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Lectures in language disorders

First Year Master Private Breeding

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UniversitySeason:2023-2024

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01. Lecture : Language disorders

In all human societies, language enjoys a great degree of care and attention for the important roles it plays in the lives of individuals and groups. For an individual, it is a means of acquiring and learning, enabling them to understand and understand, providing them with culture and developing their thinking. For societies, it is one of the ingredients, and for people one of the foundations on which the manifestations of sophistication and development are built.

Language coincides with us from birth, and we use it in all aspects of life. We use them to express our feelings, report news, or inquire about something. And so it is -- especially its rules -- an innate human advantage because the willingness to speak is innate, The language spoken by the individual is acquired. The language appears in different forms, most notably oral language, i.e., spoken or spoken. It is considered the most important communication skills that children must master in order to express their thoughts verbally and in return to understand what others say.

Thus, oral language acquisition that occurs during a child's development is one of the most visible signs of human intelligence, not only because these of spoken languages

one of the unique human characteristics but also serves as a key element at all stages of academic achievement. and the ability to acquire and use language is one of the most distinctive features, Without language, understanding mutual meanings, values and traditions will be impossible.

The language of ordinary persons is speech or in a more verbal sense, which is considered by man to be the most basic means of communication, the easiest means of communication and any dysfunction and disorder that hampers an individual's daily life.

02. Definition of language

The language has many definitions, such as:

- Definition of language by linguists: they have confirmed the rules of language grammar, structure and compositions within interest in spoken language symbols.
- Definition of language psychologists: They emphasized the processes of acquisition, understanding and linguistic production as well as the meanings, connotations and psychological processes associated with them. (Hajj, Shawei, 2004, p. 02).
- The common definition of language: "Language is a set of

soundsymbolsgovernedbyaparticularsystemthatmembers

of a society with a particular culture have on its connotations, in order to achieve communication between each other. (Zahran, 2007, p. 25)

03. Definition of language disorder

Or linguistic expression disorder is a condition that is called impairment of a person's ability to communicate properly with others. is not able to communicate his idea to others clearly, and the disorder is in the form of errors in the pronunciation of certain exits of letters linguistic disorder can also be described as a state or method of speech that is inconsistent with the person's age. Let's assume that a person with a language disorder has about 10 years old. You find that his speech is in line with someone who has only 5 years of age. Or less, that is, a person with a language disorder is below their normal age level.

Errors in people with language disorder are more frequent than in individual words. The disorder is also more pronounced if you speak quickly and read continuous sentences. And people with this condition have difficulty remembering things that happen to them. and there is a clear difference between linguistic disorder and other psychological problems, as there are psychological problems affecting the pronunciation method. (Fahmy, 1975, p. 32)

Third: Its causes

- Muscle weakness leads to a speech disorder called "rhythm or convulsive dysphoria", a term called all situations that lead to muscle weakness that contributes to speech and speech. This may occur as a result of neurological damage caused by a stroke, or traumatic damage to the brain, Or because of a degenerative disease of the nervous system, berries share many of their symptoms with other types of neurological disorders such as

Loss of speech ability, dysphoria and apoxia, which are neurological disorders of language and pronunciation that are different from rhythm. The first and the second result from harm in the neural centres responsible for the language and affects a person's ability to understand and produce the language. Third, non-performance affects a person's ability to produce words of any speech. It results from an imbalance in the neural centres responsible for planning speech or speech.

(Fahmy, 1975, p. 11)

- Stroke occurs when there is no or no blood flow to part of the brain, which prevents oxygen and nutrients from reaching the brain cells, this will trigger the death of its cells within minutes, so stroke is an ambulatory medical condition, immediate treatment

Of utmost importance, a rapid and appropriate measure may prevent damage to brain cells and the consequences of such damage. Therefore, a person or his or her companions must see a doctor and seek medical attention if he or she suffers from stroke symptoms that may include:

- Trouble speaking and understanding what others say: for example, a patient may have confusion, confusion with words, or difficulty understanding speech. Paralysis or numbness of the face, arm or leg: sudden numbness, weakness, facial paralysis, arm or leg may occur, and this often affects only one side of the body. (Gilgel, 1994, p. 23)

- Vision problems in one or both eyes: This may happen suddenly or gradually. Headache: A severe sudden headache that may be accompanied by vomiting, vertigo, or shifting awareness may indicate stroke. (Al-Rashidi, 2000, p. 70)

- Walking Disorder: Patient may stumble or lose balance. Respiratory impairment is a respiratory impairment due to muscle prevalence among patients with neuromuscular disease, and can be acute, for example Guillain-Barré syndrome, chronic and oxidative; Such as multiple sclerosis, neoplasm, or progressively without period such as amyotrophic lateral sclerosis, regardless of clinical progress,

respiratory muscle weakness is a serious problem among patients with neuromuscular disease

It is estimated that 15 to 28 percent of patients with neoplasm, and 20 to 30 percent of patients with Guillain-Barry syndrome, will need invasive mechanical ventilation 3 to 5 times, and many patients who will die. They suffer from ALS as a result of chronic respiratory failure. (Zahran, 1980, p. 11)

IV: ITS TYPE

Language defects or speech defects in an infected person are related to three forms, such defects may be in the form of deletion, replacement, or misrepresentation, and we will talk about each form individually.

- Delete: This form of speech flaws abound on young children. And it's that the speech method is doubtless to delete some letters from the word. It usually starts with the little one at the beginning of his speech, where words are incomprehensible. Adults cannot distinguish what a young child says, and the child adopts the first part of the word, the middle or the last part. (Al-Kossi, 1984, p. 12)

- Replacement: This form of pronunciation defect is in the form of replacing the child with one letter by another. For example, to pronounce *elamin* instead of *reverse*, or to pronounce

shin instead of seine This type of disorder is most common among children, and this type of disorder can easily change by training the child to pronounce better by the mother, father, or may need a speech specialist. (Bahas, 1993, p. 80)

- Misrepresentation: There is little difference between the word in case of disorder and the original word method, i.e. the infected person made a simple deviation of the letter from its position, but the letter remains close to the original letter, i.e. the change is not as great as in other cases, so the language specialists disagreed with the inclusion of this type under the labels of language disorder, as the The change in pronunciation is not much different from the original pronunciation method. (Choucair, 1999, p. 40)

The addition of this type of language disorder is not very widespread, as this type is the addition of one or more letters to the word to be spoken, but is considered a speech defect. (Zarqat, 2005, p. 40)

Language disorder does not need much fear, as the opportunity to change and address this disorder has become available at least cost and under all circumstances, The method of sustaining speech problems has become very easy, and all you need is a specialist in order to address the method

of speech of the infected person. Or if the cause is one of the organic problems, all that needs to be done is to address the organic problems. (Zahran, 1985, 78)

04. Lecture: Oral Language Disorders

Oral or spoken language is the first means of communication of the symbolic human being in the surrounding world, as well as more commonly used in communication processes

I. Definition of oral language

- Defined as: that verbal oral behaviour that allows an individual to express his or her thoughts, feelings and desires to achieve communication with others, or those spoken voice symbols that provide the process of interaction between them.

It is also defined as: a mechanism used by an individual to produce and formulate a sentence of ideas and meanings associated with a particular situation that requires speaking and communicating in appropriate verbal templates for the subject of speaking, taking into account the rules of communication and effective language communication (Al- Suwaiki, 2007, p. 25).

Through previous definitions, it is clear to us that oral language is a spoken voice and symbol gathered in the form of words and sentences in the form of language compositions to give meaning to the purpose of communicating a message or expressing an opinion, need, feelings or feelings.

The importance of oral language

Oral language is particularly important in a child's general and school life:

One of the fundamental aims of teaching and studying the language is to enable the learner to express, communicate and understand with others around him inside and outside the school.

- It is one of the dimensions of the human personality of self-confidence, so the inability to express oral language has negative effects on the individual's psyche, which makes him disturbed and may lead to introversion or isolation, difficulty of social integration in general and school integration in particular.
- It is the appropriate and effective means of enabling an individual to learn and earn different sciences, not only linguistic sciences but all other subjects of study, so the learner's success in his or her social and study life depends on the extent to which he or she controls oral language communication skills.

(Abdussalam, 2012, p. 95-96).

