

## Effectiveness of Self-Learning Verbal on Improving the Social Adjustment of Children with Conduct Disorder

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### ABSTRACT

Range of antisocial behaviors such as conduct disorder, aggressive acts, theft, vandalism, arson, lying tramp and takes away., The term usually refers to patterns of child or adolescent antisocial behavior uncontrollably along with harming others 's. disturbance of conduct, it is the largest mental disorder affecting children and adolescents during childhood in boys more than in girls is 3 to 4. In most males, the incidence of the disorder before age 10, whereas it occurs in most girls between 13 to 16 years of age and stability of ADHD in boys than girls Observed. Objective of this research was to study the effectiveness of social adjustment on improvement in verbal learning. This experimental method with pre-test - post-test control group. The study population included all female students with conduct disorder in Ilam province in the base of the fourth and fifth grades Education is 90-91. Student-selected and randomly assigned to experimental and control groups were included. Instrument for data collection was a questionnaire of social adjustment. ANCOVA results showed that after adjusting for pre-test of verbal learning on the social adjustment of students with learning disabilities has a positive effect. Rami these findings can be applied in educational work and counseling.

**KEYWORDS:** verbal learning, social adjustment, conduct disorder

### INTRODUCTION

Learning disabilities have a much wider spread of educational problems in understanding it need to beThe areas of social, emotional and behavioral lives of children. Hypothesis that students with learning disabilities may have problems with behavior, emotional and social need, based on research that shows Show. Emotional and social problems often associated with severe problems of education. Also, a number of studies related to students with learning disabilities indicate that these students have behavioral problems at school and in the socialization of emotional and behavioral problems, are Impaired. Yet Many definitions of learning disabilities is presented in its most f the vote of America Department of Education to provide Has made. Within this definition, children with learning disabilities in children have been introduced in one or more processes Such an understanding of basic psychological, verbal or written language have disabilities. Likely failure Social skills, the most important problem in this group of students because of their disability on the performance of different areas of life reveals the effect of Social adjustment is the ability to interact with others in a social context through The specific practices that are acceptable and valuable processes that enable people to treat others Underst and predict their behavior and social interactions, take control of your set. Adaptation as the most important social cues, mental health issues, which in recent decades has attracted a lot of attention Compatible dimensions, including social adjustment, emotional, physical and moral, which above all, is social adjustment so that the adaptation is seen as a prelude to moral and emotional adjustment. Compatibility with the environment is essential for every individual and without adaptation, in addition to the many needs Human security is not a severely ostracized from society and social interaction reaches its lowest level.

Adaptation is a process by which social relations between individuals, groups, and cultural elements in the situation is satisfactorily established. Based social harmony to create a balance between their demands and expectations of society that can affect all aspects of life. Depression and anxiety are major causes go Adult mental health professionals is considered. But it is not about children. The majority of problems that cause children referred to mental health specialists are Psychologist, to control behavior problems the exterior is not relevant. One of these behavioral problems, is the name of the disorder, which is very important in terms of individual and social psychology, and special attention should be Conduct Disorder is defined as the basic rights of others or social norms of behavior that violates age-appropriate, aggression, destruction, destruction of

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property, theft and cheating, lying, and among children with ADHD Behavior is observed. This disorder among boys is more common and can be seen at the global level. This problem is not specific to the position. Rather, behavior problems in school, at home, in the community and with peers is observed. Among the most important criteria for a diagnosis of conduct disorder can: aggression towards people and animals, often others about bullying, threatening or intimidating places, often starts fighting physically to others Cruelty is the victim of the theft, the destruction of property, intentional fire with intent to seriously harm, the entry into force of the house, building or another car, lying to obtain goods, benefits or social tasks, serious violations and rules out the win late on, despite a ban by the parents... Do you conduct disorder caused by genetic factors or social factors and peer influences are? Due to biological or due to the type of child rearing by parents? What reason is there to begin the journey difference? However, there is no reason it cannot provide all the details, but based on the conduct problems

Several factors are involved in studies conduct disorders. Results have shown a lot can be said about the role of the family, the family is the most important factor in the development of conduct disorder. Interaction patterns in families of four teenagers with conduct disorders are common, parents of deviance, parental rejection and coercion, lack of discipline and Monitoring of marital discord and divorce, children and parents of children with conduct disorders often unhealthy people, are angry inconsistent and sometimes criminal behavior of their show. Overt marital discord also can cause rebellious behavior of this group of people. Parents of children suffering with this disorder tend to Coercive and often failing to respond negatively to negative behavior in their children, treat extreme form of parental physical abuse.

