

## **Educating Aberrant Children for Social Problem-Solving**

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**ABSTRACT** The participants in the present study were 6-8 years old urban children. Aberrant children were identified by the class teachers on the basis of children's class room behavior and their social problem-solving skills were pre-tested. Educational training was imparted for a period of two months to experimental group children to promote their social problem-solving skills. Results indicated that before educational training, there were no significant differences in social problem-solving skills of aberrant children from experimental and control groups. After exposure to educational program, there were significant differences in pre- and post-testing performance of aberrant children from experimental group. However, there was no improvement in social problem-solving skills of control group aberrant children who did not receive any educational training.