



Training emotional-behavioral theory of mind on reducing the problems of pre-school learners

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ABSTRACT

In order to evaluate the effectiveness of teaching theory of mind reducing the emotional and behavioral problems in preschool learners 40 are selected and randomly were assigned to two experimental and control groups. All subjects completed all the tools they study on two occasions 9 group therapy session, passed. A questionnaire was used to collect data emotional problems. Data using analysis of covariance with repeated measures analysis of variance (ANOVA) and were analyzed. The results showed that the effectiveness of teaching theory of mind preschool learners is effective in reducing emotional and behavioral problems and Also according to the research findings, theory of mind training effectiveness in reducing emotional and behavioral problems in preschool learners have a lasting effect over time as well.

Keywords: Theory of mind, emotional-behavioral problems, beginners.

INTRODUCTION

Social cognition is a key capability that we need it to succeed in social interactions in everyday life (Niuean, veglie and Zinc, 2008). Understanding how people's social views, feelings, thoughts, and your Sizes and others in My-Yabnd and how they think about social relations virgin Topic Social cognition, human beings and human affairs and the means knowing people and their actions (Flavell, 1985 quoted from Islam, 1382). Theory of mind in relation to the child's cognitive development in recent decades has been the focus range. and to predict and explain the behavior of ourselves and others use it wishes, is said (Astygtvn, 1996 quoted Abdvtv et al., 2004). The so-called "theory of mind" for the first time in 1978 by Prymak and Woodruff have been raised about the behavior Shmpanz-h-Ha (Cal and Tvmazlv, 2008). Mfrvzh-Hay this theory are: melancholy, with associated external world, separate from the outer world, can visualize the objects and events are true or false, and actively on how to interpret static the fact also differ (barley, Saman and Fouladchang, 1379). Now about how the "theory of mind" there are two views (Amin Yazdi, 1383): The first view holds that false belief understanding of children as the acquisition of "theory of mind" is usually around four and five he was a qualitative change in the ability to occur. They are at this stage that the child understand that others have beliefs that may be incorrect or conflicting with his beliefs, this view My-Dand continuous development of theory of mind (Amin Yazdi, 1383) and the second view holds that children's understanding of mental states, significantly increased from four to six years to eight years, but performance is poor children. From this perspective, the development of children's understanding of mental states to step 1 My-Dand. And "theory of mind" as a multidimensional construct My-Dand is that different levels (3 Morris et al., 1999). In the study of theory of mind Exceptional Children, Children's generally studied samples "Autism" in Zahedan. Because of this, the claim that people left on their own specific flaws in its theory of mind competence development show that the main cause of these defects and damages their specific social interactions and communication (Baron-Cohen, 1994). Emotional and behavioral problems Dornot pupils and students, not only learning them will be faced with the disorder, but a factor that stems disrupt the order and discipline in the classroom, the teacher is more energy

–Gyrd, bothering other students and the general progress of education degree with a slow build. The main factor for the development of emotional and behavioral problems in school children in the family should be searched. This problem sometimes caused by "genetic factor", in other words because of "inheritance" and sometimes it comes to the actions of parents or family members would result in one or more children with these problems. Of course, school and community factors are also other causes in the development of emotional and behavioral problems "endocrine" and "effluent" in students and learners themselves play a major role. (Hvart and Pam Fisher, 2005). Therefore, the effect of reducing the burden of emotional-behavioral theory of mind training on recruits preschool been investigated.

MATERIALS AND METHODS

In the context of quasi-experimental study plans and schemes under the pre-test - post-test and control group is the two-month follow-up. after re-measurement of the dependent variable is dumped at a time. The study population consisted of beginners preschool boy Mlasdradrshhrstan Jerusalem in Tehran in the academic year is 95-1394. Control). Data collection tools in this study consisted of 30 questions that will be Ratrfrm Behavioral and Emotional Disorders. Theory of mind training in 9 sessions of 20 minutes (for a month) are a group in the experimental group Grdyd.abzarhay research: behavioral disorder scale teacher form of Rutter: scoring methods and interpretation: Rutter questionnaire was made in two form teacher and parent. Parent has a 30-item questionnaire that scores range between 0 and 60 will have 3 options, 2 = quite true, somewhat true = 1 = 0 is not quite true. 0,1,2 scores are assigned to each row is the sum of the scores obtained from behavioral disorders. Validity and reliability: Rutter and colleagues (1976) conducted an extensive study on children 10 and 11 years old. In this study, 1536 children were evaluated Rutter questionnaire and reliability of the questionnaire were also assessed. Rutter test-retest reliability and internal consistency of the questionnaire in a pre-test and post-test within 2 months of 72/0, 83/0, reported. Solidarity also be reported within 2 months of 74/0 and 64/0 correlation between the responses of the parents.