Most children with conduct disorder are typically from families in which divorce or Separation, loss of relationships, loss of family connection is stable and safe, management and infirm. Children Conduct disorder are typically from families in which divorce or separation, loss of relationships, loss of family connection is stable and safe, management and infirm. Also a strict disciplinarian physical abuse and improper supervision of the other features of this family. Variety of students with conduct disorder often negative emotions Relative to its surroundings, including teachers evoke. These students are more likely than their classmates and adults are treated with anger and this can cause negative titles more easily give them what they truly are.

The evidence is that most of the training and support they need to deal with these students and why they risk expulsion from school increases. Dismissal these students will only exacerbate those problems. Also deprive the students of group activities and fun in school because their behavior cannot be useful because these activities it is often the only opportunity for them to increase their self-esteem.

The teachers should encourage students to establish friendly relations with their peers, and provide them with opportunities in which students Social skills in the form of participation should be encouraged. In fact, it is very frustrating to work with these students, but teachers should react when they create the feeling of being excluded should be avoided because it only helps to increase their problems. Teachers must take the position that the they are required to deal directly with children to minimize problems especially when they are obliged to work for a long time with the disciples of Treatment of patients with conduct disorder include behavioral parent training, family therapy, multi-systemic therapy, behavioral therapy, drug therapy, and eventually put under the care of the farm. Educate parents the most important approach for the treatment of conduct problems. The central action in the treatment of families, parents, children learn to manage those skills directly. This treatment can improve function and reduce children's behavior and social reforms by continuing to be at least a short period. The goal of cognitive behavior therapy in children and adolescents with this disorder is to stop thinking rationally and engaging in problem solving before Engaging in an act of an impulse train. It often teaches problem-solving skills and role play or real experiences to help correct the negative perception of such bias provides vindictive toward male supporters Brings. Several studies have shown that people with conduct problems and social skills can be learned. The investigations usually focus on specific behaviors in social situations is bogus. The behavior including hostile tone of voice, eye contact, content, theological statements, fit the demands of others and respond to unreasonable demands entails. Educating parents is the most important approach for the treatment of conduct disorder.

### **Materials and Methods**

This experimental method with pre-test - post-test is. The study population included all female students with learning disabilities, the base of the third, fourth and fifth grades in is. The sample schools Ilam 90-91 academic year, 20 students have been selected as the experimental and control groups were selected. Thus, each group of 10 students on the Social Adjustment Scale Sinha and Singh (1993) were measured. Necessary to mention the three types of diagnosis, reading, writing and arithmetic in this case was ever mentioned. The following instruments were used for data collection.

The three types of diagnosis, reading, writing and arithmetic in this case was ever mentioned. The following instruments were used for data collection. DSM-IVTR The learning was performed on all students.

Needless to say, is to complete the entire process of reporting on student records, including IQ tests and diagnostic reporting of BMS Teachers Was used.

Student Social Adjustment Questionnaire: This questionnaire by Sinha and Singh (1993) to determine Social adjustment, emotional and students made. Holy ahghar (2004) (quoting Hashemi, Iqbal and Mahmood Aliloo) 55-item scale in the form of sacred ahghar sample of 3,000 Students examine the different grades. The exam is graded as zero and one indicates that the higher the score the lower score indicates inconsistency is consistent. Manufacturer’s methods to test reliability of the test retest and Kvdr Richardson 95 and 93, respectively, and 94% have earned. Consistency reliability of the subscales social, emotional, educational, and total 92 and 92, respectively, and 96 and 94% is obtained. The content validity of the tests has confirmed 20 cases of professional psychology. The study was conducted on 20 items of social adjustment and reliability of these subscales using Cronbach alpha 0 / 75 obtained.

