THE EFFECT OF SOCIAL PERCEPTION TRAINING ON SOCIAL COMPETENCE (SOCIAL SKILLS AND BEHAVIORAL PROBLEMS) OF EIGHTH GRADE MALE STUDENTS

Abdolreza Akbari[a], Gholam Hossein Maktabi[b], Morteza Omidian[c], Askar Atash Afrooz[d]

[A] Ph.D. Student in Educational Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran
[B] Associate Professor, Department of Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran (Corresponding Author) ghmaktabi@scu.ac.ir
[C] Associate Professor, Department of Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran
[D] Assistant Professor,Department of Psychology,Shahid Chamran University of Ahvaz, Ahvaz, Iran

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Abstract: This study was conducted to investigate the effect of social perception training on the social competence of eighth-grade male students. The research method is experimental with pre-test and post-test design with a control group. This study's statistical population was all eighth-grade male students in Dezful in the academic year 2020-21. Among them, 40 students were selected by multi-stage random sampling. Then, they were randomly divided into two experimental groups (n = 20) and a control group (n = 20) and completed the Gersham and Elliott (1990) Social Skills Questionnaire in the pre-test and post-test stages. The experimental group was examined by social perception training intervention for 10 sessions of 90 minutes, while the control group did not receive any intervention during this period. The analysis of covariance results showed that social perception training affected increasing social skills and reducing behavioral problems (p<0.001). This study results showed that generally to improve students' social competence, the use of social perception education is effective.
Keywords: social perception, social competence, behavioral problems

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Introduction

In recent years, psychologists, counselors, and education experts have paid too much attention to the study of the social competence of adolescents. Social competence means the possession of social skills and behaviors that in different social situations lead to successful interaction. The maintenance and successful continuation of social relationships and skills are its results. (Segrin, 2000). People with social competence have several reciprocal sets of cognitive, emotional, and behavioral competencies. Social and emotional competence is more important among them, which consists of components of self-awareness, self-control, responsible decision-making, and social skills (Ahmad Portarki, Hakim Javadi, Soltani Shal, 2018). Because it is both effective in human development and is related to children's ability to develop friendships and lifelong mental health, higher levels of self-esteem and academic achievement, as well as lower levels of loneliness, bullying, aggression, and depression (Durlak, Weisberg, Dymnicki, et al., 2011; Sklad, Diekstra, Ritter, et al., 2012, quoting Finne and Swartdale, 2017).

Social interaction between individuals includes factors such as understanding and interpreting social cues, deciding on responses, behavioral actions, and feedback from participants in the interaction (Crick and Dodge, 1996; Arsenio & Lemerise, 2004, quoted by Gundersen, Stromgren, and Moynahan, 2013). To prevent misunderstandings and conflicts, understanding social cues is crucial. Therefore, misunderstandings, non-practical responses, and an increased possibility of conflict between participants in the interaction are the results of specific competencies lack in these areas (Gunderson, Johannessen, & Wigre, 2016).

On the other hand, the theories that are about explaining the origin, development, and preservation of antisocial behaviors have often emphasized the importance of cognitive distortions in social cognition (Bandura 2002; Crick and Dodge, 1996, quoted in Finne and Swartdal, 2017). Aaron. T. Beck introduced Cognitive distortion in cognitive theory. Beck (1976) defines cognitive distortions as information processing errors that lead to distorted and inappropriate assumptions and inferences (Burns, 1990, translated by Qaracheh Daghi, 2013). How individuals perceive a particular social event is affected by cognitive distortions, such as self-centeredness, blaming others, minimizing, mislabeling, and assuming the worst (Barriga and Gibbs, 1996; Gunderson, Johannessen, & Wigre, 2016). Bariga et al. (2008) showed that input and output behaviors are differently facilitated by cognitive distortions. Cognitive distortions are related to inward behaviors in individuals, which lead to self-harm, and isolation. (Quiggle, Panak, Garber, Dodge, 1992; Bernstein, Hahn & Heinz, 2010, quoted in Finne & Swartdale, 2017). Individual cognitive distortions with extroverted behaviors usually lead to biased processing tendencies such as attributing hostile goals to the behavior of others (Crick and Dodge, 1994).

