

Efficacy Social Skills Training and Control Techniques Training Decreasing of Aggression Behavior and Impulsivity Children Parents to Opiate Abuse Rasht City

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ABSTRACT

In fact self-control training and social skills training is one original problems student with aggression and impulsivity behaviors. Objective: the survey of efficacy social skills training and control techniques training decreasing aggression behavior and impulsivity children. This experimental study method has two experiment groups with pre-test and post test. This study statistical population was all children parents to opiate abuse of Rasht (male) that randomly finally selected 40 ones as aggression and at two groups having 20 ones did social skills and control training in six session for 90 minutes at group, and took post-test at the session end. Collected data for this research test hypothesis analysed by Mancova multivariable covariance analysis statistical test and covariance analysis. According to final study finding each four goal confirmed: social skills training and self-control techniques to effect to decrease aggressive behaviour and Impulsivity as children.

KEY WORDS: Social Skills Training, Self-Control, Aggressive Behaviour _ Impulsivity.

1- INTRODUCTION

During childhood is a critical step of Psycho-social growth and development .the need to balance the emotional and affective relationships in a healthy school environment is others bearing on the social skills children need to use them is important, therefore, to help children develop skills and expand. The need for effective relationship and create life or increase their confidence and control as well as assist them in solving problems in dealing with and emotional development and social skills necessary for coping successfully with the social environment affects life in the community and effective and productive life in society, it seems necessary (Beh Pajo& et al,2003). The control and social skills training is one of the main problems of children with ADHD aggression and impulsivity. In other words, are the twins children with the disorder are aggressive like other people, with the difference that other people can conduct themselves according to circumstances, time and place to regulate and control, the children filled Hasher able to control their behavior and predict their behavior, not consequences .are evaluated. Have the desired impact and thus strengthen their own or pay punitive their reward. They learn to when the power source (teacher, parent and director) is a long time with them, as satisfactory and productive work (Khalili, B,1993). Considering the important role of providing mental health in schools, families, students, social skills training programs effective approach toward healthy personality development and maintenance of school girls and their mental health is considered. It will be reduced. Hence the importance, the present study to investigate the effect of social skills and self-control techniques on children's aggression and impulsivity, and thus another step toward achieving the goals in control proactive aggression in children is removed. It is quite obvious that if these goals are possible, clear the way for the transition from childhood to adolescence carries Hmar that the development of new capabilities and talents, is provided. This lead to personal and social development of society provides individuals who will eventually lead to the development of various dimensions (Froe-Din, 2005). Studies on social skills training to reduce impulsivity and aggressive behavior in children and are very abundant. Froe-Din in his study showed that teaching social skills in boys is caused decreased behavioral disruption in them. Khalili in research to improve methods of teaching social skills, learning to control their own education department provided to parents to reduce aggressive behavior in children Performance was also observed in all subjects in the follow-up (after two weeks and one month) were maintained. Sabeti, Shaheny yeelagh, the effects of social skills training in personal adjustment - juvenile offenders in the community 3 Kavus paid dome city penitentiary. The findings evidence that social skills training (intervention) to increase personal and social adjustment in young offenders are Kavus city dome. In another study the effect of teaching social skills through direct training and education to children from parents in order increase social skills and improve relationships were homogeneous. The results suggest that social skills training to increase social skills and improve relationships with the children in the experimental groups were homogeneous. The results of paired comparisons showed that the combination of social skills training (training and education directly to children through their parents) with the experimental medication (2) were presented in

increasing social skills and improve relationships with the homogeneous far more effective than the results of teaching social skills through direct instruction to children with drug treatment groups (1) was . Research on the Mac Vaf (2004) conducted a training program that can control the frequency of aggression, violence and aggression decrease in the family. Findler Vissner (2005) have pointed to numerous studies on the effectiveness of therapeutic intervention - Anger Management Education in the target groups and different environments (such as schools, health centers, psychiatric hospitals, juvenile institution, day care centers) implies are. Nikolt (2004) as summarized in the program Step violence prevention on a small group of students in grade three runs and concluded that we can not use the short or non-conventional programs Step violence prevention skills expected to create social and anger management improved 0.11 So you want to study with the following objectives:

