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# The Effectiveness of Solution-Focused Child Skills Training on Anxiety and Executive Functions in Children in Gorgan

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**Abstract**

The present study aimed to examine the effectiveness of Solution-Focused Child Skills Training on anxiety and executive functions in children in Gorgan. The study was applied in terms of purpose and quasi-experimental in terms of methodology, using a pretest-posttest design with a control group. The statistical population consisted of children with anxiety in Sari, from whom 30 eligible children were selected through convenience sampling and randomly assigned to experimental and control groups. The experimental group participated in ten 60-minute sessions of Solution-Focused Child Skills Training, while the control group received no intervention during the study. Data were collected using the Beck Anxiety Inventory Spence Children's Anxiety Scale (SCAS; Spence, 1998) and the Behavior Rating Inventory of Executive Function (BRIEF; Gioia et al., 2000). The collected data were analyzed using repeated-measures analysis of variance and SPSS software. The results showed a statistically significant difference between the experimental and control groups in anxiety and executive functions following the intervention. Specifically, Solution-Focused Child Skills Training significantly reduced anxiety and improved executive functions in children. The findings suggest that Solution-Focused Child Skills Training can contribute to reducing anxiety and enhancing executive functions by strengthening children's sense of competence, teaching problem-solving strategies, increasing self-awareness, and helping them identify and utilize their personal resources. Therefore, this approach can be considered an appropriate psychological intervention for preventive and therapeutic programs targeting children.

**Keywords:** Solution-Focused Child Skills Training, Anxiety, Executive Functions, Children.

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