The concept and types of all language disorders in children

The term linguistic disorders is a general term, so we find a number of terminology in circulation among those interested in this field to express it, including: the term disability, the term disability, the term linguistic delay, and the term linguistic disorder, the most common and most recent among those working in this area. (Farouk, 2000, p. 200),

Definition of disorder

The disorder is generally defined as: dysfunction, distortion, disadvantage or difference from one's condition ordinary. (Epic, 202, p. 187-188).

It is also defined as: a perceived deviation in growth or in behaviour from what is considered normal: behaviour is considered disturbed if it is fundamentally different from normal behaviour and often combined with the use of the term disorder in the morality of speech and language problems. (Intermediate lexicon, p. 577).

Oral language disorders:

Oral language disorders are defined as: total motor processes used in the planning and production of speech sounds ", which is a problem in making sound correctly and may be in static sounds or in moving sounds, Or both, as a result of incorrect

location, abnormal air direction or speed, which are the most common forms of speech disorder. It occurs in early childhood and at this stage is not a pronounced disorder, unless it continues at the primary school level. (Tahir, 2010, p. 120),

Causes of all language disorders

We distinguish many reasons, including:

a. Genetic causes: Where there may be dysfunction in the central nervous system, or the centers of speech in the brain, the child is born with defects in the verbal system.

Physical causes: They may be due to hearing impairment, especially in early years, and may be the result of diseases such as fever, or anaemia, affecting the brain.

Psychological causes: emotional disorder is usually accompanied at the same time by speech disorders, and those with speech disorders are more fearful, anxious and lonely.

Social reasons: such as the child's separation from his or her parents because of their occupation or illness, as well as the disturbance of the relationship between the parents, the learning of erroneous pronouncements, as well as the increased concern of the parents for the child...

(<http://www.tarbyatona.net/include/plugins/>.)

V. Types of all language disorders in children

This requirement distinguishes all kinds of all language disorders through the following sections:

- Speech disorders

Distinguish the following types:

1. Conversion: Replacing a letter with an unnecessary letter means, for example, replacing a letter (t) with a letter (l): Sheep = sheep, tempers = exercise, the reason for this is the passage of the air stream from the narrow cavity of the tongue and the roof of the throat or the prominence of the ways of the tongue outside the mouth. There is a replacement of the letter (s) with the letter (d) and the letter (t) to the L. This situation is called partial speech difficulty. There are cases where children switch more than one letter in their speech. Switch teeth or cause irregular teeth or functional conditions caused by extreme fear, emotion or imitation factor. (ElGhazali, 2011, p. 22).
2. Revisionist disorders: This disturbance is when the child makes a wrong sound and the new sound is similar to the true sound, such as the sin pronunciation accompanied by a whistle and barren: that when the child is bilingual or because of the

speed of the child's speech development. (Wali, Al-Dilami, p. 119).

3. Deletion or additionality disorders: When a child deletes certain letters or sounds contained in the word, a part of the word is spoken and the word is incomprehensible or exceeds the right word.

4. Pressure disorders: When a child cannot properly take out some letters (such as rat-lam), we note that he cannot squeeze his tongue on the roof of the throat, cause throat disturbance in the roof of the throat, or disturbance in the tongue and nerves surrounding him.

(op.cit.,p.42),

- Voice-related disturbances

Voice has a close relationship with the personality of each individual, who is the source of his or her emotional life and sense, considers the image of his or her physiological and psychological personality, and is a means of dialogue and exchange of views and ideas with others. Voice disorder can be judged by:

1. Sound intensity disturbance: Sound intensity is very high during normal talk, sounds must include a kind of height that

is commensurate with the meanings and not low so as not to result in a person losing the ability to produce a loud sound commensurate with the sounds he means, (tender, p. 89),

2. Sound Layer Disorders: If the child is characterized by a sound height that is non-abnormally high and is not commensurate with the age of his or her physical composition and gender, it is abnormal, as is the case if the sound is lower the individual may not be able to control his or her image so that it is at a single pace, including

Sound layer acoustic melody disturbances, acoustic interval disturbances. (Previous reference, p. 89).

3. SoundQualityDisorders: Natural sound quality is the sound that is free of whispering, palm, rough and lush, and its turbulence lies in:

- * Sound tone disorder: where it is disturbed if it is characterized by roughness.

- * Altered sound: a mixture of whispering, rough and often caused by severe and persistent screaming and cold. (Atiyah, 2008, p. 196).

4. Sound resonance disorders: Sound resonance is disturbed if it is characterized by velvet (nasal sound) and may be associated, mainly with throat incision or nasal obstruction.

5. Sound asphyxiation disorders: sound disappearance in general or inability to speak. (Al-Ghurair, 2002, p. 24),

- Speech disorders

Speech is a method of communication between humans using language symbols, through which thoughts, feelings and feelings can be expressed (Gazali, 2011, p. 54), and from speech disorders are more common in children we mention:

1. Avazia: The Avazia is not only a lack of speech or sound output, but also a disruption in the speech function in terms of an individual's ability to perceive and express the symbol by hearing, consideration, writing, pronunciation or otherwise (Rizeigat, 2005, p. 130), distinguishing between the Avazia Sensory as well as kinetic means not being able to read or to speak in an audible manner, as well as not to repeat heard words. (op. cit., p. 21).

2. Confinement: Confinement constitutes a verbal and linguistic disease, leading to a dysfunction in speech performance. It is a group of pathological disorders that do not communicate linguistically without serious mental

impairment. Its capabilities can reach expression and reception of spoken and written language evidence (Samok, 2005, p. 105).

We distinguish between three types of confinement: expressive, which means difficulty in expressing either through speech or even writing, as well as receptive confinement, i.e. the ability to speak is somewhat sound, but the problem is in understanding spoken language, and macro-confinement is the most dangerous type where a person loses the ability to understand and speak together, i.e. there is a complete deficit in all linguistic aspects. (ibid., p. 120).

LectureIII:Dyslexia

Dyslexia is one of the main pillars of academic learning difficulties, if not the most important and fundamental one. Dyslexia ", where many researchers see dyslexia as the main cause of study failure, It affects the student's self-image and leads him to manypatterns ofbehavior that are not consensual s academic level as well as the attainment level

First,theconceptofreading

Reading is the process of transforming symbols into vivid, or audible, sounds, These are the words that carry certain connotations, and whenever the individual absorbs a tally of these meaningful words, The wider you go, and understand what it's all about, it's the window open to the local surroundings of the individual and the outside world. It is a means of acquiring knowledge and diverse experiences. If life helps the individual to grow and deal with others, reading expands his perception by taking him to great heights (Ismail, 1999, 166)

It is defined as a complex mental process, with a hierarchical form associated with thinking about its different degrees, so that each degree of thinking depends on what is below it, withoutwhichthereadingprocessisnotsimilar toallthe

teacher's processes in education. It requires understanding, linkage and conclusion. (Ashour and Al-Hawa Dawla, 2003)

Second: the concept of dyslexia.

The word Dyslexia is taken from the ancient Greek language and consists of two Dys, meaning "incomplete" and "Lexia", meaning words or language.

Or the weakness or stubbornness of the ability to communicate linguistically and then the meaning of the word Dyslexia became difficult to read written words.

There are a set of definitions of the concept of Dyslexia.

The Child Development Assessment Center of Indiana University Medical Center defines it as "a state of inadequacy in the ability to read correctly, to the degree that the child's peers, such as his or her age and educational stage, are perfected and caused by neurological organic factors".

It is also defined as "a developmental disorder, deficiency or difficulty that expresses itself in the difficulty of reading written words despite the availability of appropriate intelligence, teaching and learning conditions, and the cultural and social framework.

It is an experience of children with the right level of intelligence and manifests itself in a general linguistic form, a disorder of the child, where he or she is engaged in the acquisition of the language skills necessary for reading, writing and satire, and these skills are not commensurate with the levels of the child's mental abilities or the usual experiences and schools offered to him or her.

Definition of psychology and pedagogy dictionary (1984):

"that the ability to read what is read in public, silence or incapacity to understand is impaired, and is not related to any speech defects." (Hamza Ahmed Abdel Karim, 2008, p. 21)

The Dictionary of Psychology and Hardship Education considered the ability to read and understand the reader to be inaccurate or silent, and did not consider it as a disorder or disability. It also excludes speech defects as direct reasons for dysfunction, and omits to isolate other factors for a more accurate diagnosis (audio, visual,

Mother of Neurological Diseases, School Climate Friendly, Psychoactive Disorders with a Pupil's Average Intelligence).

