

ID: 13011

Congress: 6th International Congress on Child and Adolescent Psychiatry

Title: Effect of Rhythmic Play on Social Skills and Sensory-Motor Skills of Preschoolers Children

Authors: Seyyed Mohsen Asghari Nekah, Ph.D

Assistant Professor of Education and Psychology of Exceptional Children, Faculty of educational and sciences psychology

Corresponding author: Ferdowsi University of Mashhad , Mashhad, Iran

Email: asghari-n@um.ac.ir Tel/fax: +98-0511-8783012

Fatemeh keramaty asl, MS

MS in General psychology of Islamic Azad University Branch Of Torbate Jamm, Iran.

Saeid Teymuri, PhD

Assistant Professor of Education and Psychology of Exceptional Children, Faculty of educational and sciences psychology, of Islamic Azad University Branch Of Torbate Jamm , Iran, sdteimory28@yahoo.com

Ali Salmani Zadeh Fahandary, MS

MS in General psychology of Islamic Azad University Branch Of Torbate Jamm, Iran. Salmani.z.110@gmail.com

**Abstract:** Introduction: Nowadays, preventive and developmental programs are in the focus of specialists' attention as education and Non pharmacological Interventions. Mean while, the development of social skills and sensory motor skills of children, are two important dimensions of activities that are necessitated to planning and providing appropriate plays based interventional strategies and therein rhythmic play and singing are an essential and important role in this context. Objectives: The aim of This study was examined the effect of rhythmic play on social skills and sensory motor skills preschoolers children in Fariman City.

**Methods:** In a quasi-experimental design with pre-test and post-test with control group, n = 40 preschool students randomly were selected and distribute in the experimental and control groups (n=20). Experimental groups participated in the 12-session intervention played a rhythmic, and each of them, each session lasting one hour with children songs, and instruments voice course in group playing. Both group were assessed after and before of intervention. Sake to assessed of the social skills and sensory - motor skills, all children are composed in social skills of children scale (Kartlj and Mylbrn, 1372) and sensory - motor Oseretsky scale (1923) .The data were analysis by covariance analysis .

**Results:** The results indicate The mean scores of sensory motor skills of children in the experimental group than the control group who were influenced vocal play, there are significant differences and in social skills scores were not significant. Furthermore, the level of sensory - motor skills in preschool children of both gender were not significantly different.

**Conclusions:** Because of the significant increase in sensory motor skills by rhythmic play in preschoolers, so it can be preventive and developmental programs, such as education and Non pharmacological Interventions for preschoolers to use

Educational and Non pharmacological Interventions , preschoolers children , Rhythmic play , social skills , sensory-motor skills.

Presentation: Oral