

Review of Theory of Mind and Social Skills of Educable Mentally-retarded Boys

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Abstract: *one of the most difficult and the most common behavioral problems in people with mental retardation, from mild to severe, That adversely affect interpersonal behavior and unpleasant effect on people's moods and mental self. Social skills is a process that individuals understand and predict the behavior of others and also control their behavior and regulate social interactions. Quasi-experimental research method was used that according to the technical data required is collected questionnaires. The population of the educable mentally retarded boys were 14 to 20 years in Tabriz, the sample size is 30. As well as sampling is done randomly and the individual is the unit of analysis. After processing the data and information through descriptive and inferential levels, according to relevant statistics have been analyzed. The findings suggest that theory of mind is significantly correlated with social skills and among the aspects of theory of mind and social skills are as follows. Theory of mind for the first level of general self-help, communication skills, and socialization has a significant relationship But there is no significant correlation with motor skills and leadership. Theory mind for second Level has a significant relationship with Communication and socialization skills. However, with self-help, motor skills and leadership has no significant relationship. And third-level theory of mind with General self-help, motor skills, leadership, communication and socialization skills, has no significant relationship.*

Keywords: *Theory of mind, social skills, children with mental retardation.*

Introduction

From the day when human life began, this causes those who were not able to coordinate with the community, has been introduced (Saadat pour, 1382). Science because the fact is that mentally retarded child on the family and society as a crisis could affect (Agha Yousefi, 1391). Mental retardation as defined by the DSM5: Disorder in mental retardation, disability, mental abilities and impairments in adaptive functioning every day in comparison with same-sex peers. ICD11 Mental disorders as a group of developmental conditions knows with considerable impairment in cognitive function that limits learning, adaptive behavior and related skills can be defined. A significant number of children due to mental and physical defects cannot be won social skills and often exhibit anti-social behavior and immature and inappropriate with withdrawal (Shahim, 1383). In contrast, children who have acquired enough social skills to build relationships with peers (Asher & Taylor) and learning in educational environment (Walker & Hopes) are more successful than children who do not have these skills. In fact social skills are process that individuals Understand and predict the behavior of others and with control their behaviors, regulate the social interaction (Shahim, 1999).

According to Elliott et al. (1984), Social skills are learned adaptive behaviors that enables the person to interact with other people, show positive reactions, and avoid from behavior that has a negative consequence. Behaviors and social skills such as cooperation, responsibility, empathy, self-control and self-reliance are included. (Quoted from Latifian, 1389). Several ways to increase social skills in children with mental retardation suggested that including methods based on social learning theory (Kaufman, 1997). Also another ways such as Paint therapy, Drama therapy, Music therapy, Stress Training and ... As well as growth-oriented interventions in this area have

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been discussed. (Ghobari, 2003). One of the new methods, is theory of mind. Premack & Woodruff (1978) are defined Theory of mind as a potential mental states to oneself and others on documents and predict behavior based on mental states. Leslie (1988) defines theory of mind as the power of the human mind to conceive of themselves and others mental states. (Quoted from Mashhad, 1382).

Considering that we have group life and interact, the main feature of human social behavior that differentiated him from the other animals, Double their capacity to interact with others. This feature requires that the person know how others think and feel. (Birch, 1997; Prymak, 1978). Grout Creek and Peter (1995) with increasing problems of social maladjustment, Show deficiencies in social skills such as communication, collaboration and peer relations. (Lagrecia & Santogrossi, 1980). Physical impairment in children who are deficient in social skills and receive the least attention from peers and due to this lack, leave their jobs (Asklas et al, 1990). Hence, a good education for the children can feel safe and foster their competence and more importantly, they have revived their sense of honor. Given that few studies have been conducted on the relationship between theory of mind and social skills And the importance and urgency of the investigation is such that mentally retarded adolescents can be helped and regulate Mentally retarded adolescent relationships with peers, and also Facilitate the Communication between educators and social workers retarded adolescents. It seems that the theory of mind has a central and infrastructure role in Increase social skills in children with mental retardation. And we see clearly that the concept of theory of mind have high importance and urgency. Does teaching theory of mind development and social skills to educable mentally retarded boys?