RESULTS

Table 1. Summary analysis of covariance

Sources Change	Squares	Degrees of freedom	Mean Square	F	Effect size
pre-test	1482/12	1	1482/12	**86/81	0/763
independent variable	526/162	1	526/162	**30/82	0/533
Error	460/846	27	17/027		
Total modified	2577/86	29			

According to $P < 0/01$ and $30/82 = (27 \text{ and } 1) F$, the null hypothesis of equality mean test scores in both groups after adjustment for pretest scores will be rejected. In other words, the average emotional problems, behavioral (attention deficit disorder) is a statistically significant difference between experimental group and control group.

Table 2. Multivariate statistics

Index	the amount of	F	The degree of freedom Hypothesis	The degree of freedom error
Wilks Lambada	0/244	20/18**	2	13

According to Wilks amount Lambada (0/244) and $P < 0/01$ null hypothesis is rejected. Therefore, we can conclude that the effect is significant.

Table 3. Summary analysis of covariance (to reduce emotional and behavioral problems (hyperactivity, aggression) tiro)

Sources Change	Squares	Degrees of freedom	Mean Square	F	Effect size
pre-test	1619/94	1	1619/94	60/23	0/690
independent variable	109/10	1	109/10	4/05	0/131
Error	726/19	27	26/89		
Total modified	2354/66	29			

According to $P < 0/01$ and $4/05 = (27 \text{ and } 1) F$, the null hypothesis of equality mean test scores in both groups after excluding the effect of pre-test scores confirmed. In other words, the average emotional problems, behavioral (hyperactivity, aggression) no statistically significant difference between experimental group and control group.

Table 4. Table 4. Multivariate statistics

Index	the amount of	F	The degree of freedom Hypothesis	The degree of freedom error
Wilks Lambada	0/221	22/95**	2	13

According to Wilks amount Lambada (0/221) and $P < 0/01$ null hypothesis is rejected. Therefore, we can conclude that the effect is significant. The statistics show that scores of emotional and behavioral problems (hyperactivity, aggression) varies between three periods existed.

Table 5. Summary analysis of covariance

Sources Change	Squares	Degrees of freedom	Mean Square	F	Effect size
pre-test	1379/13	1	1379/13	**91/22	0/643
independent variable	543/155	1	543/155	**34/91	0/521
Error	471/467	27	16/071		
Total modified	2612/60	29			

According to $P < 0/01$ and $34/91 = (27 \text{ and } 1) F$, the null hypothesis of equality mean test scores in both groups after adjustment for pretest scores will be rejected. In other words, the average behavioral emotional problems (anxiety and depression) is a statistically significant difference between experimental group and control group.

Table 6. Multivariate statistics

Index	the amount of	F	The degree of freedom Hypothesis	The degree of freedom error
Wilks Lambada	0/231	21/16**	2	13

According to Wilks amount Lambada (0/231) and $01/0 P < \text{null hypothesis}$ is rejected. Therefore, we can conclude that the effect is significant. The statistics show that scores of emotional and behavioral problems (anxiety and depression) varies between three periods existed.

Table 7. Summary analysis of covariance (To reduce behavioral and emotional problems (antisocial behavior novice)

Sources Change	Squares	Degrees of freedom	Mean Square	F	
pre-test	1402/31	1	1402/31	**89/58	0/710
independent variable	570/111	1	570/111	**37/63	0/541
Error	484/620	27	17/204		
Total modified	27/30/12	29			

According to $01/0 P < \text{and } 37/63 = (27 \text{ and } 1) F$, the null hypothesis of equality test average scores in both groups after adjustment for pretest scores will be rejected. In other words, the average behavioral problems, emotional (antisocial behavior) is a statistically significant difference between experimental group and control group.