In this case, it can be noted that the misinterpretation of the intentions of others in the form of hostile or threatening behaviors is one of the most important risk factors for creating hostile behaviors (Crick and Dodge, 1996). For example, if in a vague social situation, an individual considers other people's actions hostile; it will have a significant impact on how the individual interacts with others later. Therefore, people with behavioral problems interpret other's goals in a vague social situation in Hostilely. This issue is related to various patterns of aggression and other perceptual problems, such as inattention and hyperactivity (Waldman, 1996, quoted in Gunderson, Christensen, 2015).

In addition, children with behavioral problems (unlike pro-social peers) pay much attention to negative elements in ambiguous social situations. Unknowingly, they usually ignore other people's emotional expressions, intentions, or the content of other people's actions. For example, they consider compliments as an attempt to abuse, help as an attempt to humiliate, and the gift as a bribe (Finne and Swartdal, 2017).

Other people's interpretations are related to the lack of real awareness of unwritten norms and rules. The lack of understanding of the adaptation of behavior is related to situations in different cultures as well. In addition, one of the major factors in social competence is the importance of emotional awareness, including recognizing and expressing the feelings of oneself and others. (Hallberstadt, Denham & Dunsmore, 2001). Children are exposed to the risk of being rejected and highly hated by their peers, those who have difficulty interpreting other people's emotional states. (Fabes, Eisenberg, Johns et al., 1999, quoted in Gunderson, Christensen, 2015; Gunderson, Johnson, & Weiger, 2016). Thus, two other factors that play an important role in social perception are the ability to know how our mood affects the way we perceive situations and the ability to perceive the mood of others (Gunderson, - Johannessen, & Wigre, 2016).

Creek and Dodge's (1996) theory of social information processing affects the structure of social perception education, which was later developed by incorporating emotions (Lamriz & Arsenio, 2000) and ethics (Arsenio & Lamriz, 2004) (Gunderson, Stromgren, & Minah, 2013). In this model, individuals process social information in five steps to respond appropriately to social situations: deciphering social cues, interpreting cues, selecting a target, creating or

accessing a response, and deciding to respond in the community (Gonderson, Stromgren, and Moynahan, 2013). Therefore, adolescents show problems at every stage of the social information-processing model (Crick and Dodge, 1994). For example, children with aggressive tendencies pay more attention to aggressive symptoms and ignore symptoms that do not indicate aggression. They interpret and understand the other's goals hostilely (Kamudekka and Gossens, 2005) and use anti-social behaviors (Tayford, 2008) in ambiguous social situations. Social perception education also relies on the principles of social perception. For example, to form perceptions of social situations and other people, how people combine existing social information with previous expectations and cognitions, and how the processes of classifying and explaining social events affect people's behavior in turn. (Fiske and Taylor, 2013, quoted in Finne and Swartdal, 2017). For example, "misunderstanding" and "wrong reaction" are often caused by improper coding of signs and biased interpretation of social signs (Kamodekka and Gossens, 2005).

To prevent behavioral problems and improve social skills, individuals' interpretive abilities of social status may be appropriate goals for preventive or intervention measures (Fine and Swartdal, 2017). Social perception training is an intervention program. It focuses on changing the perceptual and cognitive processes involved in undesirable social interactions (Gunderson, Johnson, & Wieger, 2016).

Generally, Social Perception Education (Gunderson, Straegren, & Minahan, 2013) is a program for teaching social competence to children and adolescents so that they understand better various aspects of social perception. Increasing the ability to receive, rewriting, and interpreting the behavior of people who live with us are the main goals of his program. Arnold Goldstein (2004) recommends this program as a supplement to the Aggression Replacement Training Program (Goldstein, Glick & Gibbs, 1998; Glick Gibbs, 2011), which is an effective and promising program (Fitzsimmons, Isaacs, & mcclue, 2015). , Quoted by Gunderson, Christensen, 2015; Gunderson, Johannessen & Weiger, 2016).

