



**THE ROLE OF TEACHING BASED ON ART THERAPY WITH ORIGAMI METHOD
IN THE DECREASE OF ULTRA-ACTIVE PRE-ELEMENTARY SCHOOL CHILDREN'S IMPULSIVE
DISORDER OF KERMANSHAH TOWNSHIP
(IN ROTATIONAL DISOBEDIENCE AND BEHAVIOR DISORDER PARAMETERS)**

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Abstract

The aim of doing this study was to investigate the role of trashing based on art therapy with origami method in the amount to of pre- elementary school ultra-active children's impulsive disorder of Kermanshah Township. The statistical society included all of the ultra-active male children who were referred to the Education and trading organization counting centers and Behzasti of Kermanshah township and have gained a score more than the cutting point (in the mentioned disorder part) in CSI-4 questionnaire . The volume number was a sample of 15 individuals in the form of available sampling. The used tool in this study was CSI-4 questionnaire and the pre-test – post-test method with a control group and a test group was used. The data was analyzed by co-variance analysis method for continuous measurement. The findings showed that art therapy with origami method teaching method is meaning full on the decrease of ultra-activeness impulsive disorder in collation disobedience and behavior disorder in ($p < 0/05$) level. These results show the applicable capacity of art therapy and its construction in teaching ultra-active impulsive children and solving their problems.

Key Words: Art therapy teaching, ultra activeness, impulsive disorders, collation disobedience, Behavior disorder.

INTRODUCTION

The children having impulsiveness disorder have more social excitement problems in comparison to ordinary children. The harmful results and consequences of impulsiveness disorder are pointed out in different studies. « stimulation or impulsiveness appears usually in the following form in child rent: They first act then think; so, they cannot anticipate the meaning of their behaviors. For instance, they sometimes beat their classmates and then apologize a lot (others think they do such things intentionally and want to disobey and want to be obstinate, but their main problem is acting before thinking) also, they answer a question before it ends and their answers are after false» (Mack Namara and Mack Namara, 15-19: 1389).

Another characteristic is impatience. These children interrupt others continuously and disturb them (Ahmady, 20: 1390) they can not bear waiting for their turn in group activities. They grip objects from others and touch things that they are not allowed to touch (Lotfy kashony and vasiri, 136: 1380). These children (may say consulting words, but they cannot recognize the meaning of their behaviors until they are not told. They ask

quest ions that are irrelevant to the discussion subject. They don't learn from their mistakes. They quarrel with other children too soon and they may lose their friends because of it) (Azhar, 18: 1390).

In a study, Daghighyan (1390) set forth impulsiveness as one of the main elements of ultra-activeness attention inexpression disorder and says that these children in (becoming satisfied). They need strengthening's with shorter distances in comparison to ordinary children. So, they don't experience from the consequences of their behaviors and even after being punished, they repeat their bothering behaviors fur they can learn control finally. The children having this problem are restless, careless; Rude, perplexed, drowned in dark and fierce though and extremely impulsive and have a very changeable temper (Daghighyan, 9:1389).

These symptoms affect recognition AL, educational, behavioral, emotional and social operations. The child who has this disorder is in the danger of educational decline and being banished from friends. The children whose these symptoms continue to teenage years are in more danger for having behavior disorder. Behavior disorder is a set of antisocial permanent behaviors in children which courses disorder in some of their application fields and its characteristic is being quarrelsome and violating other rights (Najafy et al , 244: 1388).

The children having ultra activeness/ lack of attention disorder and behavior disorder altogether are in a triple danger for using and abusing drug. These Individuals are in the danger of road accidents because of lack of attention and 60% of them have the charges of this disorder in adult hood (Moayed etal ,242:1392).Impulsiveness disorder has undesirable mental consequences for individuals who have it, also its negative effects is more sever in society. So, it's to the individual's families and society advantage to prevent and treat this disorder sooner. There fore, this study seeks to investigate the role of art therapy with origami method in the decrease of ultra-active children's disorder to take a positive step forward introducing modern methods of art therapy to instructors and children's parents having this disorder.Of course it's good to point out that there's no necessity to use all of the methods for the patients but it's necessary to be aware of all of The present and effective methods to select the best one for a special kind of this disorder and the present and effective methods to select the best one for a special kind of this disorder and special situation of each individual.

