

## **Play therapy application in training process of students mentally retarded**

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**Abstract:** Subject play and its impact on cognitive development, social and behavioral students in the field of psychology, a wide body of research and studies to be allocated. General goal of this study was to investigate the effect of play therapy in the development of skills related to fields of cognitive, social and behavioral and academic achievement of students with mental retardation is educable. Study was quasi-experimental research study (experimental), pre-test and post-test with control group. Population under study educable mentally retarded male and female students studying in exceptional schools were Gilan province. Sampling method, simple random sampling. The sample size included 30 mentally retarded children (14 boys and 16 girls) were. Students were randomly assigned into two groups (15 people) were divided into experimental and control. Research tools are: 1. Advanced testing visual Adraky- Frastyg 2-test adamak painting Gudynaf 3. Maturity Scale (social maturity) Vineland 4-tests of cognitive development Piaget. The findings indicated that play therapy to maintain mental development concepts of "length, weight and volume", the development of eye-hand coordination, social development, the advancement of education and development of motor skills in children with mental retardation is effective educable .

**Keywords:** educable mentally retarded children, education, play therapy, cognitive skills, social and academic achievement

## Introduction

Children who are physically, cognitively, emotionally-and psychosocial learning normal is different and can not benefit from the services provided to children with special needs are called others. Mentally retarded children, children with hearing defects, vision, speech, orthopedicand also children with emotional problems and those of the children who are talented and extremely high IQ also be into this category[1].

Subject play and its impact on cognitive development, social and motor students in the field of psychology, a wide body of research and research to be allocated. In this way the initial work done by children on the basis of Freud. Therefore, large share psychiatrists had played in development therapy literature in the 1920s, child guidance clinics techniques organized game had invented. " David Levy " (1939) to help to children who discharge due to emotional problems and achieve their vision "setting up structured treatment" created[2].

In play therapy, planning a series of Special situations that can be considered from the standpoint of clinical psychotherapy with children and provide a wider framework, it is necessary to engage in the game The game is part of human life from birth until death. Physiologically, the human need for movement and play an important part of this movement to grow Ast.ansan mental and social needs thinking and thinking into yeast [3].

According to Dell Lebo (1967) was the first defensive play to understand and educate their children, "Rousseau" was. In his book Emile ideas Research shows That children with mental retardation often face delays in this process Considering the role that games can provide enrichment process is needed to be addressed.

So that the "Harlok" to play a role in social communication is a necessity. "Strong" guiding light for the treatment of social maturity of the child knows the game, "Spencer," states the senses is played by physical health and development. Piaget observed their children's intellectual development

about children's educational goals expressed. Rousseau emphasized on the importance of the game for understanding children and recommended that teachers should join his game of playing with the children, for their companion. Course rousseau definitions about games and fun for children in the educational aims has been to make the research and therapeutic applications of the modern game match [4].

Koader (2006 quoting Shakerian, 2011) performed a play and physical education and motor programs for mental retardation achieved results. So that the participants in his study of coordination, agility and endurance were progressed. Social growth and development is one of the areas that mentally retarded children in the ability to communicate, maintain a reasonable relationship between social attributes are obvious In terms of the goals was following this research impact play therapy in the development of motor skills, cognitive, social, mentally retarded children in city kord[5].

Theories and research related to child development of shows that children in the early stages of growth to maturity of the pass. in sensorimotor stage to help them feel and movement. and in motor field about the their environment are to experiment and gradually pay the conceptual stage of their progression. Both above base progression and enhance their cognitive level children enjoy a rich and solid experience of motor - cognitive growth and confidence in their physical self-concept and think it is. Thus enrichment development of this process is essential in children and children who in poor response in the learning process as well as the difficulties they face back down [6].

was the discovery of laws and theories "development of mental processes' presented[7].

Campbell (1993) states in people who work with young children than language skills, emotional and social pushed their children to create deeper relationships with them and thus create their consultation process in this way [8].

Educational games can be active and motivating way for students to review what they have learned to pay. Educational games can be a major component seeks to increase the size of the cells (neurons) and synaptic connections in the brain. This particularly affected the growth of a movement stimulation critical thinking and problem solving is. Recommended that these components are the educational games that are played when the learner is directly involved in dendritic growth is beneficial [9].

Author in this research draw your attention to is educable mentally retarded children, With regard to the role therapy games and characteristics for their children provide opportunities so deep And in safe place to their ability to be human (which is their right) experience.

This present study experiences are. In this study, both experimental and control groups were considered. Research design, pre-test and post-test with control group. this project has two groups and each group twice observed (measured) was used. The first

Sampling method, is random. The sample size included 30 mentally retarded children (14 boys and 16 girls) were. Students were randomly assigned to two groups (15 people) were divided into experimental and control.