2- METHOD

Study project is experimental research with a pretest- posttest design with two groups of test. The study fifth grades all boys students studying in the city of Rasht, the year is 881,387. The age of 11-12 years is in balance. The community-style random cluster multi-step through elementary school boys Rasht city, eight schools were randomly selected and then each school randomly a class was selected in the total number of 200 reached. The test questionnaire, aggression and impulsivity randomly over 100 students were administered and students with the pre-test high score on the questionnaires received randomly 40 as students aggressive, were selected in two groups of 20 people was conducted. data using steem impulsivity and aggression questionnaire surveys were the AGQ. steem questionnaire has 80 questions. . Coefficient alpha Cronbach's for small-scale aggression, 72% of impulsivity 83% and the coefficient alpha Cronbach's for a total score of 89% has been reported. The validity retest stability correlations after a period of nine months, respectively, for the aggressive 76% and impulsivity 72% and for entire questionnaire, 80% have been reported 12. For internal validity correlations between the subscales total score was calculated. Girl 86 / 0 for subject's boy 89 / 0 is. correlation coefficients by Zahedi far between scores subscale pd (one of the sub-scales, MMPI) and the scale AGQ for total subjects $N = 105$, $r = 0 / 58$, $p = 0 / 001$) and total correlation coefficients (questionnaire surveys BDVIT character - Sin Bass and doraki 1975) and AGQ scale for all subjects ($N = 215$ and $r = 0 / 56$ and $p = 0 / 001$) 0.12 reported in the independent variable This research program is to teach social skills and self-control in six 90-minute sessions per week for 2 months a group practice session was run. Training sessions, social skills and self-control is as follows. Teaching social skills First session: introduction and familiarization with each other group members, clarify perceptions, goals and expectations of group members, the rules of collaborative relationships, expression and selection of members of the sample work, familiarity with the concept of aggression and violence, exercises for anger control. Second Session: Discussion of practice negotiating skills. Session Three: A discussion of effective communication. Session Four: Talk about teaching social skills and assertiveness training. Session Five: The interpersonal coping skills and provide appropriate solutions to social skills. Session VI: Evaluation of the effectiveness of the techniques presented techniques and continues to do for members and strengthen its implementation, enforcement and termination of the test session. Self-control training First session: introduction and familiarization with each other group members, clarify perceptions, goals and expectations to team members under the rules of collaborative relationships, expression and selection of members, the work samples, skills training and how to resolve conflict anger control, relaxation and self-immunization against stress, energy depletion and to the importance of understanding and belief in themselves as checking, the courage to overcome, and knowledge about aggression and impulsivity. Second session: The modeling techniques and patterns used. Session Three: Interpersonal skills training to provide appropriate solutions in the areas of social skills training. Session IV: Self-control training. Session V: teaching problem solving techniques and cognitive control. Session VI: Evaluation of the effectiveness of the techniques presented techniques and continues to do for members and strengthen its implementation, enforcement and termination of the test session. In this study, to examine and test the hypotheses of the computer software SPSS is used for data analysis of this research data, averages, standard deviations described and then to test the hypothesis test is a non-parametric test (A multivariate analysis of covariance Mancova) was used.

3- RESULT

F values obtained in each of the variables of aggression and impulsivity and in comparison with the level and degree of freedom $f_{1, 38}$ and the $f_{35, 7}$ is defined such that all values of f Reject the null hypothesis and are therefore larger in the research hypothesis is confirmed. Considering the significant the difference between the mean with $99 / 0$ can be safely concluded that the effectiveness of social skills training and control of impulsivity and aggressive behavior varies significantly.

Table 1 Distribution of mean and standard deviation of aggression and impulsivity components before and after training in social skills and self-control

		N	Mean	Sd
Social skill (aggression)	Pretest	20	74/40	6/20
	Posttest	20	48/10	5/86
	N	40	61/25	14/59
Social skill	Pretest	20	62/25	12/51
	Posttest	20	41/05	10/48
	N	40	51/65	15/65
Self-control (aggression)	Pretest	20	76/45	4/38
	Posttest	20	54/10	10/70
	N	40	65/28	13/97
Self-control	Pretest	20	69/80	9/50
	Posttest	20	61/45	7/30
	N	40	65/63	9/37

Table 2

	Ss	Df	Ms	F	Sig	Eta
Social skill (aggression)	150062/25	1	150062/25	4124/385	000/0	0/991
Social skill	106708/9	1	106708/9	801/26	00/0	0/955
Self-control (aggression)	170433/025	1	170433/025	2473/109	00/0	0/985

Table 3

	ss	Df	Ms	F	Sig	Eta
intercept	150062/5	1	150062/5	4124/385	0/00	0/991
Groups	6961/9	1	6961/9	190/107	0/00	0/883
Error	1382/6	38	36/384			
N	158362	40				

f obtained ($107/190 = f$) of f in the table with degrees of freedom (38 and 1) and $01 / 0 = a 35 / 7 = f$ is therefore reject the null hypothesis and research hypothesis is confirmed. Considering the significant differences between the 99 / 0 can be safely concluded that social skills training on children's impulsivity is significantly effective.