Training in social perception, cognitive distortions, and behavioral problems reduces the input and output of individuals and improves their social skills and overall social competence according to previous research in this field. (Stramgren, Gundersen & Swartdal, 2013; Swartdal, 2013; Gunderson, - Johannessen & Viger, 2016; Finne & Swartdal, 2017). Despite the promising and effective results of the social perception-training program, the creators of this program suggest that it should be evaluated in a wider community. Because this training program is new and little researches have been done in this field, and participation in it requires special cognitive skills and verbal communication (Gunderson, Johannessen, & Wigre, 2016).

Therefore, to change the cognitive and emotional processes involved in social competence, social perception education is new and practical. To educate students, there is a lack of such an educational program in the country. To evaluate the social perception training program in the Iranian society, this program is different in terms of cognition and verbal communication with the foreign community. Due to these reasons, this question is asked if social perception training in Iran affects students' social skills and behavioral problems.

Method:

The statistical population of this study included all-male high school students in Dezful in the academic year 2020-21. A multi-stage random sampling method was used to select the sample. First, to select the sample, a school was randomly selected by multi-stage random sampling method among the first high schools in Dezful. Among the eighth-grade students of that school, 20 persons were randomly selected as the experimental group. In addition, one school was randomly selected from the first high schools of Dezful by multi-stage random sampling method. Twenty students were randomly selected from the eighth-grade students of that school as a control group. Students participated in this study with an average age of 13.7 years and a standard deviation of 0.647.

Research tools:

Social Skills Rating Questionnaire (1990).

In this study, to assess social competence, the standard questionnaire for assessing social skills of children and adolescents Gersham and Elliott (1990) and parent form are used. This questionnaire examines social skills (40 items) in four subscales of cooperation, assertiveness, self-control, responsibility. It also measures behavioral problems (12 items) in two subscales of behavioral problems externally and internally. The participants answer questions on a Likert three-point scale in the range from one (never) to three (often). The higher score in the social skills questionnaire, the more social skills the child has, and the lower score, the fewer social skills the child has. On the other hand, on the scale of behavioral problems, if a person gets a higher score, it indicates that he has more behavioral problems. If he gets a lower score, it indicates that he has fewer behavioral problems (Shahim, 1999). Many Efforts have been made to evaluate the reliability and validity of the social skills grading questionnaire inside and outside Iran. Gersham and Elliott (1990) reported the reliability of this questionnaire using retest methods and Cronbach's alpha equal to 0.94. Shahim (1999) conducted a study about a group of retarded children.

The reliability of special questionnaires for parents was examined and Cronbach's alpha coefficient ranged from 0.77 to 0.92. It seems very good reliability of the questionnaire and it is Comparable to the reliability coefficients in the main system. By using the Spearman-Brown formula, the reliability of the two halves was also calculated for two parts of the parent-specific scale. In the parent questionnaire, these coefficients for social skills and behavioral problems were 0.86 and 0.78, respectively. In general, social skills were more reliable than social problems. To examine the validity of the scale structure, Shehim (2002) used factor analysis with principal components (Ablimine rotation) for social skills and behavioral problems separately in two special forms of parents and teachers. It shows that the questionnaire has good validity.

Intervention method

Social Perception Training:

Crick and Dodge (1996) formulated the structure of social perception education, which is influenced by the theory of social information processing. In addition, created by incorporating emotions (Lamriz & Arsenio, 2000) and ethics (Arsenio & Lamriz, 2004) into that model. According to this model, through a five-step process, we examine the reaction of children and adolescents in problematic social situations in cognitive, moral, and emotional processing. The steps like decoding social cues, interpreting these cues, clarifying goals, taking alternative actions, and making decisions. We observe the answer (Gonderson, Stromgren, and Moynahan, 2013).

