequency	Frequency %
Children with mental retardation	30	100.0
Total	30	100.0

As seen in Table 4.1, the number of subjects in group 1 was determined.

(Table 2) Distribution of subjects

Age	Frequency	Frequency %
9 years	22	70
10 years	8	30
Total	30	100.0

As can be seen in Table 4-2 is age specific subjects.

(Table 3) Distribution of subjects

Education	Frequency	Frequency %
First grade	30	100.0
Total	30	100.0

As can be seen in Table 4-3 identifies the subjects of education.

Analysis of covariance was used to test the hypothesis that the results in the table below.

Table games ANCOVA rhythmic effect on aggression in mentally retarded children

Source changes	Sum of squares	Degrees of freedom	Mean square	The test statistic	P	ETA	Ability test
The effect of pre-test	1075/318	1	1075/318	43/629	0/0	0/618	1/000
The effect of the independent variable	825/377	1	825/377	33/488	0/000	0/554	1/000
Error	665/463	27	24/647				
Adjusted total	2222/817	29					

As indicated in the above table is equal to the value of the test statistic ($F = 488.33$) were because $p < 0.01$, the amount is significant at the one percent level. So between aggressive mentally retarded children in the experimental and control groups after controlling for the effect of pretest-posttest differences were significant. The rhythmic games on aggression in mentally retarded children have had significant effect on the level of one percent.

DISCUSSION AND CONCLUSION

The results showed that the hypothesis games rhythmic influences on aggression in mentally retarded children. The research findings with previous results Dehghani *et al* (2012), Emarati (2011), S. Amery (2011), Dadsetan *et al* (2009), Sanah *et al* (2008), Zoljad *et al* (2007), Jannati (2006), Shojaee and Alamdarlo (2006), Shaker (2004), Mac Gyv (2000), Bagrly and Parker (2005), Lndrs, and Brato, Ray (2009) and Lab (2009) have pointed to the effects on

aggression rhythmic games match. Aggression is one of the most important reasons for referring to the psychological problems of children wiki therapists. Roushan (2006) reported that children and young people in general do not like to attend therapy sessions (Roushan, 2006, Shetmon, 1999; Shetmon *et al.*, 1997, 1996, 2006; Cook *et al.*, 2004; Peru, 2008). Currently academic studies impact on rhythmic games. Because of vitality and rhythmic movements and rhythmic games, rhythmic exercises and games, as well as combination of these movements with music, many children with learning and cognitive themes are implicitly learning the movements. Recent research showed the effectiveness of physical activity and sport rhythmic memory and learning (Dadsetan, 2006). Play is important because the exercises are to become good adults. Children learn the game, to get a job and pay for it and follow. They learn how to deal with problems as they solve. Play helps children understand what is right and what is wrong. Learn to be fair, honest and sincere in their play tricks and cheat and not. Their morals and follow the instructions to learn the game. All these skills will be valuable to them in adulthood (Askarizadeh, 2007). Games for diagnostic and therapeutic applications are for children. As you can see, the results of testing indicate that the rhythmic games cause aggression in children with mild mental retardation and children with learning disorders in children are common. The results of this study and previous studies of the use of rhythmic play in reducing aggression in children and improve their performance and psychosocial support. According to the findings, the emotional needs of children in the game - meet your motor within its rich energy drain is logically this practice not only increases his mental peace but also the dynamic behavior as well.

However, if this energy is not likely risk of anxiety, depression and becomes vibrant. Rhythmic movements, interactions and relationships in mind children's understanding of their and their environment bring. The rhythmic movement of the governor weight - order and harmony of parts and components as well as to the movements of sensory experiences - rich mobility, driving music - listening, visual appearance of the sequence of stimuli and responses, the conditions are created for children in addition to the question of intellectual, cognitive, perceptual and motor learning areas for growth and success in the coming academic skills such as reading, writing and counting occurs (Rafee 2008). Because the results showed rhythmic training games (weighted), the primary influences aggression in children the following suggestions are weighted to match the child and the nature of the aggression they provided. Preschool centers play therapy as part of their basic education and training programs for their children. Parents may try to encourage their children to do the rhythmic games. The teachers care about the style of play centers devoted to education, in-service training. Through the mass media to educate parents to encourage children to play with.

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