WHO Definition of the Year of Dyslexia (1993):

"It is a low degree of accuracy or understanding of reading with less than two criteria deviating from the expected level by age and general intelligence of the child, measuring both the skills of intelligent reading by individual applied experiences of the educational environment and the system of the child." (Ahmed al-Saidi, 2009, p. 30)

Definition of the British Dyslexia Society (1996):

"It is particularly difficult to learn to acquire basic skills in reading, writing, spelling and mathematics. And this problem in dealing with verbal codes in memory is nervous and tends to be inherited in families and other systems that deal with symbols like mathematics. Musical ability can also be influenced, dyslexia can occur at a level of intelligence and the effects of dyslexia can be reduced by teaching by teachers trained in modern teaching methods. "

Second: Difference between reading difficulties and dyslexia

Stanovich (1994) considers that the confusion between the definition of reading difficulties and dyslexia is due to systemic factors, saying that researchers should start from neutral and specific definitions of dyslexia and then start from these neutral definitions in the study of whether there is a set of children with reading difficulties distinguish from the rest

of those with these difficulties that they have very different Cognitive profiles.

So the first difference is that those with reading difficulties have cognitive profiles that are different from those with dyslexia.

Harris & Hodges' procedural definition of Dyslexia (1981) refers to three conditions:

Dyslexia occurs in spite of normal sensory processes, normal level of intelligence and opportunities for learning both in school and at home.

Reading must be accurate.

It must be caused by a disorder of the central nervous system. Mercer adds that dyslexia has genetic and intrinsic causes and a disorder of functional neurological maturity, not a requirement for reading difficulties.

A fundamental difference between reading difficulties and dyslexia is that dyslexia does not include reading and determining it but includes spelling and identification of letters, words and sentences.

Children with acute dyslexia are defined as two years younger than a child's expected reading age or two years less in IQ (non-verbal).

We must draw attention to an important matter regarding the criterion of acuity, which is the relationship between the severity of the problem and age. Two years of seven-year-old reading delay will be more severe than two years old.

At 12 years of age, it is more difficult to diagnose a child with an acute reading problem than an older child.

Dyslexia also differs from reading difficulties in that dyslexia is a specific cause, a disorder of an intrinsic nature, resulting from a direct disorder and functional dysfunction of the central nervous system. Reading difficulties have the primary origin of cognitive cognitive processing disorder.

Summarize previous differences between reading difficulties and dyslexia

Dyslexia	Reading difficulties	
resulting from a disorder of the central nervous system (OTR).	Due to cognitive cognitive processing disorder	1
Acute reading difficulty	Difficulty Reading Blunt	2
Not only is it in reading, but it includes writing, satire, identifying letters, words, sentences and their mission	It is difficult to read only	3
Having a distancing test in addition to a child with dyslexia less than two years of life expectancy	The test of distancing between intelligence and achievement	4
Dyslexia has neurological cognitive profiles different from those with reading difficulties	Reading difficulties have cognitive profiles that are different from dyslexic	5

III: Determinants of dyslexia:

Dyslexia expresses itself through the following determinants: A deviation in general mental capacity and performance.

Difficulty in visual and/or auditory discrimination.

Severe difficulty in identifying, using and employing words in the context.

- Difficulty spelling and writing.
- Difficulty in understanding symbols and coded objects.
- Insufficient or disturbed short-term memory, working memory and poor attention.
- Inadequacy and disruption in the processing of information.
- Difficulty of motor sense integration, sensory motor synergy.
- Problems with audio visual relay or both.
- Asymmetry of brain function.
- Problems in self-management and self-control.

Weak status and social status.

- Mixing right and left direction. (Baha 'eddin Jalal Dyslexia Lectures)

IV: Types of dyslexia:

1. Visual dyslexia:

Visual disorder is not considered to be in the full meaning of the word meaning that the sense of sight is not infected but the function of the voice within the word is infected, there are studies on different cases that have proved that they fall into errors that vary depending on the visual processing before reaching the full meaning of the word.

The injury here has confusion or disturbance in visual analysis of letters and words, and there are two types of such disorder:

- Attention dyslexia: "Shallice and Warrington & Warrington" (1977) presented this disorder as: "A change in the visual analysis system, or a disturbance in the interconnection zones with the visual recognition system of the word."
- Alphabetical dyslexia: "Knockamp and Marshall NewComb & Marshall" (1982) describes this disorder as "the injured person spells all the constituent letters of the word correctly, and is unable to recognize the whole word. (Adrew, Ellis, 1989, p 63) .

Phonological dyslexia: One of the advantages of this type is that the infected person is unable to easily read most of the real words, but finds it very difficult to read words (non-mots)

optically, and is also characterized by the inability to convert the letter into sound

- Surface dyslexia: This type is characterized by the inability to identify written words, as a result of the injury of lexical tracks, generally words and semi-words are easy to identify, as sometimes observed by visual errors. (Brin, 2004 p80)
- Deep dyslexia: a severe disorder in reading acquisition, characterized by difficulties in acoustic cutting, difficulties in naming, the presence of semantic errors during reading isolated words. (Brin, 2004 ,p81).

Currently, most authors identify two types of dyslexia, depending on the level of injury in the linguistic system: peripheral dyslexia and central dyslexia.

- Peripheral dyslexia: It is the erroneous visual processing of word forms, and Alexia has a letter (which used to be called Alexia verbal) and dyslexia attention. The disorder is pre-verbal. The injury is unable to analyze the visual components of written words.

Central dyslexia: It is the transformation of the code from a visual state into a code of another type (acoustic or semantic) that is infected. This type includes surface dyslexia, deep

dyslexia, phonological dyslexia, and semantic dyslexia.
(Sieroff,2004,p112)

V.Causesofdyslexia:

For dyslexia there are several reasons that we will present as follows:

1. Emotional and socialcauses:

The low social, economic and cultural level may take an acute form of cultural deprivation within the family, leading to a disturbance in the family's psychological climate, resulting in the failure to follow children in the classroom, exacerbating disorders such as reading difficulties. Most readily impaired children show signs of emotional maladaptation, which maybe simple or acute, and therefore the rate of emotional adjustment varies from researcher to researcher, according to the community to which the cases belong, the grounds used in the cases' work and the stimuli of psychotherapists. (Nusra Jaljel, 2005, p. 93).

Children with distracted reading and writing difficulties often show emotional repercussions, emotion and behavioural disorders, so those with emotional fortitude or emotional stabilityhave more readership and school progress than others

with emotional disorder, which in turn leads to distraction, anxiety. (Qahtan Ahmed, 2008, p.213).

Temporalspaceperceptionand spatialperception disorder:

Researchers come into adaptation and poor temporal space perception, spatial perception, and see that a child's maturity in these perceptions helps them learn to read easily, while obstructing them if this maturity is incomplete and complete.

If space visualization arises disturbed, the child can have difficulties identifying the order and organizing things according to the relationship between each other, such as: top, bottom, right, left, front, behind... (Compensation, 1983, p.47- 48)

There is also a confusion of similar letters in the shape with little difference between them (z, y, i, z,.....) It is also difficult to understand the serial organization of letters within words,

i.e. to identify that the word language, for example, consists of the succession of letters "l", "g" and "h". We note that the relationship between the three letters is spatial in that it is pronounced in an appropriate sequence of writing. Such difficulties are rooted in preschool and can hinder the natural development of oral and written language. (Ismail Ayse, 1997, 98)

Sideimbalance:

Orton said those with a late reading. ", they encounter many difficulties in reading and writing as they have an inability to grow one half of the cerebral ball, As if right-wing and left-wing mental influences were grappling, it has been observed that learning to read needs the ability to distinguish between right and left which is a great difficulty in the dissenting left, These difficulties are transformed when they can be overcome in less than two years But it becomes dangerous if this installation in reading extends from the age of six to after eight, says "Robyn" on the use of the left hand is an important problem because of the school difficulties resulting therefrom. (Ali Awanat, 1983, p. 53).

Scalded Brain Research also indicated that verbal linguistic activities are often restricted in male right and left hand users regardless of the preferred hand "right or left. (Lindal Davidov, 1992, p. 179).

2. Educational reasons:

"Malkist", an expert working on reading problems, said that the best guarantee of success is to prepare the teacher well, and a experience of at least ten years because what is important is not the way education is done, but the person who

applies this method because it is the one who puts dozens of children up and eliminates the problems that confront them. (Ali Awanat, 1983, p. 91).

