Survey Influence Music Therapy In Improve Dimwitted Students Mind Centralization

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Hosein abedi, Bijan Babaei, hosein ghorbanian, Hassan Azargon: Survey Influence Music Therapy In Improve Dimwitted Students Mind Centralization

ABSTRACT

This study is kind of semi imperial and its aim is survey influence music therapy in improve dimwitted students mind centralization that effected to attention deficiency disorder and hyperactive with wisdom age 5 -7 years in Mashhad exceptional school that done in academic year (87-88). Sample people are 2 groups, 30 test and control (15 girls and 15 boys in every group) that choose from dimwitted students that studying in 15 schools exceptional child's each available sampling method for collecting data. For collecting data accomplish intelligence scale and Vesler (cyplogvaphy B) in 2stages before test and after test for all the people. Data analyze don with SPSS software and using median descriptive scale and standard deviation and illative scales of test T. results of data analyze shown (intervention therapy ) is effective in improvement memory centralization for dimwitted girls students.

Key words: Music therapy, Attention deficithy per activity disorder, Mind centralization.

Introduction

Doctors, psychotherapists and psychologists classified retardedness of different views and with different words [11]. But all children in this category has not the same problem in behavior and psychological characteristics of less- ability mind children who are 2-3 % of society, we observed the serious defects in cognitive skills like memory, attention, these defects caused the delay in learning the social, educational and emotional skills in these children. On the other hand, it's obvious that attention is very important in learning, before learning, the child should learn to pay attention to the work that is very way. For the first time people like zimense and house did research in this field, they concluded that many cognitive problems of retarded persons should be attributed to defects in attention extent; one of the main problems in working with less-ability mind students is to pay their attention to learning issues.

Farzad examined the memory of hyperactive children in a research. The results showed that children with disorder in visual memory test had poorer function and processing speed of visual information in children with defect in attention and hyperactive is less than normal children are. Regarded to lots of concern of mental retarded children for learning music, we can use the musical learning as a method for teaching, to giving power and therapy for children with attention and behavior disorder, learning disorder.

The study of music therapy effectiveness in mental focus in mental retarded children: We attempted to study the effect of musical activities on memory and attention of less-ability mind students who have major problems in memory and attention.

Material and Methods

This study is semi-experimental, pre-test and post-test design with control group. Statistic population is all less-ability mind students with less-attention and focus disorder with wise age (5-7year). 60 persons of these students (30girls, 30 boys) select by random, we put them in two experimental groups (15girls, 15boys).

Study tools and methods:

This study was done by Vekesler intelligent revised scale for "WISC-R" children. This scale was provided by Doctor Vekester in Build psychotherapist clinic in New York City, it had two verbal and nonverbal intelligent scales. Every scale has six tiny tests. In this study, we used non-verbal scale tiny-test called cryptography (13) for measuring precision of 5-7 years children. This tiny test consists five pictures with different signs in top of the page. And 45 pictures without sign in down of page. So five pictures considered as examples. In
this method stiphch did intelligent tiny-writing from
the beginning of therapy interfere and Vekesler did
this with all experienced ones. After one month,
Vekesler intelligent scale tiny-test was done in
experimental group with music interfere and this was
done in control group without music interfere.
It should be noted that music selected of naser
nazer songs (tarane haye kuchak e bidary).

Data analyzing:

Data analyzing in this study was done by SPSS
software and descriptive statistics (mean, deviation
standard), inferential statistics (variance, co-
variance,) in tables.

**Table1:** Mean and deviation standard of mental focus grades in pre-test and post-test in 2 gropes.)

<table>
<thead>
<tr>
<th>AFTER TEST</th>
<th>BEFOR TEST</th>
<th>SEX</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. deviation</td>
<td>Mean</td>
<td>Sum</td>
<td>Std. deviation</td>
</tr>
<tr>
<td>2/76</td>
<td>16/43</td>
<td>15</td>
<td>3/92</td>
</tr>
<tr>
<td>6/17</td>
<td>10/92</td>
<td>15</td>
<td>5/3</td>
</tr>
<tr>
<td>5/47</td>
<td>13/68</td>
<td>30</td>
<td>5/38</td>
</tr>
<tr>
<td>3/29</td>
<td>13/86</td>
<td>15</td>
<td>3/38</td>
</tr>
<tr>
<td>2/03</td>
<td>11/77</td>
<td>15</td>
<td>2/43</td>
</tr>
<tr>
<td>2/89</td>
<td>12/81</td>
<td>30</td>
<td>2/96</td>
</tr>
</tbody>
</table>

as we can see in table (1), total mean of
experimental group in pre-test is 9.84, this means in
control group is 13.87, while in post-test, total means
of mental focus in experimental group is 13.68, this
mean in control group is 12.81 these results showed
in figure(1).