Social Perception Teaching is an intervention based on normal school students. It is considered for the first to tenth grades students (the ideal age for a social cognition-training program is between 10 and 14 years) about ten weeks and with one session per week and regular teachers run this program. Students are encouraged to participate actively in learning activities, such as role-playing, quizzes, and visual error interpretation, during the intervention. The principles of social perception training are built into the Aggression Alternative Education Program (Goldstein et al., 1998; Gunderson, Olsen, Finne, Stramgren, & Dulfeld, 2015). Cognitive distortions can be harmful in social interactions. To gain a better understanding of various aspects of social perception and cognition to prevent or reduce the occurrence of cognitive distortions, social perception education is used to educate students. The program increases students' ability to receive and interpret social information by introducing nine different topics. In addition, to facilitate shared understanding and application of these concepts in everyday life, the program provides terminology at school. Increasing social awareness (e.g., empathizing with others from diverse backgrounds and cultures) is possible to have a positive effect on students' tolerance of diversity (Gonderson, Stromburn, &Minahan, 2013; Fine &

Swartdal, 2017). By using a fixed structure in demonstrating social situations through role-playing, competitions, and active participation, the Social Perception Training Manual ensures adherence to the program and provides ten sessions of program components and sequence. To clarify how these issues and factors affect others and us in social interaction, Images, debates, and role-playing are used. Better understanding and generalization are the results of using different situations in this program. It gradually provides the capacity to think before judgment and action (Gunderson, Stromburn, & Minahhan, 2013).

Ten sessions of social perception training

An introduction to social perception training is presented along with an overview of the training program in the first session. Groups are formed, class rules are developed with participants, and ideas for perception and optical illusions are introduced through image and video playback.

With the ability to communicate based on emotions, the second session demonstrates emotional awareness, as the key to social adjustment through role-playing, practice, and film distribution. Emotional awareness includes the ability to interpret the feelings of others, as well as to identify and express individuals' basic feelings.

The third session presents the open and hidden rules in different situations. In cultures and contexts, hidden rules, norms, and codes may be different and are often challenging to identify. Because there are unspoken clues that people use to show membership in a group. Open rules are clearly stated and very easy to learn.

Issues related to cultural differences are presented in the fourth session. Increasing students' awareness of cultural differences as a function of ethnicity, geography, gender, age, etc. Is the main goal of this session. This may challenge stereotyping and transcending such differences but it leads to tolerance of diversity and difference in individuals.

In the fifth session, we discuss the setting events - the background variables that indirectly change the interaction- such as environmental contexts (e.g., crowding conditions, noise, and heat), social contexts (e.g. The former negative social interaction, the loss of a game), and the physical (such as pain, hunger). They evoke sensitivity, positively or negatively, even if they are not directly related to the situation.

The sixth session provides knowledge of the complex interaction between thoughts, feelings, physical symptoms, and actions. For example, it is assumed that aggressive behavior in a situation is performed by a bad "trigger" stimulus. It pursues both physiological arousal and distorted cognitive responses, which leads to the emotional experience of anger (Goldstein et al., 1998).

The seventh session provides an interpretation of the other's intentions. Therefore, the different intentions of people are introduced and discussed in the same situations. Children react aggressively and by Isolation if they see their peers' behavior as hostile. But, they have probably appropriate or decisive social behaviors if they feel that their peers are behaving with a good goal or by chance.

The eighth session helps students identify their cognitive distortions. Cognitive distortions that are also called thinking errors are the words that we say to our self to justify actions, despite we know they are not true. This method to justify our actions is called self-centeredness. There are three types of self-centeredness: minimizing or mislabeling, misjudging, and blaming others. Understanding the error of thought helps people to take responsibility for their actions.

The ninth session is about timing (right time and place). Children need to be sensitive about appropriate behaviors norms, situations, and interpersonal cues to use social skills in real-life situations.