Also negatively influencing is the length of the curriculum, taking most of the teacher's effort and time, as it does not provide him with the opportunity to take into account individual differences and the appropriate teaching method, so that he cannot accommodate some children. (AhmedAbdullah, 1994, p. 46).

The newborn child also has difficulty digesting and accommodating certain rules and making mistakes during their application, but what negatively affects the normal development of the literacy process is the imposition of penalties, especially for others. (Ismail Laes, 1997, 99).

Cultural and linguistic differences:

Many scholars have found that the family's cultural level plays an active or disabling role in a child's literacy. Readiness to read and write exists in a child who sees his or her family members read, write and discuss things he or she does not understand, and therefore has a motivation to understand what is in books and magazines. (Ali Awanat, 1983, p. 83).

However, a readily insolvent child hates to read with his or her will. He is content with the images and cares about them more than what is written on the book's page, in which case he or she is later than his or her classmates and linguistic wealth in poverty. A smart child who provides poor results in the language test can be seen as a reader's insolvency. (ibid., 1983, p. 94)

3. Membership Reasons:

Visual and audio defects:

The acquisition of basic rules of language and reading as "Dolkrohdela Croix" depends on the formation of a good pronunciation and hearing habit and on the construction of identical kinetics and acoustics, thus requiring sound audio and audio organs as well as sound consideration. (Ali Awanat, 1983, p. 37).

A child whose hearing is damaged or impaired falls short of naturally benefiting from reading education and is further lost whenever the vocal method is used. The child must accurately hear the sounds he or she must associate with the linear elements, letters and words. (Ali Awanat, 1983, p. 42).

Among them, the child relies heavily on hearing to identify and differentiate the various voices of audible speech. The

importance and need of the child's hearing ability increases as the voices are similar in terms of pronunciation. If it is easy to distinguish between "l" and "b" simply by paying attention to the movement of lips and tongue, it is a letter that draws visual observation such as: "x", "p",... the child's visual dependence is like an adult to identify words and distinguish the same from them. Hearing deficiency or visual impairment is a barrier to the child's learning of these basic principles of reading.

(Ismail Laes, 1997, 98).

4. Neurological factors:

Damage or deficiency in the nervous system:

Deficiency in the nervous system is one of the causes of learning disabilities, one of which is dyslexia. Some children may be exposed to certain brain diseases before, during or after childbirth, suffering from disabling conditions such as loss of speech, brain paralysis or delayed mental activity. (Ahmed Abdullah, 1994, p. 103)

Research has been geared towards explaining the causes of dyslexia by returning it to brain injury beginning in 1971, both in the context of injury and dysfunction (Debary, 1979, p20).

Mohammed Kamel (2003) noted that there is a minor dysfunction of the brain that results in multiple symptoms that manifest themselves in learning difficulties, as a result of a disorder in cognitive as well as motor functions that in turn manifests themselves as language difficulties, low consistency between cognitive functions, low control and harmony in micro and large movements (Mohammed Kamel, 2003,p. 80).

But newly published medical studies and research critical of this theory, which was that damage necessarily leads to lower IQ and mental retardation, but in fact readily insolvent people are normal or high. (Ahmed Abdel Karim Hamza, 2008,p. 68)

4. Cerebral Vibe:

The essence of the reading process lies in the linguistic treatment carried out within the brain within the centres responsible for linguistic functions, which are often limited to one side of the brain, the dominant or dominant. In this context, the world conducted a study "Neuton"(1970) comparing brain drawing oscillations in the two brains of insolvent brains and Aden.

His study of the result that there was a low level of arousal in the prevailing half of the brain, when the control group

showed a high level of arousal in the prevailing half of the brain

To confirm the same idea, a team from Boulder headed by Davi Choucard examined it in which he compared poor and insolvent readers through their psychological-electrical conclusions of audiovisual alarm. The result resulted in the fact that electrical activity in the readership of insolvent people is greater than the capacity in the opposite half of the brain.

From here we find that the transfer of linguistic treatment from the dominant brain side (the left hemisphere) to the opposite side is uncontrolled. The essence of the imbalance in the reading process may be that the right hemisphere of the brain is not specialized in linguistic functions towards reading. This has led to the disruption of dominance of the reading function for the treatment to which this process is subjected within its natural centers.

The interpretation of this in dyslexia is that the process of learning to read involves selecting a picture from the memory of the dominant half if one half of the brain controls the other, which is gained early in the child (dominance).

If, at the beginning of learning to read, this child is unable to develop and one side beats the other, he faces several problems arising from the struggle between the two halves of the brain. And this conflict resulted from the lack of a single letter tracking system, Sometimes it's in the direction of the right, sometimes in the direction of the left, with half of the other beating. And it's what reverses the natural relay of word letters.

This failure to dominate the side of the brain over the other leads to dysfunction that appears in visual perception and visual memory, or in the movement of the eyes that disadvantages the coordination of the eyes and the orientation of consideration, so we note that insolvants mix it between similarly shaped letters.

Gichonid attributed these differences in both sides of the brain from the normal pattern to general mechanisms of embryonic growth that may lead to Shad's growth of some parts of the immune system and the same analog growth of the brain, and refers to the role of the male hormone (testosterone) in its potential for excessive growth of certain regions of the brain contributing to spatial vision and motor optical coordination (eye movement).

5. Abnormal growth of some brain cells:

Research on brain physiology at the Medical Center for the Treatment of Dyslexia and Learning Disabilities at the University of Miami revealed that a high proportion of children with dyslexia suffer from abnormal increase rather than a shortage of brain neuronal centre tissue cells.

In another comparative research from the brain, one sample was compared to one for a group of children and young people with dyslexia and the other for those without, where researchers compared the composition of the brain between the two groups using a computer-based magnetic resonance device in diagnostics.

Sixth: Dyslexia diagnosis:

When dyslexia is diagnosed, there must be a strategy underpinning the diagnosis process. The difficulties associated with reading difficulties cannot always be determined by the observation process or by the results of the normal diagnostic process, but this information must be properly framed. so that eventually a holistic picture or comprehensive cognitive chart can be accessed and become the basis for the process of diagnosing an individual as readily insurmountable impediments to this person's learning process. This is necessary since one of

the goals of determining Dyslexia is to identify the best teaching and learning methods appropriate and appropriate for Dyslexia. (Ahmed al-Saidi, 2009, p. 37).

Seventh: Therapeutic interventions for dyslexia and their importance:

In no case can we consider the right of the insolvent readers to be identified by classification, diagnosis of his disorders, but it goes beyond the need for assurance and therapeutic intervention.

Perhaps talking about the issue of sponsorship and therapeutic intervention is a responsibility shared by all (home school), on the compulsory pretext of reconciling all those parties to reach the selection of the treatment strategy for the village insolvency (depending on the severity of the disorder, age...).

EKWOL (1977) has identified three types of therapeutic programs for dyslexia:

- Developmental programmes: education programmes conducted in the ordinary classroom that meet students' needs.

Affirmative Action Programs: Reading Education Programs through the classroom teacher outside the classroom atmosphere to correct acute reading difficulties.

- Therapeutic programmes: Reading education programmes that are outside the classroom to teach subprogramme reading skills to lower-level students in reading. (Nusra Jaljel, 1995, p. 91).

Eighth: Dyslexia Treatment

After the diagnosis of dyslexia, a treatment plan should be adopted with the involvement of all actors from the attending physician. The family and the educational administration, and all the way to the teacher and the students, A child with dyslexia needs constant encouragement from parents in order to raise his morale. and that special treatment is needed at school to take into account his problems and to give him an opportunity to exploit his proper mental skills and abilities.

On the other hand, the treatment plan should be proportionate to the reasons behind Dyslexia. If these causes are essentially psychological, the psychiatrist must intervene and coordinate with the family and the school.

If the reasons are pedagogical, the methods, curricula and teaching methods should be reviewed in order to seek to overcome this learning disorder. In the educational framework, teachers with dyslexia in their classrooms can follow some strategies, including but not limited to:

Provide an enabling environment for learning and assimilation, free of all jamming and distraction factors.

Speaking in front of students in a clear voice, sound language free of grammatical errors.

