

# **Effectiveness of Cognitive Behavioral based Play Therapy on self- efficacy and loneliness of Primary school students with learning difficulties**

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**Abstract** The aim of current research was to investigate the effectiveness of Cognitive Behavioral Play Therapy on self- efficacy and loneliness of Primary school students with learning difficulties. The research method is semi-experimental and the pretest-posttest design with control group was used. Population in this study consisted Primary school students with learning difficulties in Rasht city in 2016 (36 people). Samples were ed at first by available sampling method and after completing Sherer General Self-Efficacy Scale and Usher Loneliness Scale and obtaining score for enter to research, were assigned using random sampling method in two experimental and control groups (12 ones per group). The experimental group participated in 8 sessions of group training bead on Cognitive Behavioral Play Therapy and control group received no intervention. The gathered data were analyzed by spss-18 using univariate and multivariate analysis of covariance. The results show that there exist significant differences between the post-test scores of experimental and control groups and Cognitive Behavioral Play Therapy could significantly increase self- efficacy of Primary school students with learning difficulties ( $P>0.01$ ). Also Cognitive Behavioral Play Therapy could significantly reduce loneliness of Primary school students with learning difficulties ( $P>0.01$ ). According to the effectiveness of Cognitive Behavioral Play Therapy, it is recommended, this educational approach be used in order improve The Cognitive and psychological status of Primary school students with learning difficulties.

**Keywords :** Keywords: Also Cognitive Behavioral Play Therapy, self- efficacy, loneliness, learning difficulties.