Finally, the last session is about the consequences or the if-then relationship. The goal is to increase participants' understanding of the choice of alternatives and the consequences of those choices. (Gonderson, Strombern & Minahan, 2013; Fine & Swartdal, 2017).

Findings:

In the table below, findings related to the average and standard deviation of research variables are presented

Table 1: Average and standard deviation of experimental and control groups by pre-test and post-test

Group	Control				Experimental			
Variables	Pre-test		Post-test		Pre-test		Post-test	
Location	Average	The standard deviation	Average	The standard deviation		The standard deviation	Average	The standard deviation
Social skills	97.529	9.747	97.588	5.208	96.941	7.53	1.051	3.276
Behavioral problems	29.558	1.970	28.882	2.057	29.235	3.072	33.647	1.455

Descriptive findings show that the average post-test scores of the experimental group in social skills (M = 1.051 and SD = 3.276) increased compared to the pre-test (M = 96.941 and SD = 7.53). Also, the average post-test scores of the experimental group in behavioral problems (M = 33.647 and SD = 1.455) increased compared to the pre-test (M = 29.235 and SD = 3.072). Shapiro-Wilk and Levin tests were used to observe its hypotheses, before using the parametric test of analysis of covariance. Therefore, the results of the Shapiro and Wilk test are reported in Table 2.

Table 2: Investigation of the normality of data distribution of research variables using Shapirovilk test

Variable	Shapirovilk			
	Group	Amount	Degrees of freedom	The significance level
Social skills	Control	0.948	17	0.423
	Experimental	0.948	17	0.419
Behavioral problems	Control	0.938	17	0.300
	Experimental	0.951	17	0.647

The values obtained for these tests in the two groups at the level of 0.05 are not significant, based on the results obtained from the Shapiro-Wilk tests. Therefore, the condition of equality of variances within the group as well as the normal distribution of data is established. Levin test was also used to evaluate the homogeneity of variance of scores between groups.

Table 3: Levin test results to evaluate the homogeneity of variance of scores between a group of subjects (n = 34).

Variable	F	Df1	Df2	The significance level
Social skills	0.010	1	32	0.922
Behavioral problems	1.708	1	32	0.201

In Table 3, the results of the Levin test show that this test is not significant for all variables (p> 0.001). Therefore, the condition of equality of intergroup variances for covariance analysis is observed.

Table 4: Homogeneity of regression slopes

Variable		Total Squares	Degree The freedom	Average Squares	F	The significance level
Social skills		35.550	1	35.550	3.113	0.088
Error		342.571	30	11.419		
Behavioral problems		1.955	1	1.955	0.829	0.370
Error		70.720	30	2.357		
Social competence	Social skills	15.965	2	7.892	0.618	0.546
	Behavioral problems	1.835	2	0.920	0.366	0.697
Error	Social skills	361.763	28	12.920		
	Behavioral problems	70.111	28	2.504		

Examining the homogeneity of the slope of the regression line is another assumption of the analysis of covariance. A regression line distribution diagram was used to investigate this assumption. The contents of Table 4 show that the slopes of regression lines are parallel and in other words, the homogeneity equation of regression slope is not significant (p> 0.001). As a result, we can say that the assumption of regression homogeneity is established in all variables; therefore, the use of analysis of covariance is allowed.

Table 5: Mbox test results to check the default homogeneity of the variance-covariance matrix

Variable	BOXES M	F	The significance level
Social competence	4.804	1.493	0.214

Table 5 shows that the condition of homogeneity of the variance-covariance matrix is well observed for the components of social competence (social skills and behavioral problems) (F = 1.493 and p <0.001).