- ☐ Take into account the level of learners when choosing the texts and vocabulary they will work on.
- ☐ Ask questions clearly, stay away from overlapping, or complex questions.
- ☐ Motivate students with Dieselxia and encourage them to participate.
- ☐ Avoid embarrassing the insolvent students in front of their colleagues during the reading.
- ☐ Writing in clear and readable font whether on the board, or through writing letter forms in learners' pamphlets.
- ☐ Allocate the right time for the insane both during exams and even during homework.
- ☐ Recognize and focus on the strengths of Dixexia's personnel and tendencies.

- Communicate with parents and raise their awareness of the causes of illness and ways of dealing with their children at home.
- Patience, longevity and not rushing to ask for the result of the efforts made.

Lecture III: Dysfunction of Writing

First: Writing:

1. Definition of writing:

- Language:

Orthography The way it allows us to transform oral language into written symbols, the origin of the word is Greek and consists of two Ortho passages that mean correction and evaluation, graphy means drawing shape or rather writing, so when a child learns to spell words it helps them to gain the right writing for them. (Zuhair Amrani, 2016am: 239)

- Terminology:

In its meaning, writing is defined as painted letters depicting the words "meaning". It is a spoken language encoding in a linear form on paper that begins with the embossing of letters and words on the lines and then delves into the maximum linguistic composition, The expressive style, the intellectual perception so that its basis is deep, which is ideas. Its manifestation is the line and its path of presenting and addressing ideas and complementing the topic's creation and its form of order, beauty, harmonization and clarity.

(Fawzia Mohammadi, 2011am: 65)

Because writing is a skill acquired, it is defined as an educated skill that can be acquired for pupils, as a thought-based mental activity, and as any cognitive process that requires thought processes. (Fathi Mustafa al-Zayat, 1990:309)

Second: Definitions of dyswriting:

1-Language: The word Dysgraphia is a Latin word of origin consisting of two passages: Dys. It means difficulty, incapacity or incapacity, Graphia means the writing process.
.Writing process

(Fathi Alzayat, 2002, p.905)

Terminology: The terminology of this word Dysgraphia becomes a deficit or

Partial or total difficulty in remembering how to write some letters or words.

(Zuhair Amrani, 2016, p.272)

Definition of Boutros Hafez Boutros: is a simple dysfunction of the brain where

A child is unable to remember the sequence to write letters and words. A child knows the word he or she wishes to write

and can pronounce and identify it when he or she views it but is nonetheless unable to organize and produce the complex activities necessary to copy or write the word from memory.

(BoutrosHafezBoutros,2001,p.33)

Definitionofdysphoria accordingto the Artophonedictionary:

It is a disorder in written language, affecting the planning movements and the formal aspect of writing, where children initially have difficulty learning to write, and it appears in a satisfactory form in a difficult-to-write child.

Definition of dysphoria according to the psychological dictionary:

Factorsrelated tothepatternofeducationandits activitiesand programmes:

Many studies and research in the field of learning difficulties have focused on the role of the teacher and the quality of education. They are key factors in teaching the student the qualityand effectiveness of education. The examination of the opportunity for students to be taken in educational activities for as long as possible. Some of the unwanted behaviors of teachers often provoke chaos and disruption within the classroom.

-FamilyandSocialFactors:

Educators and learning professionals believe that learning difficulties should not be addressed solely from the academic side, in isolation from family and environmental influences. Many educators note that learning difficulties are a multidimensional phenomenon, including book dysfunction.

(MelhemSami,2010,p.210.211)

Fourth:Manifestations ofhardship ofwriting:

There are many indicators and manifestations through which children's writing difficulties can be inferred by writing or copying a passage or paragraph.

- Reflects the letters and numbers so that they are as they appear and in the mirror, and sometimes he may write the passages and the words and sentences in their entirety inversely from left to right as they appear in the mirror.

- Mixingindirectionsitstartsfromlefttorightinsteadofright and the difference here from what has already been true and does not appear as reversed as the previous.

Incorrectly arranging letters, words and passages, for example "spring", by writing them: "brilliant" and sometimes by writing words to the contrary.

- The letters similar in the drawing, for example "door", maybe written by "nap", are confused in the writing.
- Add a letter to the word unnecessary or add a word to the sentence unnecessary during spelling.
- Very slow writing.
- Written answers have very short compared to oral.
- Suffers from a disordered expression that is negatively reflected in the creation of complete and sound sentences.
- Not mastering the shape of the letter, not controlling the distance between the letters and words spaced and very close.
- Diverging degrees of pressure on the pen during writing. (Biskari, 2016, pp. 38-39)

Fifth: Types of dysphoria:

- Special difficulty in drawing letters and words:

Motor Dysgraphia

Many children with writing dysphoria have difficulties with handwriting because of their lack of mastery of a number of basic skills for handwriting skill such as understanding the distances between letters and understanding spatial relationships, like above, under, or hold the pen the right way

and take the right position when writing, Among these difficulties is the correct drawing of letters. and some children may draw letters by increasing or decreasing, and this difficulty in children appears to be twice the ability to draw. The alphabets are correctly drawn according to their distinctive features, which make it easier for the reader to identify and read them. They are associated with the drawing of letters consisting of these letters and phonograms, which prevents them from being read despite the safety of spelling. In terms of spelling, they are correct but they lose the integrity of the characteristic characteristics of the letters, which prevents the pupil from identifying them.

Difficulty using vacuum when writing: Spatiadysgraphia

It is an organizational difficulty with which an individual is unable to harmoniously regulate letters and words from giving the true size of the letter and word while leaving an appropriate distance between letters and words that facilitates the reading process on the reader due to this difficulty in understanding the spatial relationships that are produced.

Reading difficulty: Dyslexic Dysgraphia

This type of difficulty is intended to mean the weakness or inability of writing and written expression to read based on

meaning, although the formats of letters appear to be ordinary in the sense that the letters are readable, the compositions of words formed by these letters appear to be unreadable, non-normative or unlawful. (Fathi Alzayat, 2002, 514)

Sixth: Written characteristics common to people with dysphoria:

- One of the most important features of the book that spreads among insolvent pupils in writing is:
- Frequent errors in spelling, dictating, bases, compositions and punctuation marks, and the entanglement of letters as it appears in their leaflets.
- The lack of discipline in writing and the lack of organization.
- Lack of coherence of ideas, and good planning of text production.
- They write in their minds regardless of how this is related to the subject of writing.
- Limitation and disintegration of sentences, lack of clarity of meaning.

Seventh: Diagnosis of dysphoria:

Evaluating and diagnosing children's dysphoria requires a number of integrated examinations covering psychological, physical, emotional and social aspects, as well as identifying the following basic writing skills:

- Knowledge of the student's preferred hand in writing: He is required to perform the following tasks:

- Namewritingwithrightandlefthands
- Writinghorizontaland verticalintersectionsequentially
- Knowyourfavoriteeyein vision
- Knowtheabilitytodistinguishbetweenrightandleftdirections

- Typing Error Calendar: The child is required to performthe following tasks:

- Accurately copy short sentences to see if some letters are deleted or incorrectly typed
- Sampling a child's writing of letters and words that forma camel revolves around a subject

Writingsamplesofsimilar letters(B,T,W, C,H, T...)

- Writingnumberssequentially
- Drawinggeometricshapes

- Knowledge of writing skills:

Skills include:

- Placement of body, hand, head, arms and paper during preparation for writing
- How to hold a pen
- Lines resulting from writing:

1. Vertical: Above, Under Horizontal:

left right

3. Inclination of letters: left right

- Typing, shaping or drawing letters
- Straightening or limping the writing path to the line
- The spaces between letters and margins are appropriate or not
- Complete or not complete the letters.
- Intersection in writing letters and shapes. (Mr. Obaid, 2013., p. 127, 128)

Eighth: Treatment of dysphoria:

There are several strategies for addressing dysphoria and its three dimensions: font, spelling, and written expression included in the following:

1. Teaching and handwriting treatment strategies:

- Chalk board activities: Children can be trained to use these activities before the teacher begins writing classes.
- Provide other materials for exact writing movements.
- Train the child to properly hold the pen while writing.
- Use spoken verbal connotations.
- Use words and sentences.

2. Strategies for teaching and addressing spelling difficulties:

- Auditory perception of letter pronunciation: providing and supporting voice knowledge, analysis of word compositions and skills development by applying to generalizations related to letter sounds.
- Visual perception and memory of letters: Help the child to strengthen his/her visual perception and memory letters support the visual image of the word in order to keep it focused on educational materials that draw the attention of children and focus their attention to them.