Methods: After taking the pre-test and control groups were matched based on incompatibility scores. Verbal self-administered. The method involves the following steps: These steps were within 12 One-hour sessions over five weeks as a group were made by the investigator to be implemented. The data were analyzed by one-way ANCOVA test.

**RESULTS**

The subjects of this study, students with learning disabilities in grades third, fourth and fifth grades formation they are. Many experimental and control groups are shown in Table 1.

Table 1. Frequency control and treatment groups based on educational level and type of disturbance

Controls group			Test Experimental group			Degree
math	writing	Reading,	math	writing	Reading	
1	0	3	1	1	0	Third grade
1	3	1	3	1	1	Fourth grade
3	0	0	0	3	0	Fifth grade

The experimental group included 10 female students in two grade 2, third grade, fourth grade 5 women and 3 men A fifth grade were studying. The control group of 10 female students who were matched with the experimental group. That two people in the third grade and fifth grade students in fourth and fifth grade in 3 subjects in the Were studied., Mean and standard deviation scores of both experimental and control groups are presented in Table 2.

Table 2. The mean and standard deviation of adaptation control and experimental group

Controls group		Test Experimental group		Degree
SD	M	SD	M	
1/20	15/15	1	15/45	Third grade
/85	14/59	1/15	14	Fourth grade

As can be seen in the post-test scores of the experimental group decreased significantly compared with the control group show. Using one-way analysis of covariance compared the Means of eliminating the effects of pre-test and post-test in both groups, the assumption of homogeneity of regression slopes and equality of variances were examined groups. Since the assumption of equality of variances between the slope of the regression Group C was observed, analysis of covariance was used to test the hypothesis of no scholar. The results of this test are shown in Table 3.

Table 3. One-way analysis of covariance verbal learning effects on social adjustment

P	F	Eta squared	DF	SS	Source of change
/11	7/70	/25	1	7/45	Pretest
/.3	15/40	/37	1	14/60	Group
			20	19/5	Error

ANCOVA results showed that after adjusting for pre-verbal social adjustment of students with learning disabilities (  $f(1,12) = 15.40, p < .1$  ).

**DISCUSSION**

We aimed to study the effect of verbal learning on the social adjustment of students with conduct disorder. The results showed that training improves verbal learning and social adjustment of students with ADHD Will conduct. The results of the findings Power 2004) (Laba and Dodo (2005) is consistent. The results of this study, it is important that children with ADHD often interact with parents, teachers, peers, or Some problems with strangers. Many studies show that students with conduct disorder problems of students in school Their behavior

in the socialization of emotional and behavioral problems and disturbances are (Asrydr and Vfmn, 2001, Wang and Donoho, 2002; quoted Halahan et al, 2005, translation Alizadeh, 2012)

In general, students with higher levels of impairment in social problems - emotional as compared to their normal peers Show). (Auerbach et al, 2008; Klasn and Lynch, 2007; Saydrydys, 2007 ).

The students especially in social information processing problems are. (Bamyng, Kymhay and Kaynd) (Interpersonal Skills Aynr low 2004) and socially ostracized and alone. Verbal learning techniques can be effective in explaining Pointed to the fact that students using this program, learn problem-solving process and the Avoiding The focused approach, identifies fundamental aspects of each problem and the possible solutions to a problem Brought in and focus attention on the important aspects of the problem of evaluating the various solutions, consistent Way they choose. Furthermore, the technique of verbal learning through the development of inner speech, social norms are being met. On the other hand, verbal learning and promoting inner speech makes this Your children have deficits in the areas of distributed problem solving using their process and compensate for the semester Control of their behavior in social situations and interpersonal stressors difficult to take (Hashemi, Iqbal and Aliloo,2010 )

In conclusion it can be concluded that the application of verbal learning and training to students with learning disabilities in order to promote social integration and relationships between They are personal. The findings can be used in educational work and counseling. Being unique subjects to students, making misleading results due to the comorbidity of these disorders in the sample case Study period, with the other behavioral disorders in childhood and followed finally inability of the limitations of this study, it is recommended that the future consideration of.

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