Table 6: Results of multivariate analysis of covariance of group effect on social competence components

44.206	Value	F	Degree of freedom of hypotheses	Degree of error freedom	The significance level	Eta coefficient	Statistical power
Pilay effect	0.735	44.206	2.000	29.000	0.000	0.753	1.000
Wilks Lambda	0.247	44.206	2.000	29.000	0.000	0.753	1.000
Hotling effect	3.049	44.206	2.000	29.000	0.000	0.753	1.000
The biggest root	30.49	44.206	2.000	29.000	0.000	0.753	1.000

The effect of group on social competence components ($F = 44.206$ and $p < 0.001$) is significant, according to Table 6, F-statistic of multivariate analysis of covariance. Therefore, it can be said that there is a significant difference between groups in the composition of social competence components (social skills and behavioral problems). The results of the univariate analysis of covariance are given in Table 7.

Table 7. Results of univariate analysis of covariance to determine the effectiveness of social perception training on social skills and behavioral proble

Source of changes	The dependent variable	Total squares	Degrees of freedom	Average squares	F	The significance level	Eta coefficient	Statistical power
Social skills	Pre-exam	227.762	1	227.762	18.673	0.000	0.376	0.987
	Group	504.603	1	504.603	41.370	0.000	0.572	1.000
Behavioral problems	Pre-exam	28.972	1	28.972	12.358	0.001	0.285	0.926
	Group	202.647	1	202.647	86.440	0.000	0.376	1.000

As the data in Table 7 show, a significant difference was observed between the social skills scores ($P<0.001$, $F = 41,037$ and effect size = 0.572) in the two experimental and control groups by controlling the pre-test scores. It means that social perception training increased the social skills score in the post-test of the experimental group. It was able to explain 57% of the variance of the dependent variable. Therefore, it can be said that teaching social perception is effective in increasing students' social skills (responsibility, self-control, cooperation, and assertiveness). The first hypothesis is confirmed according to the obtained results. On the other hand, the data in the table show that a significant difference was observed between the scores of behavioral problems ($P<0.001$, $F = 86.440$ and effect size = 0.736) in the experimental and control groups by controlling the pre-test scores. It means that social perception training reduced the score of behavioral problems in the post-test of the experimental group. It was able to explain 73% of the variance of the dependent variable. Therefore, it can be said that teaching

social perception is effective in reducing students' behavioral problems (internal and external). The second hypothesis is confirmed according to the obtained results.

Discussion and conclusion:

This study was conducted to evaluate the effectiveness of social perception training on social competence (social skills, behavioral problems) of eighth-grade male students in Dezful. Social perception training is effective in increasing students' social skills (responsibility, self-control, cooperation, and assertiveness), it was the first finding of this research. This finding is consistent with some other research findings (Stramgren, Gonderson, & Swartdal, 2013; Gunderson, Johnson, & Wigre, 2016; Finne & Swartdal, 2017). The structure of social perception education has been made based on the theory of social information processing (Crick and Dodge, 1996) and emotional awareness (Lemriz & Arsenio, 2000), and moral (Arsenio & Lemriz, 2004) (Gunderson, Stromgren and Minahan, 2013). It raises the awareness and understanding of the participants in the educational program by encrypting the behavioral signs of individuals, interpreting the behaviors of others and choosing the appropriate behavior in society, and evaluating the behavior of themselves and others in social situations. It also increases their social skills (Stramgren, Gonderson, & Swartdale, 2013; Gunderson, Johannessen, & Wigre, 2016).