- The use of a multi-sensory spelling method: your teaching relied on a plurality of visual, auditory, motor and touch senses. (Urban, 2018, p. 61.62)

-3. Strategies for teaching and addressing the difficulties of written expression:

- Provide repeated assignment for extended writing supported by your direct supervision and guidance.

- Avoiding the use of scores for a kind of punishment.

- Invest in the child's stated interests. Be aware of your children's concerns, guiding needs, problems and living through these needs and problems. (Urban, 2018, p. 62.63)

4. Closure strategy:

The child in this method is required to fill the deleted letters in a regular manner and this method uses the following steps:

- The child shall be presented with another card on which the previous word is denied with the vowels and tides or consonants in the word. The child shall write the total word to fill the spaces with the deleted letters.

- The child is asked to write the word from memory without relying on the model. (Urban, 2018, p. 63)

LectureIV:Dysfunction

Computability or math difficulty are among the most important academic learning difficulties, According to the classification of both researchers Kirk and Calvent, mathematics is one of the most difficult subjects for pupils, especially elementary pupils, to learn and master their skills, which increases fear of this subject and avoids its studies. Mathematics is a universal symbolic language that encompasses all the world's cultures and civilizations.

The importance of math or calculation stems from the activities it offers to all learners that enable them to infer, solve problems and perform calculations. The difficulties of learning mathematics often begin from the elementary level and may continue to advanced ages. This affects the lives of these individuals in all their professional and scientific aspects, for example, being unable to determine the remainder of their money or the amount to be paid for the goods during the purchase of their needs and, therefore, those with dyscalculia or dyscalculia.

First, the concept of difficulties in learning mathematics:

The term "learning difficulties" refers to Cognitive Disorder in childhood or normal acquisition disorder for arithmetic skills (Suleiman Abdul Wahid, p. 328).

Oil is defined as a term that expresses hardship or difficulties in:

- Use and understanding of mathematical realities (mathematical Muslims)
- Computational understanding and numerical and mathematical reasoning (understanding required and steps needed to solve)
- Conducting and processing calculations and mathematics.

In other words, it is a term that expresses hardship or difficulties in using and understanding mathematical concepts and realities and conducting calculations (Oil Battery Manual Diagnostic Estimation of Learning Difficulties 2007).

Zakaria Tawfiq considers that learners with learning difficulties have learning problems in mathematics and emphasizes that learning difficulties in mathematics are the most common, widespread and attractive learning difficulties of human interest in different patterns and orientations (Abdul Wahid, p. 329).

The American Society of Mental Medicine defines dysfunction as: a disorder in which the abilities in mathematics assessed by measured tests in calculation and applied individually are less and to a remarkable extent than the expected level of these individuals and a comparison of their age and mental level (measured by IQ tests) and an age- appropriate school education. The classification requires that the said disorder constitutes a clear and obvious impediment to the individual's success in school or in the face of daily life activities requiring the use of mathematics and numeracy skills (Fatima Abdussalam Abu al-Hadid, pp. 69-2017).

Lerner Lerner 1977 defined arithmetic impairment as disorders of the ability to learn mathematical concepts and perform associated calculations. In other words, it is the inability to perform basic calculations, namely, addition, subtraction, multiplication, division and subsequent problems in the study of sciences, reparation and engineering (Nabil Abdel Fattah Hafez 2000).

Hamilton 1996 considers that the term dyscalculia or developmental dyscalculia.

dyscalculia), Anarithmia, Oucalculia, developmental computational disorder, or deficit in mathematics single

concepts or meanings indicating extreme difficulty in computational skills and sometimes called arithmetic dysfunction or computational confinement (Ait Yahungiyah 2008 p. 1).

The difficulty of learning mathematics was cited as the pupil's inability to deal with mathematical figures and equations (Fatima Abdulwahab Khalifa 2016).

Rourke et Conway, 1998, also referred to the difficulties of learning the account as: a specific disorder in learning mathematical concepts and computation associated with function disorders in the central nervous system (Fatima Mohammed 2016).

The difficulty of doing dyscalculia can be defined as a qualitative disorder in learning the concepts of mathematics, numeracy and computational processes and is associated with functional disorders of the central nervous system (oils p.548).

Second: Factors causing computational difficulties (mathematics):

Physiological factors:

Formative factor: Many researchers have returned individual differences to the genetic factor and this is evidence that the specific patterns of mathematical difficulties are due to the genetic factor, as confirmed by many studies in children, such as the Hallgren 1900 study. In 1959, Herman presented a study on identical and asymmetric twins.

Among the spouses, difficulties in reading led to the conclusion that the difficulties of reading, spelling and writing are inherited. Similarly, the difficulty of learning mathematics is also somewhat inherited (Khalid Ziad 2002, p. 84)

These findings have confirmed many other research, including the Husan 1959 study of Husan and the Braket 1951 study, as well as the Loehlin and Nichols 1986 study of twins, which established the existence of the genetic factor and its intervention in mathematical learning difficulties and agreed with the assumption that composite skills are inherited.

The Vanderber 1966 study also showed that individual performance differences on different sub-scales to test Thurstone's primary mental ability resulted in clear genetic effects of those measured abilities.

The family study of Devereux and Decker 1981, Giles and Devereux Gilles and Defries 1991 was the study of Jerry Geary 1993.

Arcen Defries and Light considers that recent studies have shown that individual differences in math achievement performance are partly due to genetic effects.

Shalev, Manor and Cream 2001 Saolev Manor and Karem's study confirmed that mathematics learning difficulties such as others have a genetic basis.

In the Mazzocco 2001 study, a statistically significant positive correlation between some inherited pathogens such as Turner's slippery and fragile $\times$ and computational learning difficulties was identified.

Neuroecological factors:

All research has proved the asymmetry between the two halves of the brain. Each part has its function. Language is concentrated in the left hemisphere. The right hemisphere of the brain dominates: verbal skills, spatial perception, mathematics, trends, time sequencing, body awareness, music.....

Rourke called the right half-brain injury B: Non-verbal learning, Kader and Conwy offered that any attempt to link mathematical or computational ability to cerebral symmetry should be taken into account the examined mathematical ability and information for the study of the brain. It was found that damaging half of Yemen's brain leads to difficulty with the visual spatial regulatory dimensions of mathematics, and the mathematical conclusion (Khalid increased 2006 99 by conduct).

Sires Saérs 1987 also found that a right hemisphere injury results in inability to develop schemes, necessary space relationships and inability to digitalize and calculate, while an injury to the left hemisphere makes it difficult to place numbers when making a written calculation in the storage of calculations and also at the level of using the laws of translation of numbers.

Brain injury is also one of the causes of computational difficulties affecting the acquisition of sports skills. The researchers explained that they were able to return certain functions to the different parts of the mind by testing the different traumas. Some of them found that the temporal area behind and above the eye had prominent outcomes in genius

children in the computational material and that there were areas in the brain responsible for conducting calculations.

Wallen Whalen 1997 found that electrical stimulation of the cerebral cortex in the left rear lobe reduced performance on simple battering issues and made it difficult to retrieve mathematical realities.

The 1999 Chcon study, which used MRI scanning, showed that multiplication, subtraction and comparison of numbers consulted different areas of the right and left hips of the brain and anydysfunction of these procedures would inevitablylead to poor mathematical skills. (e.g. Gaddafi bone injuries, wall bone or temporal parts of the brain cortex) Because athletic performance necessarily requires the safety of many of these cortical regions.

Abdelnasser Annis 1992 also noted that memory capabilities ofattention, motor visual perception, spatial visual perception, spatial orientation and numerical reasoning are essential requirements for the acquisition of calculation skills (Mahmoud Awad and others, p. 164).

In a study conducted by Kucian 2006 in children with dysfunction,theywerefoundtosufferfromaverypoor

activation at the level of Sulcus intra pariétal droit within the right wall incision.

The Rotzer 2008 study showed a very small volume of gray matter at the region's level compared to normal.

Cognitive inadequacy or sensory cognitive deficiencies through which a child learns information or draws information from what he receives from members of the sense may also play a role in the difficulties of learning mathematics or calculation. If he finds this deficiency, the dysfunction of the central nervous system means that there is a misrepresentation of symbols, signs and words such as confusion. (+/-) or numbers (6/9) and turning numbers (71/17) or inability to read successive numbers correctly (Awadullah p. 63)

In terms of auditory perception, they do not understand the verbal instructions and explanations given to them when presenting lessons and find it difficult to write numbers and duties spelling out.