Table 8. Multivariate statistics

Index	the amount of	F	The degree of freedom Hypothesis	The degree of freedom error
Wilks Lambada	0/258	20/74**	2	13

According to Wilks amount Lambada (0/258) and $01/0 P < \text{null hypothesis}$ is rejected. Therefore, we can conclude that the effect is significant. The statistics show that scores of emotional and behavioral problems (antisocial behavior) varies between three periods existed.

Table 9. Summary analysis of covariance to reduce behavioral and emotional problems (social conflict) learners

Sources Change	Squares	Degrees of freedom	Mean Square	F	Effect size
pre-test	1390/11	1	1390/11	**87/48	0/716
independent variable	570/111	1	570/111	**39/68	0/523
Error	499/870	27	17/204		
Total modified	2890/23	29			

According to $01/0 p > \text{and } 39/68 = (27 \text{ and } 1) F$, the null hypothesis of equality test average scores in both groups after adjustment for pretest scores will be rejected. In other words, the average emotional problems, behavioral (social conflict) between experimental group and control group is statistically significant difference.

Table 10. Multivariate statistics

Index	the amount of	F	The degree of freedom Hypothesis	The degree of freedom error
Wilks Lambada	0/269	20/69**	2	13

According to Wilks amount Lambada (0/269) and $01 / 0p < \text{null hypothesis}$ is rejected. Therefore, we can conclude that the effect is significant. The statistics show that scores of emotional and behavioral problems (social conflict) between the three time periods there have been various changes.

CONCLUSION AND DISCUSSION

The results showed that lead to a reduction in attention deficit disorder theory of mind training recruits, the findings of the study results (Sperling, Wales and Hill, (2009) (Cole and Mitchell (2008, (Bvsaky, 2005) (Lillard, 2003, ((Popper, Shining (1392), creamy (1391), is consistent. in all the above-mentioned research on the effectiveness of teaching theory of mind is focused on reducing attention deficit disorder learners. one the causes of attention deficit disorder in children, lack of interpersonal skills. when people learn to solve their problems dealt with more carefully to achieve the ability to resolve their differences can also where education lasting effects of behavioral theory of mind - personality, so it can be concluded that an increased focus on growth is stable over time. It should be noted that no changes in hyperactivity, aggression and lasting effect as it can not interfere in that relationship. The results of the research hypothesis above Papyry (1376), Askyba and Wiley (2005), and Passion (1991), Coffee (1375), Zarei Friend (1382), Farrokhzadian (1391), is antithetic. It can be said that teaching theory of mind diverse ways of dealing with problems makes it leads to emotional and behavioral problems (hyperactivity) is not. Or perhaps the reason is that at least in the short period of time to reduce emotional and behavioral problems (hyperactivity) is not. The results showed that the intervention was effective and lasting effect over time. The results of the fifth and sixth hypothesis with the results Rutter and colleagues (1970) Yagmarlv, Brvmnt Klymly (2005) Kobayashi, Glover and Temple (2007), is aligned. Based on the results obtained in this regard will be learning theory, behavioral anxious conditioned response to a stimulant possible environment. Rftarbzrg models of classical conditioning is a bad girl who, upon seeing his father may be suffering from anxiety. This girl through the generalization may not be mistrustful of all men. Social learning model children may mimic anxiety in the environment (such as anxious parents) Brvzdhd anxiety response. anxiety and depression are stable over time. Also, according to the findings of emotional problems and behavioral research on theory of mind training (anti-social behavior, social maladjustment) New pre-school children effective and sustainable over time. The results of the research with sufficient (1375), Zarei Friend (1382), Papyry (1376), Rutter and colleagues (1970) Yagmarlv, Brvmnt Klymly (2005) Kobayashi, Glover and Temple (2007), Farrokhzadian (1391), the Sue is. When a stressful situation occurs for people who have high metacognitive awareness can avoid depression and patterns of negative thinking easier.

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