

Effectiveness of Orph Music Therapy on Improving Social Skills and Reducing Aggression in Dyslexic Students

Sara Shafiezadeh*,

Dyslexic students have fundamental problems in social skills and aggressiveness, which is significant in modifying these variables. The purpose of this study was to determine the effectiveness of music therapy in the Orph method on improving social skills and reducing aggression in dyslexic students. The research method was semi-experimental design with pretest-posttest design with control group. The statistical population of this study included all dyslexic female students of the third and fourth grade elementary schools in the first semester of the academic year 2019 in Rasht city. A sample of 30 people (15 in the experimental group and 15 in the control group) was ed based on the criteria for entering and leaving the study using available sampling method and The Dyslexic Checklists (Aziziyan and Abedi, 2003), the Shahim Aggression Questionnaire for Primary School Children (2006), Social Skills (Matson et al, 1983), and Wechsler IQ Test for Children questionnaire completed. The data were analyzed using one-variable and multivariate covariance analysis. The findings showed that using Orph music therapy to improve overall social skills, appropriate social skills, and relationships with peers, as well as to reduce non-social behaviors, aggression and impulsive behaviors, and high self-confidence Having; general aggression and physical aggression, and verbal-aggressive verbal-overactive reactions of dyslexic students (P

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