Memory disorders are among the factors leading to computational difficulties because children with them have difficulties remembering the things they see and hear. Poor visual memory hampers them from recalling the shape of the numbers, even though we find them transmitting them or

repeating them, but they are unable to recall them from memory again.

Miller and Mercer 1997 Miller and Mercer have indicated that learning disabilities have difficulty connecting old information to modern ones and they forget to solve logarithms.

Walid Al-Kaaf 1996 stated that students' calculation difficulties were due to memory and that the inability to recall information was due to difficulties in solving problems due to lack of understanding of the problem (Al-Awad et al., p. 165).

BioChemical Agents:

Many children with computational or mathematical learning difficulties in general may not have genetic or neurological problems, but may have unknown biochemical imbalances similar to biochemical imbalances found in mentally retarded persons or those with attention-deficient hyperkinetic disorder (Khalid Za 'ad p. 116).

Hormones may also play a role in creating difficulties of learning mathematics or calculation because some studies have linked hormonal anomalies to cognitive difficulties. Research on girls with Turner's syndrome has also shown difficulties in some aspects of mathematics (Engineering), a slippery associated with the total or partial absence of $\times$

chromosome (the second $\times$ of the husband 23), and in the Rover study and others 1994 showed a lag of about two years at their level of study.

Increasing oestrogen secretion also increases the speed of motor response and verbal tasks while reducing the accuracy of performance on these tasks (Ait Yahya Najia p. 97).

School Factors:

School factors play an important role in the emergence of mathematics learning difficulties in pupils, including:

- Poor teaching methods and ineffective and inactive teaching lead to a process of lecture character as well as a lack of consideration for individual differences. In a study conducted by Jude and Shedbell demonstrated the teacher's ability and teaching methods in mathematics learning.
- The failure of the curriculum to take into account the abilities and possibilities of the pupils, which should be progressively addressed, leading the pupils to frustrate and feel unable to understand and absorb this active subject in the sense that the current curriculum is ineffective.

- There are often graduates of Arabic literature studying mathematics, which affects their handling of the subject and their poor delivery of mathematical information to students.

Sharma Shrma 1989 believes that teachers do not have full knowledge of the theory of learning and the formation of mathematical concepts.

Cowley Cawly 1978 considers that many teachers suffer from a poor understanding of computational concepts and processes (Khaled Ziad p. 118).

The teacher's experience also has an impact on pupils' achievement of numeracy, as recent studies have shown that Pupils' achievement is influenced by the extent of the teacher's experience as the performance of pupils taught by an experienced teacher is 40% better than those taught by a junior teacher (Khalid Ziadeh p. 118).

General classes are also among the reasons for the difficulties of learning mathematics according to the study conducted by Winger Wanger coupled with special classes, Matter and Robertr also explained that the size of the classroom, curriculum and knowledge of teaching strategies all contribute to the difficulties of learning mathematics. In addition, pupils' lack of motivation and pupils' lack of interest in quantitative

and cumulative recruitment of mathematical knowledge contribute to this difficulty (Oil 2007, p. 316).

This is confirmed by Kirk & Gallghar's 1989 study Kirk & Gallghar that emotional factors contribute to learning difficulties in general and mathematics learning difficulties in particular. Failure leads to negative and low expectations and reduces the trends and motivation towards school work leading to failure (Khalid Za 'ad p. 123).

Language difficulties:

Language is known to influence the calculation and understanding of the text of the mathematical issue. Miller and Mercer 1997 state that language is necessary in the learning of the calculation. Therefore, mathematical skills are very important for performance, athletic achievement and use of language is necessary for calculation and speech issues and what he also considered to be the Coon 1986 and emphasized that language deficiencies that impede reading also impede calculation (Awad et al., p. 162).

Wiese also considered language to be an important and essential role in the growth of various digital concepts.

Dr. Sami Mohamed Melhem adds that disorder of the receiving language inevitably leads to inability to understand

and translate mathematical terminology and that disorder of the expressive language makes it difficult to use mathematical terms and formulate oral issues and problems.

The inability to read the calculation in school textbooks is an important factor in the difficulty of calculation since the student is unable to understand the figures, preparation and terminology of sports issues and translate them into two basic methods:

First: Language of words and terminology for vocabulary specific to the sports system.

Second: The language of the symbols to read the account.

These two methods have to be available and translated into one another, including that the difficulties of calculation may be due to inability to read and understand what is read (epic 2002 by act).

Number and background problems:

Children with this problem are unable to separate factors that fit into the rest of the important details, and they are unable to resolve ordinary mathematical issues that are monolithic on the page or on the working paper. The calculation depends heavily on sight.

Poor knowledge of the fundamentals of mathematical knowledge:

Hard-of-calculation pupils suffer from the inability to complete the homework given to them due to their lack of knowledge of the basic facts, which helps them to complete their duties on time to use alternative methods such as finger counting and guessing (Awadallah et al., p. 166).

Piaget has shown that the evolution in the understanding of numbers is linked to the understanding of mathematical concepts (classification, containment, sequencing) and that there is a close correlation between the growth of the concept of number and the growth in logical thinking.

Shukri Sayed Ahmed 1993 considers that the lack of proper understanding of the meanings of the basic concepts and facts is one of the causes of the difficulties of the calculation (Ait Yahya Najia, p. 77).

IQ: Many scientists have pointed out that learning mathematics is associated with an IQ ratio where it should not be below average, and associated mathematical abilities such as numerical and spatial capability, engineering capabilities and evidentiary capability, Although it is recognized that those with learning disabilities do not fall into the categories of

mental retardation, They are closer to school delays and slow learning (Bouadis p. 48 by act).

General orientation deficiencies:

Perceived mathematical concepts such as time, quantity, size and distance are important basics associated with calculation learning. Students with computational difficulties suffer from lack of awareness of these concepts. Brian and Brayn & Brapn have stated that they have difficulties in spatial relationships (bottom, top, behind, in front of) and understanding volumetric relationships and in numerical concepts.

Inability to integrate and process information:

Many pupils may be unable to coordinate many related scientific capabilities and skills such as motion and spatial audiovisual integration to address some problems such as correctly writing numbers and the size itself.

Third: The prevalence and prevalence of mathematics learning difficulties:

Arab and foreign studies have shown that the extent of the prevalence of mathematical learning difficulties among pupils, especially at the primary level, is very similar to the prevalence rates of other difficulties (reading, attention

deficiencies.....) Kosk 1974 and Padian 1983 state that 6% of primary school students have significant computational difficulties and that all pupils with reading difficulties have mathematical difficulties. Many researchers have tried to determine their prevalence rates, finding that they range from 3% to 6.5% (Khalid Za 'ad p. 9).

While Light & Difries 1985 finds that more than 60% of learning disabilities suffer from mathematical function difficulties (oils p. 310).

In the Arab study, Mohammed Al Bailey et al. 1991 study in the United Arab Emirates found 13.79% of students in the sixth grade.

The Ahmad Awad 1992 study in Egypt conducted on third-grade primary students found that the prevalence of this difficulty was as high as 16.68% of the total sample pupils. The Abdelnasser Ennis 1992 study on fourth-grade pupils found that the prevalence of calculation difficulties was as high as 13.9% of the total sample pupils (Khalid Za...).

Mustafa Abu al-Majd's 1998 study found that the prevalence of numeracy difficulties is 12.54% of the fourth-grade male primary pupils 16.42% of the fourth-grade female pupils (increase p.).

Zakaria Tawfiq states that the percentage of pupils with difficulties learning Arabic and mathematics is 10.8% from the Sultanate of Oman (Bouaddis).

IV: Characteristics of persons with impairment:

Students with impairment have some behavioral characteristics that can help educators, teachers and guardians detect and diagnose them:

- Inadequate self-expression and interaction with others.
- They are often shown dispersion and lack of attention.
- excess motor activity.
- Not to complete the work he begins when asked to do so.
- Impaired detection of his own mistakes.
- deficiencies in discrimination and in audiovisual memory.
- Not to write what he is asked to do correctly.
- Difficulty in performing basic processes in mathematics.
- It takes a long time to organize his thoughts before he responds.
- Sharp mood swings.