The other important issue in this study is the role of the new the apical methods in this kind of disorder and one of the new methods is art therapy. We can look at art therapy with another view in the treatment of this disorder. Why? Researches have Shown that art therapy is used in different forms like painting therapy, play therapy, doll play, film therapy, music therapy and once to treat and control quarrelsome (cimmens, 2006, narrated by karamy et al , 109: 1391).

Ultra activeness/attention inexpression is a kind of behavioral inexpression and disorder that using art therapy has a complete positive and effective effect unit .

To mix art therapy with several others the apical programs increases the child's abilities and skill in the long face with ultra-activeness/attention in expression disorder. (Henly.1998, narrated by Egoeela,26: 1386).

« Art therapy helps treatment in different ways. First, the aesthetic quality of artistic works can improve temper, joy, self- respect, and patient's self-awareness. Second, the researches have shown that when individuals are involved in activates they enjoy deeply, physiologic factors such as heart beat, blood pressure and breathing be come slowly. In addition, art creation is an opportunity for hands and eyes to practice goatherd and nervous directions between hand and brain can be excited. Because art the vary has a language except words , it is usually used in occasions that patients are encountered with physical and emotional problems and it is difficult for them to express their hopes and fears or it is difficult for them to talk about their anxiety or perplexed feelings) (Ali Verdi, 52: 1387)Based on the presented subject we can conclude that children can use art therapy as a mental and defense mechanism in the face of the men tined disorders and also, they can express their emotions and feelings more easily this study seeks to reply the following hypothesizes.

1. Teaching based on art therapy with origami method affects the amount of collation disobedience disorder in ultra active pre- elementary school children.
- 2- Teaching based on art therapy with origami method affects the amount of behavior disorder in ultra-active pre-elementary school children.

THE STUDY METHOD

The study method is empirical like pre-test- post-test with test group and control group and the study is mainly a fundamental one because it leads to the better recognition and understanding of art therapy in children . Also, because the gained results of the study are useable in theoretical and training centers vastly, this study is of applicable kind.

The study scheme

In this empirical like study 15 male ultra-active children who were referred to the Educational and training organization counseling and Behzisti centers of Kermanshah township and gained a score move than the cutting point (in the mentioned disorder part) in CSI-5 questionnaire were accepted and were chosen as statistical simply by available sampling.

First, the students were taken the pre-test and before the beginning of the teaching sessions of art therapy with origami method the statistical sample was divided into test group (n=8) and control group (n=7) randomly in a way that the chance of being chosen was equal for all. Then the examinees of test group received the interventional art therapy.

The condition, the place of playing therapy were the same a view to light, temperature, smallness or bigness of the place, also the performance hours with a view to controlling the hunger and fatigue. The content of sessions was designed based on the principles of origami teaching using available sources amount teaching this art by Mirbaqer(1392),saedi(1390) and Masah(1390), and these sessions included making 16 origami hand made things in 3 sessions in each week.

But the traditional teaching was used forth control group, so that they received the common teaching in counseling centers. It is necessary to note that these children did not use the intervention of medicine therapy. After the performance of the interventional program, the post – test was performed for both groups in the place in which the teaching program of art therapy was performed. To compare both groups the co-variance analysis with SPSS software was used. It should be mentioned that to prevent any possible adherence, the questionnaires were collected, encoded and scored by the researcher and his assistant.

The statistical society and sampling method The statistical society includes all of the ultra-active children who were referred to the Educational and training organization and behzisti counting centers of Kermanshah township that because of the limitation of the statistical society the available sampling was used and 15 individuals were chosen as sample who were divided in to two groups (test group and control group) after the pre- test randomly (writing the society members names on pieces on pieces of paper and putting them in a bag and then taking them out one by one until the volume of the sample becomes complete) the test group (n=8) and control group (n=7).

