In this study; aimed to examine the effects two years after the implementation of social adaptation of children movement education applied fused extracurricular activities and games program. Who attend primary school of the 7-8 age range of children's social adjustment disorder showing. The research group was created with child 25 social cohesion and behavioral disorders, determined by the school counselor. As determined by the school guidance counselor 25 children from, was formed by the researchers a simple random randomly selected, 14 social cohesion and behavioral problems of children in the experimental group, 11 social cohesion and behavior problems of children in the control group.

Measurement as a means Social Adaptive and Behavior Scale is used who developed by the Adaptive Behavior Scale for Elementary School Children Epirus (1974). Social adaptation process were compared 9-10 years of age in the 7-8 age range of with social adaptation in children. In analyzing the data, Mann-Whitney-U test and Wilcoxon Signed Ranks Test was used.

As a result, extracurricular movement education and play activities with social adjustment disorder in participating in the experimental group children's adaptive process monitoring scores of the children in the control group according to the adaptive process monitoring points statistically significant (* p <0.05) and (* p <0.01) was significant at the significance level respectively.

Key Words: Primary School, Social Cohesion, Movement Education, Games