### Data analysis tool

#### 1. Advanced testing perception - visual Frastyg

This test was developed in 1963, 1963 by Marine Frastyg although this test was made primarily for evaluation of visual perception but later to determine the eye-hand coordination and general motor skills related to visual format was used Frastyg test set is divided into five subtests

##### I test

Motor coordination eye - A test of eye-hand coordination, including pulling Lines continuous direct, curved or angled between the two extremes of widths different or from point to point without guide lines.

##### Test II

observation with the pre-test and post-test was the second with a run. For this purpose, In this study, using a randomly selected subjects in two groups of 15 each were replaced and all the tests were performed on both groups, then groups for 2 months and 2 sessions of 2 hours per week playing a total of 44 hours of receiving variable. Then for a week did not receive any intervention and re-test was performed and the data extraction, data subjects and the questionnaires were analyzed.

Population statistics this research educable mentally retarded male and female students studying in exceptional schools were Guilan. The number of primary school pupils in special schools guilan are studying in school 2015-2014. 873 individuals that only consider mental retardation (mental disabled) with no problems or other physical effects are not.

### Sample size and sampling method

Text field - test that changes in the perception of the text, including the increasingly complex issues. Forms of cross-hidden and geometric is used.

##### Test III

Stable form – test which includes identification of specific geometric shapes in sizes, shadows, textures and different things in the space provided and difference of similar geometric shapes of circles, squares, rectangles, ellipses and Parallelogram used.

##### IV test

Situationin test –Space which includes clean forms of inversion and rotation is presented in multiple rows. Drawing up plans that represent common objects used.

##### V test

Relations Space – test which includes analysis of simple forms and the project is these are different angles and lines that children need to copy them and can point to use as a guide.

#### 2. Test painting Gudaynaf

Using drawing for viewing activities clever turn of the century the psychometric movement back years in 1904 by Alfred Binet and Theodore Simon believed that between reason age and growth drawing there is a positive correlation so that every school age child should be a special drawing they with the aim In testing their innovative children 5 years old wanted to draw a square of the same model, 6 years in the same way on paper, draw A diamond In ten years, two geometric image presented on a card to keep in their 3. Scale mature (social maturity) Vineland Vineland social maturity scale developed in 1953, by Edgar Dahl and then in 1965 it was revised Vineland social maturity Scale is a scale change that with the ability in meeting their practical needs and take responsibility deals.

The test subjects through interviews with teachers and parents or relatives of children is achieved in this study, the scoring scale social development based on interviews with parents of children with mental retardation is obtained. Scale is based on the fact that a person's ability to perform daily living What is according to the scores on this scale can calculate the age of the social and social interest. The questions are arranged so that gradually the scale of the problem, and the exponential growth of self-help, self-leadership, mobility, employment and social relevance of the show [11].

4. The self-made achievement test To measure the academic progress of participants to be prepared to provide achievement test subjects were achievement test for this purpose, a total of 99 third and fourth class was designed to examine the books and questions the validity of qualified personnel, especially teachers who teach the same subject at the same level they were. For this purpose, a rating form questions were designed to assess content

And 7 teachers were asked questions in the field of educational measurement target that is suited to students in poor to excellent depending on the form, select rating the small 7-degree (1 to 7) was ranked after receiving a total of 46 teachers were asked to choose the frequency that has the highest score was isolated the incidence of 20 items selected from the top.

reconstruction. Ms. Florence Gudaynaf by following in 1926 the same way a man drawing test in order to measure intelligence children and adolescents invented less than 16 years. He received a short-term test In clinical psychology and In psychology clinic was widely growth draw Person in this way, the overall growth and development of intelligence, motor abilities, imagination and social development of positive correlation [10].

### Method Performance

After preliminary studies and research resources in the field of research with considering the type and how to run the game to play, and must play therapy room will be prepared. Therefore play meetings in 22 sessions totaling 44 hours will be set.

First session: shadow play, dance and the treadle.

Second session: the stability of numbers game, play Wallace, candles and gun sprinklers.

Third session: the classification games, big snake and crossing from obstacles.

Fourth session: focus group games, bean bag frozen, Kangaroo game (with a ball, with the ball).

Fifth Session: the stability of play materials, and play mobile games crossing from quagmire.

Session VI: Play the legendary city, play musical chairs game location balloon.

Seventh session: level stability of the game, the game because, the game with the band and nailed boards.

Session VIII: Play after solving what on dough, play sounds animals, human puzzle game.

Ninth session: game plan complete game long string and Puzzle game similarities.