The tools of data selecting

1. The children pathological symptoms questionnaire (CSI-4): The children pathological symptoms questionnaire is one of the common screening tools for psychiatry disorders which is made based on recognition AL and statistical guide criteria of mental disorders. Seraphim, lany, Yoonitougt and Gaudo prepared the first version based on the categorization of the third edition of the recognition AL and statistical guide of mental disorders in 1984 and then after revision of the third version of the recognition AL and statistical guide of mental disorders in 1987 the "CSI-3" version was also made, until CSI-4 was revised by Gouda and seraphim in 1994 after the publish meant of the forth recognition and statistical guide of mental disorders.

The last edition of the children's pathological symptoms questionnaire CSI-4, just like the previous versions, has the two forms of parent and teacher. The parents form has 112 questions which its 41 expressions (A,B,C) is related to the disorder of molestation behavior and lack of attention. Each of the mentioned expressions are answered in a four degree scale: Never, sometimes, often and ,out of the times and for parents more understanding symbolic signs are used in the question hare (small and big circle).

In this study, the parent's checklist was used before and after the independent performances (art therapy with origami method). The used questionnaire in this study is A,B,C group of the main questionnaire and has 41 questions which measures lack of attention, ultra activeness including the sub-type (lack of attention inexpression, ultra activeness sub-type – prevailing Impulsiveness and the compound sub-type – prevailing impulsiveness and the compound sub- type) and also collation disobedience and behavior disorder. The characteristics of each group (A,B,C) is described with sub-types and the related questions bellow:

Group A: The lack of attention disorder and ultra-activeness: The preventing lack of attention sub-type(question bellow:

Group: The lack of attention disorder and ultra-activeness: The prevailing lack of attention sub-type (question 1-9), the prevailing impulsiveness ultra-activeness (questions 10-18), the compound sub-type (questions 1-18).

Group B: collation disobedience disorder (questions 19-26)

Group C: behavior disorder (questions 27-41).

The methods have been designed for scoring the children pathological symptoms questionnaire:

The screening cutting point method and the scoring method based on the paroxysm symptoms. In most of the studies the screening method is used because of its effectiveness and more assurance. In this study the screening point method was used, too. In this method, the scoring method is gained by adding the number of the sometimes and most at the times alternative's.(Mohammad Esmaeel, 1385).

Validity and permanence of the study tools

1. The children pathological symptoms questionnaire (CSI-4) : This questionnaire was investigated in several studies and its validity, permanence and sensitivity has been calculated. In a study, Grieson and Carleson (1991) studied CSI-R3 and its sensitivity was reported 0/77, 0/93 and 93 respectively, for collation disobedience disorder, behavior disorder and lack of attention and ultra-activeness' disorder. Other studies have reported the CSI-R3 checklist correlation in the three mentioned disorders 0/66, 0/58 and 0/72 respectively (Goudo and Speraphkin, 1994, narrated by Najafi et al. 244.B 88).

In calamari et al study (narrated by Najafi et al, 244,1388), the validity of this questionnaire was gained with bisection method for teachers form 0/91 and for parents form 0/85. The content validity of the CSI-4 questionnaire has been confirmed by 9 psychiatrics in mohamad Esmaeel study (1385). Based on Tovakolizade et al study (1376), the parents check list validity was assigned 0/90 by re-test the information analysis method: To test the hypothesizes the Co- variance analysis is used in this study. The Co-variance analysis is a suitable tool to control the primary differences between the groups. The co-variance analysis role is to make the compared groups the same based on one or some variables. Because the researcher cannot always select groups that are similar in all of the variables except the study issue. The co-variance analysis is called the post – incident method.

FINDINGS

The first hypothesis of the study: Teaching based on art therapy with origami method affects the amount of collation disobedience disorder in the ultra active pre – elementary school children.

Table 1: The co-variance analysis results for the collation disobedience disorder variable in test group evident group

Variable statistic	Sample volume	Pre-test average	Post- test average	Balanced average	F	Liberty degree	Meaning fullness lever
Test Group	8	66,424	110,950	108,55	19,02	36,1	0/000
Control Group	7	63,34	83,9	86,325			

The results of table 1 show that there is a statistical difference between the pre test total scores of collation disobedience disorder in test group with balanced average(108,55) and control group with balanced average (86,325) with $f(19,02)$ equal with 1.36(in $p<0/01$ level) So, we can say that : Teaching based on art therapy with origami method affects the amount of coalitional dis obedient disorder in the ultra-active pre- elementary school children.