Theoretical Framework

Social Skills

Social skills, is a set of behaviors acquired through observation, modeling, practice and feedback can be learned and contains verbal and nonverbal behaviors And include appropriate and effective responses, there is more interactive, Maximize social reinforcement and it is developed based on the individual characteristics and the environment in which and grow through teaching (Mychlsvn, 1983; Quotes of dignity 1381). Esler & Ferdireksen 1980, Kartlj quotes and Mylbrn (1985) believe that social skills have Tangible aspects and Cognitive elements of intangible. Cognitive elements of intangible are thoughts and decisions that must be made or done in subsequent interactions. This element also includes objectives and vision of another person that reaction against it probably effect on thoughts opposite side. Rasha and Usher (1991) to quote from the farmer (1385) says Social skills include behaviors that are appropriate and used in successful interaction with others. And these skills by having basic and social cognition including social perception and reasoning becomes apparent. This implies that social skills not only can provide initiate and sustain positive interaction with others, but create the ability to achieve goals in personal relationships (Morgan 1980, quoted Kartlj and Mylbrn, 1985).

Theory of Mind

Theory of mind is the recent research on Social and cognitive development of children that Started in the 1980s, and currently is dominate field of research in this area. (Flavl and Miller, 1998, Astyngtvn, 1993). Over the past two decades, children's theory of mind has been widely popular. In fact, in March 1998 Bernstein research Journal editorial stated that "Child Development" Half of the research on cognitive development in America has been the theory of mind (Bvrklnd, 2000). Also, theory of mind researches Based on the understanding of mental states, is the center of researches in field of cognitive development (Flavl and Miller, 1998). Wellman, Cross & And Watson also confirmed this issue suggest that right now research field theory of mind is as a matter of theoretical structure and a flexible research topic (Wellman, Cross and Watson, 2001 Quoted Mashhad, 1382). The origins of this approach may be very diverse. Reduce the incidence of various forms are particularly suitable for reducing the inseparability of mind with naturalism or materialism asserts, this approach has a stake in making. Another factor is the rise of interest in cognitive science generally. Despite this, it seems that featured four major effects are: philosophy of mind, cognitive ethology, Part of the research on language acquisition (Terms of mental states) and Flavl and his colleagues work in the field of appearance-reality distincti (Mono, 1996: 10).

Materials and Methods

The present study is Semi-experimental and a control group to assess the impact of the intervention will be used. The intervention group will receive but the control group did not receive the intervention. Both groups will participate in the pre-test and post-test.

Statistical Population

The population of the present study is all mentally ill adolescents in foster care centers in Tabriz.

Statistical Sample

The population is 120 mentally retarded children, and among them there are only 30 training, then available samples are 30 patients.

Reputation

Standardized questionnaire was highly reliable, the questions were presented to the faculty psychology, which confirmed the validity of the questions.

Validity

Cronbach's alpha coefficient for items related to each of the independent variables and the dependent variable.

Table (1): Cronbach's alpha coefficient

Social Skills	Theory of Mind	Items
0.92	0.84	alpha

Table (2): Descriptive Statistics for Theory of Mind

The cumulative frequency	Frequency percent	Percent	Frequency	Value
6.7	6.7	6.7	1	42.
20.0	13.3	13.3	2	43.
40.0	20.0	20.0	3	48.
60.0	20.0	20.0	3	51.
80.0	20.0	20.0	3	54.
86.7	6.7	6.7	1	57.
100.0	13.3	13.3	2	60.
Total	100.0	100.0	15	-

The question posed in the distance and the central index, Average = 93/50. Deviation = 48/1 and SD = 73/5. The theory of mind is at least 42, Frequency percent 7.6, Theory of mind is the maximum score of 60 and Frequency percent is 3.13.

Social Skills

The mean and standard deviation of the social skills of children with intellectual disabilities in the pre-test and post-test

N	max	min	SD	average	Statistical Indicators	Stage	Variable
15	79	63	22/6	60/71	Experiment	Pretest	Social Skills
15	80	64	6/4	00/70	control		
15	85	68	33/7	66/78	Experiment		
						post test	

Average pre-test experimental group = 60/71 and SD = 6.22. Social Skills test score of at least 63; Maximum aggression test scores is 79 and Maximum aggression test scores is 79. Average pre-test control group = 00/70 and SD = 6.4. Social Skills test score of at least is 64 and the maximum score for social skills is 80. The average post-test experimental group = 66/78 and SD = 33/7. Minimum test scores for social skills is 68 and the maximum score test of social skills is 85.