Session I: What game forgotten, game come on think and game hidden animals.

Eleventh session: sequences of game play ,Completing task And a copy game.

Twelfth session: poems game, follow game world and play sewing.

**Statistical methods**

Data analysis was both descriptive and inferential. In the descriptive frequency, mean and frequency tables and statistical adjustment is used, then the covariance analysis, t-test and chi-square test data were analyzed using spss software. Meanwhile, during the test, Table 4-1. Check slope regression of pre-test and post-test scores homogeneity assumption in

Structure and techniques of the game, Execution method and toys in a therapy session calculated the effect and Kvdr Richardson was also reliability and efficiency questions.

First hypothesis: play therapy on the academic achievement of students with mental retardation is educable.

development mental maintenance concepts of length, weight and volume of the test and control groups

Sig	F
0,104	1,79

The results from the table above is related to the F statistics show the slope regression of pre-test and post-test scores in mental development of maintenance concepts of length, weight and volume is not significant in both control and experimental

groups ( $p > 0,154$  ,=  $f = 1/79$ ). Therefore it can be concluded that slope regression of pre-test and post-test scores in mental development of maintenance concepts of length, weight and volume is equal groups.

Table 2-1. The mean pre-test and post-test first hypothesis between the two groups

Controls		Experimental group	Statistical indicators	Groups
21/96	21/80		Pretest	Average
22/24	23/12		Posttest	
2/68	2/39		Pretest	SD
3/41	3/11		Posttest	

The results of the above table shows that the mean maintaining mental development concepts Among subjects in the test group has changed if the

average score in the control group had no significant change

Table 3-1. Leven test to assess equality variances

sig	Df2	Df1
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F			
0/154	96	3	1/79

The results of the above table shows that the significant level of F statistics is larger than 0/05, so that the error variance between the two groups

against each other and there is no difference between them.

Table 4-1. The results of the analysis of covariance on the mean maintaining mental development concepts

sig	F	Mean square	df	Total squares	Resource changes
.000	90/11	773/66	3	2321/00	<b>Group</b>
		8/08	96	824/16	<b>Error</b>
			99	3145/16	<b>Total</b>

The results of the analysis of covariance is a table that shows that the value and F (Sig.= 0/000, f=90/11) smaller than 0/05, thus rejecting the hypothesis H0 and H1 confirmed the assumption.

length, weight and volume of educable mentally retarded children is effective. With 99% confidence in these findings can be generalized to the population studied.

Therefore it can be concluded that the maintenance of mental concepts play therapy on progression of Table 2-1. Investigate slope regression of pre-test and post-test homogeneity assumption in the social development of the test and control groups

The second hypothesis: the social progress of play therapy is effective in children with mental retardation educable.

Sig	F
.990	0/03

The results from the table above is related to the F statistics show that slope regression of pre-test and post-test scores and social development in both experimental and control groups is not significant

( $p < 0/990$  and  $f = 0/03$ ). Therefore it can be concluded that slope regression of pre-test and post-test scores of the two groups is social progress.

Table 2-2. The mean pre-test and post-test in the fourth hypothesis two groups

Groups		
Controls	Experimental	Statistical indicators

group		
1/14	1/11	Pretest
1/14	2/11	Posttest
1/14	1/11	Pretest
1/14	1/11	Posttest

The results of the above table shows that the average score in the experimental group and social progress

in the case has changed If the average score in the control group had no significant change.

Table 2-3. Leven test to assess equality variances

sig	Df2	Df1	F
0/990	11	3	0/03

The results of the above table shows that the significant level of F statistics is larger than 0/05, so that the error variance between the two groups

against each other and there is no difference between them.

Table 2-4. The results of the analysis of covariance on the average scores of social progress

sig	F	Mean square	df	Total squares	Resource changes
1/111	11/30	6/09	3	19/19	Group
		0/08	11	06/11	Error
			14	25/30	Total

The results of the analysis of covariance is a table that shows that the value and F (sig =0/000 and f=11/30) smaller than the 05/0, thus rejecting the hypothesis H0 and H1 confirmed the assumption of the screw. So it can be concluded that the social progress of play therapy is effective in educable mentally retarded students. With 99% confidence in these findings can be generalized to the population studied.

**Conclusion**

Contact with the outside world through the game and gain new experiences makes the world more area

children and her curiosity directly experience the outer world. Therefore, dealing with this game because of its impact on the development of skills necessary from experience, he knows other objects and phenomena. children play and organize it and make your choice the principles and provisions of the kind of social life that education is not possible to learn it any other way. "Patrick", believes that in today's modern cities and play to improve the lives and prevent anti-social behavior during adolescence is essential.

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