The second hypothesis of the study: Teaching based on art therapy with origami method affects the amount of behavior disorder in the ultra-active pre- elementary school children.

Table 2: The co-variance test results for the total score of behavior disorder.

Variable statistic	Sample volume	Pre-test average	Post- test average	Balanced average	F	Liberty degree	Meaning fullness lever
Test Group	8	89,232	121,350	119,632	9,33	36,1	0/007
Control Group	7	85,4	107,362	109,452			

The results of table 2 show that there is a statistical difference in behavior disorder pre- test total scores between test group with balanced average(89,252) and control group with balanced average (85,5) with $F(9,33)$ equal with 36,1 (in $p<0/01$ level) So, we can say that : Teaching based on art therapy with origami method affords the amount of behavior disorder in the ultra-active pre – elementary school children.

CONCLUSION

The first hypo thesis of the study: Teaching based on art therapy with origami method affects the amount of collation disobedience disorder in the ultra active pr- elementary school children.

To investigate the first hypothesis of the study we co-variance analysis so that, we enter the amount of students' collation dis obedient disorder in the pretest as the co-variant. The dependent variable is collation disobedience disorder after the use of teaching based on ort therapy with origami method and the variable of categorizing test and control group the rest its show that there is a statistical difference between the total cores of the pre test of the collation disobedience disorder in test group with bland averse (108,55) and control group with balanced average (86,325) with $f(19,02)$ equal with 1,36 (in $P<0/01$ level) so, we can say that teaching based on art therapy with origami method affects the amount of collation disobedience disorder in the ultra-active pre- elementary school children.

The results of this study verify with the results of Rezazade’s study (1386) that showed mind concentration training games affect the decrease of lack of attention disorder with ultra-activeness symptoms. Also, the results of this study verify with thoemke study (2012) which showed that art therapy can be useful for students having ultra activeness and autism disorder and with the results of Henley study (2007) which showed art therapy is effective for these student’s behavioral problems treatment and physical and mental problems treatment .



To make the result of this hypothesis we can say that something which makes collation disobedience disorder different from similar disorder is that this disorder in children having it makes them to be disobedient and hostile with their parents more than others and behave like this seldom Ely at school. Improvement of the signs of this disorder should be done at home and it can be a recognition AL point for the next study.

The second hypothesis of the study: Teaching based on art therapy with origami method affects the amount of behavior disorder in the ultra active pre- elementary school children.

To investigate the second hypothesis of the study we use co-variance analysis. So that, we enter the amount of students behavior disorder in the analysis as the co- variant. Behavior disorder is the dependent variable after using teaching based on art therapy with origami method and it is also the categorizing variable of the test and control group. The results show that there is a statistical difference between behavior disorder pro-test total score in the test group with balanced average(89,232) and the control group with balanced average (85,4) with $f(9,33)$ equal with 1,36 (in $p < 0/01$ level) so, we can conclude that : Teaching base on art therapy affects the amount of behavior disorder in the ultra active pre – elementary school children.

The results of this study verify with kearns study (2004) results which showed that using art therapy to treat these students problems can be useful and decreases these student's troublesome behaviors and with Bratton study (2005) results which showed total effectiveness of game therapy and its effect on the factors that are under its control and showed that art has theoretical effect, and it seems that game therapy is effective in treatment in any age and in any sex.

To make the results of this hypothesis clear we can point out that behavior disorder, vice versa collation disobedience disorder is not dependent on the situation. Maybe the effectiveness of teaching based on art therapy with origami method lies in the delta of this disorder symptoms and the decrease in a child's interest to play. The origami art prepares a situation in which the children's freedom of action to show their interests increases and children can express their feelings easily without a fundamental limitation. Origami art makes the possibility of showing antisocial behaviors fine in them and they find more normal ways to express their interests.

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