As we see in table (2), zero-supposition for
equal in grades variance of 2 groups confirmed in
focuses.

**Table 2:** Results of lewin test in equal pre-supposition of 2 group's variance in population.

<table>
<thead>
<tr>
<th>P</th>
<th>DF</th>
<th>DF</th>
<th>F</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/086</td>
<td>58</td>
<td>1</td>
<td>3/042</td>
<td>Mind centralization</td>
</tr>
</tbody>
</table>

**Table3:** Result of co-variancealyze, effect of group membership on mental focus grades in 2 groups.

<table>
<thead>
<tr>
<th>B</th>
<th>RATE EFFECT</th>
<th>P</th>
<th>F</th>
<th>MEAN</th>
<th>DF</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/071</td>
<td>0/003</td>
<td>0/665</td>
<td>0/190</td>
<td>0/809</td>
<td>1</td>
<td>Age</td>
</tr>
<tr>
<td>1/00</td>
<td>0/782</td>
<td>0/001</td>
<td>200/524</td>
<td>856/34</td>
<td>1</td>
<td>Before test</td>
</tr>
<tr>
<td>1/00</td>
<td>0/501</td>
<td>0/001</td>
<td>56/214</td>
<td>240/062</td>
<td>1</td>
<td>Membership</td>
</tr>
</tbody>
</table>

Table (3) showed, eliminating the effect of total
control variables, we can see significant difference in
rest of mental focus mean in participants according
to group membership (p< %1). So main supposition
confirmed. The extent of this effect was 50%.
Therefore music therapy affected on focus ability of
participants in post-tests experimental group.
Although in this table, there was no significant
difference between control and experimental groups,
This difference showed the priority or control
group, interfere covered this difference,
Fig. 1: experimental group outpaced the control group

Table 4: Result of co-variance analyze, the difference of mind grades’ extent in 2 groups,

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>B</th>
<th>RATE EFFECT</th>
<th>P</th>
<th>F</th>
<th>MEAN</th>
<th>DF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>0.510</td>
<td>0.070</td>
<td>0.048</td>
<td>4.084</td>
<td>16.763</td>
<td>1</td>
</tr>
</tbody>
</table>

Table (4) showed, eliminating the effect of total control variables, we can see the significant difference between the mental focus grade’s mean according to sex (experiment, control groups) (p<0.05), so supposition was confirmed. The estimated mean of mental focus grades in boys was 11.35, this mean was 15.14 in girls, and it was showed in figure (4).

Fig. 2: The rest mean of mental focus grades in girls and boys

Discussion:

The results of data analyze in this study and observing the in significant level %1, effectiveness 0/50 showed the main evidence of this study was confirmed according to effectiveness of musical interface in mental focus improvement in experimental samples. This result adjusted with research’s results according to effectiveness of musical therapy in improvement of attention and focus in ADHD children.

Gregor Michel, Aldfild vedacher experienced the music effect on homework of less-ability mind children. The research’s results showed children of experimental group had more quiet behavior in homework’s learning. Also, Abndroy, Backet studied the effectiveness of musical interf in motion skills of attention, focus defect children. This study showed music might increase the children’s focus on motion activities. according to hodavand khani, oshtori’s study.

Study the effect of musical interfere on objective activities in less-ability mind children showed that listening to music during doing test can increase the focus of these samples. Since children with attention’s defect and hyperactivity were
heterogeneous group [9], considering that main components of learning disorder consisted attention defect, memory disorder, perception-motion audibility, thinking and oral disorder [5] on the other hand memory disorder consisted defect in absorbing, storing and others of information related to sight, hearing or other learning process , most of these people had problems in continuous attention , half of them had problems in other fields like partial attention, give direction to attention, increasing the focus, social adjustment, enforcing and harmony of musicales, personal control and achieving the success. Zade mohamadi studied musical therapy on 40 children behavior with mental retarded, the results showed mental retarded children in experimental group in behavior's like sensitivity between persons and quarrelsome being recovered.

In another study, musical therapy could recover the tiny skills of fingers in 200 children with brain paralysis.

Makkarty studied the musical therapy plan for decreasing the self-injured behavior in severe mental retarded child.

The results showed at the end of therapy, self-injured behavior related to first line reached to zero. The results of mental focus’ grades in 2 groups according to sex showed significant difference in mental focus’ grades in boys 11.35 and girls 15.14.

The revision of essays showed boys were subject to inaudibility more than girls, even when the error extent came least, there was significant difference. On the other hand, regarded to attention role in memory, results were heterogeneous, and in adequate, mental retarded children were interested in learning rhythm and melody, musical therapy with learning can improve the cognitive skills of these students with special needs.

Reference