The main theory: the theory of mind and social skills are related.

Table (3): Pearson test

Social Skills	Theory of Mind	
0.324	1	Pearson correlation
0.007	0	Significant level
15	15	total

Since the dependent variable (social skills) and independent variables (theory of mind) both are distance-distance, Pearson correlation test was used. The test is measured at the 99% confidence interval and sig= 0.007; this shows the relationship between theory of mind and social skills development. And the degree of Pearson correlation equal to 0.324, which reflects the average and direct correlation intensity between the variables. In other words, mentally retarded children have fewer social interactions and show Poor social interaction, and are connected with little people, The poor quality of expressing emotions and behavior creates a vicious cycle of depression, This hypothesis was proven that Teaching theory of mind, increased social cognition, and social skills . As a result, according to the hypothesis H0 is rejected and hypothesis H1 is confirmed by the data. In the sub-hypotheses

Theory of mind is the first level of general self-help, communication, socialization, there was a significant relationship, and Theory of mind in the first level had a significant relationship with General self-help, communication, socialization. But there was no significant relationship with the movement and its leadership. Theory of Mind in second Level had a significant relationship with communication and socialization, but there was no significant relationship with self-help movement and its leadership. Third-level theory of mind had no significant relationship between General self-help, mobility, leadership, communication and socialization.

Table (4): Regression analysis of social skills

Error	Adjusted regression coefficient	Determine The regression coefficient	R	model
1.414	0.963	0.991	0.995	1

According to data by determination of regression coefficient 991/0 = R2, This means that we can predict the 0.991. And explained dependent variable of social skills by the independent variable theory of mind.

Table (5): ANOVA

Sig.	F	Mean Square	Df	Sum of Squares	model
0.000	35.533	71.067	3	213.200	Regression
		0.002	4	215.200	total

According to the ANOVA table f=35.533. And according to significant level sig=0.000 that Represent variables significant.

Table (6): Coefficients

Sig.	t	Standardized Coefficients	Unstandardized Coefficients		Model
		Beta	Std. Error	B	
0.040	12.141		13.902	171.62	Constant
0.000	8.521	1.521	0.040	8.341	Theory of Mind

According to data the table of mind theory is significant.

Regression equation $y = a + bx$

Y theory of mind = 171/62 + 8/341 (x)

The standardized regression equation = $Y = \beta x$

Y theory of mind = $Y = 1/501(x_1)$

Conclusions

Many aspects of human behavior, Such as beliefs and desires, are a result of internal mental states. In addition, young children can predict others' behavior in terms of underlying mental states, interpreting, interpreting them. (School and Leslie, 2001). Much of the theory of mind is examined, thoughts, intentions and knowledge. Theory of mind Researchers are trying to discover children about the existence and operation of different mental states that there are in mind, And also about how mental states causally are related to perceptual inputs and behavioral outputs. (Flavell, 1999).

Understanding of mental states, in particular the nature of the mind-centered representation is evolution of social cognition. (Flavell and Miller, 1998). The acquisition of a theory of mind Implies On recognition of the different categories of the mind including, dreams, memories, imagination, beliefs, and ... And having a framework for considering the actions of other people's causal explanations. (That is why personal conduct does) (BvrkInd, 2000). Also, Astyngtvn (1993) In order to express the relationship between beliefs, desire and action states our actions are shaped by desires and beliefs. If we search for something in a specific location (action), we must want it (desire), and we think that we can find it there (believe). According Astyngtvn (2001) Belief and desire are equally important in determining human action. Wellman et al (2001) Believe that the beliefs, desires and intentions are states of mind. And thus understand they need to understand that such situations may reflect reality and Evident in the behavior. However, they are subjective, And independent of events and real world situations or behaviors. In our assumptions, it was proved that Education and mental states can be effectively in control and directed manner. The descriptive statistics clearly seen that after applying the Theory of Mind test the experimental group Social skills increased.

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