Table 4

	ss	Df	Ms	F	Sig	Eta
intercept	106708/9	1	106708/9	801/26	0/00	0/955
Groups	4494/4	1	4494/4	33/748	0/00	0/47
Error	5060/7	38	133/176			
N	116264	40				

The obtained f ($748/33 = f$) of f in the table with degrees of freedom (38 and 1) and $01 / 0 = a 35 / 7 = f$ is therefore reject the null hypothesis and research hypothesis is confirmed. Considering the significant difference between the mean with 99 / 0 can be safely concluded that teaching children to control their impulsivity is significantly effective.

Table 5

	ss	Df	Ms	F	Sig	Eta
intercept	170433/025	1	170433/025	2473/109	0/00	0/985
Groups	4995/225	1	4995/225	72/484	0/00	0/656
Error	2618/75	38	68/914			
N	178047	40				

The obtained f ($484/72 = f$) of f in the table with degrees of freedom (38 and 1) and $01 / 0 = a 35 / 7 = f$ is therefore reject the null hypothesis and research hypothesis is confirmed. Considering the significant difference between the mean with 99 / 0 can be safely concluded that social skills training on children's aggressive behavior is significantly affected.

Table 6

	ss	Df	Ms	F	Sig	Eta
intercept	172265/625	1	172265/625	2401/223	0/00	0/984
Groups	697/225	1	697/225	9/719	0/00	0/204
Error	2726/15	38	71/741			
N	175689	40				

Because the $f(719 / 9 = f)$ of f in the table with degrees of freedom (38 and 1) and $01 / 0 = a 35 / 7 = f$ is therefore reject the null hypothesis and research hypothesis is confirmed. Considering the significant difference between the mean with $99 / 0$ can be safely concluded that teaching children to control their aggressive behavior is significantly affected.

4- Conclusions and suggestions

Emotional and emotional is in front of the school environment and healthy relationships with others, social skills and how to use their most important needs of children. So to help children grow and develop the skills needed to live and a work relationship has a significant role in their future. In all education and social skills training intervention on the adjustment of the intensity, persistence, experience and expression of aggression Impulsivity with non-aggressive and a non-impulsive facilitate responses and interpersonal issues that are community-friendly. In the present research program Special education means teaching social skills and self-control was developed during a two-month trial was conducted in 12 sessions for members. The intervention of the three components of the physiological, cognitive, behavioral, is formed. So during the course emphasizing social skills and their familiarity with the concept of aggression, anger control and provides exercises for homework, negotiating skills, talk about effective communication, social skills and assertiveness training, it, as to believe, the courage to overcome it, knowing about Aggression and impulsivity, training, modeling techniques and application patterns, and interpersonal skills to work in the field of social skills training, management training their problem-solving training and cognitive self-management techniques, techniques for measuring effectiveness and improving social skills and self-control are emphasized. The expected participants (students) can be faulty and distorted their Recognition (documents, expectations, interpretations, beliefs) to amend; by using relaxation strategies, frequency, intensity and duration of arousal Physiological reincarnate themselves adjustment The participants (students) are taught to various aspects of emotional aggression (aggression experience component, stimulus control anger, the consequences of anger events, etc.) to properly recognize aggression and physiological component, cognitive, behavioral. The results show that participants gained skills and enrich the treasury need their behavior, they show adaptive reactions in different situations and thereby social relationships, social skills, children will benefit and more satisfaction to obtain. The results showed that social skills training to reduce impulsivity and aggression and self-control significantly affect children. Teaching social skills as a way to solve emotional problems, behavioral and adjustment problems, including impulsivity is used. Inappropriate behavior because it reduces the training and ability to communicate effectively and appropriately. The educational programs offered on the emphasize on (familiar with the concept of aggression and violence, to exercise proper control anger, talk about the practice of negotiating skills, talk about effective communication, social skills and assertiveness training, skills training Results showed that self-control training on reducing aggression and impulsivity in children is significantly effective. Self-control skills training, increased social skills, students will impulsivity. Have implications as to how to satisfy their needs and help them learn ways satisfactory. Regulatory controls to ensure their skills, self-assessment, self-reinforcing, so children need to help others do their duties and responsibilities of the various social, come on. The study results showed that the method of teaching social skills and self-control techniques to reduce aggressive behavior and impulsivity is effective. Hence the purpose of research or application of this method in the diagnosis and treatment recommendations is offered. With behavioral problems - emotional school students will be offered in elementary school counselors can use to solve problems in the field, students can help. in support of education and elementary school counselors and social skills and techniques you use them and the girl child is also recommended. It also recommended further research in these two ways for other behavioral problems, children and teenagers to use.

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