One of the main factors of social competence is awareness of unwritten norms and rules and adapting behavior to situations in different cultures as well as emotional awareness. It means identifying and expressing the feelings of oneself and others (Halberstadt, Denham & Dansor, 2001). For example, children are at risk of being rejected and hated by their peers those who have difficulty interpreting other people's emotional states. (Fabes, Eisenberg, Janzo, et al., 1999; quoting Gunderson, Christensen, 2015; Gunderson, Johannessen And Wigre, 2016). By informing participants by introducing a fake social situation, role-playing and video clips about open and hidden rules, cultural differences, and identifying their own and others' feelings, teaching social perception increases social skills such as self-awareness, self-control, and responsibility in real social situations (Gunderson, Johannessen, & Wigre, 2016; Fine & Swartdal, 2017). Social perception training is effective in reducing students' behavioral problems (internal and external) according to the second finding of this study. This finding is consistent with other research results (Stramgren, Gonderson, & Swartdal, 2013; Gunderson, Johnson, & Wigre, 2016; Finne & Swartdal, 2017). Children with behavioral problems in the social information processing stages (Crick and Dodge, 1994; Tifford, 2008; Barriga et al., 2008; quoting Finne and Swartdal, 2017) have problems such as interpreting the behavior of others and choosing appropriate behavior in social situations. They misinterpret the behavior of people in ambiguous social situations, consider their intentions hostile (Crick and Dodge, 1994; Kamodekka and Gossens, 2005; Waldman, 1996; quoting Gunderson, Christensen, 2015), and act aggressive and isolated behaviors (Tifford, 2008). Children with behavioral problems also have cognitive distortions such as self-centeredness, blame, minimization, or mislabeling (Crick and Dodge, 1994; Barriga et al., 2008, quoted in Fine and Swartdale, 2017). For example, all aggressive and depressed teens agree together that others want to hurt them in social situations. Therefore, they consider minimizing versus catastrophizing concerning blame (blaming others for personalization) and evaluating the effect of these thoughts on their negative behaviors (Barriga, Hawkins, & Camelia, 2008; Finne and Swartdal, 2017). Children with behavioral problems pay more attention to negative elements in ambiguous social situations. They usually ignore other people's emotional expressions, intentions, or the content of other people's actions, unknowingly. For example, they consider compliments as an attempt to abuse, aid as an attempt to humiliate, and the gift as a bribe (Finne and Swartdal. To increase participants 'awareness of their own and others' behaviors in social situations, the social perception training program is based on the steps of social information processing (Creek and Dodge, 1994). In dealing with others, it enables participants to behave appropriately at the right

time and place. Teaching social perception helps participants to identify and be aware of their own and others' cognitive distortions that may lead to misunderstandings of a social situation (Stramgren, Gunderson, & Swartdal, 2013). It also helps to social inappropriate behaviors that lead to behavioral problems. (Stramgren, Gunderson, & Swartdale, 2013). In addition, the individuals' perception of intellectual error increases their responsibility for their actions (Gunderson, Christensen, 2015). Social Perception Training provides people the knowledge of the complex interaction between thoughts, feelings, physical symptoms, and behavior. They perform this interaction in role-playing and exercises. In this training program, the participants find that their thoughts about a social situation affect how they feel, body signals, and reactions (Stramgren, Gunderson, & Swartdal, 2013). For example, aggressive behavior is assumed to be performed by a bad "trigger" stimulus. It pursues both physiological arousal and distorted cognitive responses which lead to the emotional experience of anger (Goldstein, Glick And Gibbs, 1998; Finne and Swartdal, 2017). It can be said generally that, social perception training has increased the social skills (such as cooperation, assertiveness, self-control, and responsibility) of adolescents. It reduces cognitive distortions and their input and output behavioral problems, and these factors lead to improved social competence in them (Stramgren, Gonderson, & Swartdal, 2013; Swartdal, 2013; Finne & Swartdal, 2017). This research had some limitations. This research was applied to 13- to 15-year-old high school students. Therefore, the characteristics of the sample were the main limitation. Therefore, this research needs to be evaluated in other age groups and those students who dropped out of school. This research also has been conducted on boys and needs to be studied on girls and both sexes. Therefore, as the social perception education program is a new educational program, the researcher was limited in terms of research background related to the subject. However, there are positive results for social skills and behavioral problems that were resulted from the intervention. Due to the existing limitations, in this study, it was not possible to study Follow-up. By studying the follow-up, future research can study the impact of this training program more favorably. Finally, this study can be suggested to be performed on samples of adolescents with antisocial behaviors, delinquent or with pathological psychological problems such as behavioral disorders. It can also be used as an educational and preventive program for teachers in schools.

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