- He has difficulty learning mathematical and computational concepts.
- Difficulty in making calculations such as: multiplication, combination, subtraction, division.
- Poor mental athletic abilities and difficulty handling numbers.

Difficulty in making recourse-based calculations.

- Weak short-term memory causing difficulty in receiving and processing calculations.
- Common errors in reading, writing and retrieving numbers.
- Weakness in digital memory that highlights the image of inability to save and remember mathematical concepts order and perform calculations and their realities.
- The difficulty of keeping letter and number positions on the typewriter board.
- Difficulty in perceiving or appreciating lengths, spaces and sizes.
- Difficulty of conversion between standard units. (Fatima Abdussalam, p. 72)

V. Manifestations and indicators of dyscalculia:

Poor or poor preparation for previous mathematics learning:
The Carson of Learning Children with math learning difficulties have difficulty paying attention and not proving cognitive skills and abilities, Inadequate experiences and activities that address distances, vacuum, shapes, order, time, measurements and quantities, thereby rendering them unable to perform their duties, thereby accumulating their continued sense of disability or difficulty (Oils p. 549 by conduct).

Disturbances in Spatial Relationships

Studies show that those with mathematical learning difficulties have significant disorders in the perception of spatial relationships and usually acquire spatial relationship concepts or many of them before.

School, but for these children they do not distinguish between different concepts such as: (down, up, up, under,...) (Oils p. 550).

We may revert to their lack of the following skills:

- Lack of distinction between concepts of engineering forms.
- Weak or difficult to realize the meaning of numbers.

- The difficulty of perceived cognitive representation of shapes.
 - The difficulty of writing and expressing numbers.
- (Bouaddis, p. 54)

Visual motor and cognitive capacity disorder:

Disbranches of Visual Motor and Perception Abilities. Many researchers consider that those with mathematical difficulties have difficulties with visual motor and cognitive abilities that manifest themselves in the inability to see objects in groups or categories, namely, the ability to count quickly, as well as having difficulty in receiving and perceiving engineering objects and in perceiving numbers and letters (Oils p. 551).

Language and difficulties in reading and understanding mathematical problems:

These difficulties may arise from the child's inability to represent the determinants of the issue or problem or to translate language formulations and structures into formulations, equations, values or mathematical or computational concepts. (Oils p. 552)

Shortcut to concepts related to direction and time:

Poor Concepts of Direction and Time.

Research indicates that those with math difficulties are less aware of the notion of time and its direction as they lose their way when returning from school or from a friend's home and some may not be able to distinguish between morning and afternoon and may be unable to estimate time (oils p. 552).

MemoryProblems:Memory Problems

Children with memorydisorders or the information processing and processing system may understand the facts of the numerical system and the rules governing it, but they are unable to recover these facts with the required speed, efficiencyand effectiveness. Information processing processes dependoncertainelementssuchasattention,visualperception and hearing treatment. Therefore, any dysfunction in one of them affects the pupil's performance in the calculation and makes it difficult to learn (oils y 553).

Disordersordeficienciesinmathematicslearningstrategies:

Deferences in Molhmoties Learning Strategies. Children who suffer from this disorder are unable to choose and use the strategies observed in solving mathematical problems and conducting calculations such as strategies for the mental or visual perception of the problem and identifying the missing elementsoftheproblemandhowtoaccessit.Thesechildren

or pupils are slow and reluctant to derive or choose appropriate strategies, especially those related to the retrieval of mathematical information or facts (oil p. 554).

Anyone who will appeal to 1993 indicated that pupils with computational difficulties have difficulty predicting the process to be applied and choosing appropriate ways to solve problems and thus properly complete the solution after determining the method, as Deschler et al. 1996, Miller 1996 and Montagio 1997 indicated that these children are slowly dealing with strategies.

Mathworry: Moth Anxiety

Math anxiety is manifested in varying patterns of emotions such as fear, chills, freezing limbs, increased sweat release, high blood pressure and in cases of severe diarrhoea, vomiting, vertigo, tremor and feeling cold, It may be due to the fear of school failure, which leads to the formation of negative attitudes towards mathematics, which is an acquired emotion as a result of repeated painful experiences due to the failure to solve mathematical problems or computational issues (oils p. 555).

Sixth: The neurological aspect of the interpretation of impairment: Yesterday's stick for impairment:

Most psychological and pedagogical studies suggest that there are intractable causes of impairment that came through the cognitive neural stream where the cognitive neuroimaging informant's study is due

neuro-imagerie Cognitive why it is difficult to learn developmental mathematics to disturb the perception of numbers (Mohammed al-Amin Hajaj p. 67).

Wollson and I remember that many studies on brain imaging show the role of the cerebral cortex of the wall lobe and computational processes (comparison - numerical estimates - collectivization - subtraction....) This part is often infected with dysathya as a result of cerebrovascular injuries (Jasmine Bouadis p. 51).

Computational impairment may also occur as a result of some neurological sensory pathways that are involved in learning processes.

According to Abdulwahab Mohammed Kamel, there are three main paths to transmitting information to the brain:

- Visual pathways: which extend from the retina in the eye along the visual nerves (cerebral nerve No. 2) to reach the visual intersection and from it to the neurological pathways leading to the central side objects. Finally, references are

transmitted to the visual regions of the cerebral cortex. Therefore, any injury or imbalance in these pathways inevitably disrupts the field of vision, which naturally affects the acquisition of mathematics that depend heavily on vision.

- Audio tracks: From the ears to the temporal lobes, most notably Gyrus Heschl's, which is located in the upper middle of the temporal lobe near Sylvian's fissure and from the inner ear, sounds are special patterns of vibration and turn into nerve pulses or electrochemical with the auditory nerve.

Seventh: Classification of difficulties of learning mathematics:

Researchers presented several classifications of difficulties learning lessons, including:

1 - Classification of Mathematics Teaching Center: GTLM 1986 This classification is based on the integration of psychology focusing on mathematical abilities disorders and neuroscience Neurology and psychiatry focusing on the disturbed cognitive functions resulting from Deteriorating or osteoarthritis in the brain. These classifications were consistent with Kosc 1974, Badian 1983, Rourke et al 1983.

1997 and classifications found in Geary's 1993 review. (Khaled Ziadeh, p. 58).

2. Classification of oilss summarized in the following table:(_56 oils
_ 561_ 582)

Its impact on performance in mathematics	Its subsidiary operations	Learning difficulty
Distinction between form and ground	Distinction between form and ground	Visual Perception Disorder Distinction .
_Find it difficult to distinguish between certain numbers: (9.6) or letters (g). t)	Visual Discrimination	
_Finds it difficult to use the number line in collecting, subtracting, multiplying and dividing. _Has difficulty copying shapes. _Find it difficult to write on a straight line. _Overlap between the two concepts (before - after.) _Misplaced numbers, fractures or commas. _Find it difficult to distinguish	Spatial Relationships	

between positive and negative numbers.		
_He finds it difficult to perceive verbal language compositions. _Finds it difficult to solve and understand verbal verbalproblems. _Unable to count from within the numerical relay chain. _Find it difficult to write spelling numbers or duties. _Has difficulty hearing numbers patterns.		Auditory perception disorders
_Writes numbers reflected slowly and inaccurately. _Find it difficult to write numbers at disjointed distances.		Movement
_Unable to retain mathematical realities. _Forget the steps of solution or numerical relay.	Short-term memory	Memory disorder

_Unable to retain the meanings of the symbols.		
_It works slowly and takes longer to retrieve mathematical realities. _Underperformance when reviewing previous lessons. _Forget the steps of solving sports problems with previous lessons.	Long-term memory	
Find it difficult to translate computational meanings or concepts into one, tens, hundreds..- /+ /	Relay	
_Has difficulty using mathematical or computational vocabulary. _Find it difficult to orally formulate issues or problems. _Find it difficult to verbally express the solution steps in verbal or numerical computational	Expression	

problems.		
Unable to identify and select appropriate strategies for solving computational or numerical problems with verbal or verbal formulation. _Find it difficult to practice problem solving processes with verbal or verbal formats and multi-step arithmetic or numerical problems. _Unable to evaluate strategies for other situations.		Beyond Knowledge
_He makes negligent errors when making calculations. _Answers an error and speeds up responses to oral questions. He needs to rectify his responses repeatedly when asked to follow up, focus or listen to a solution to a fixed problem. _Do not pay attention to details	Sounds impulsive.	Social and emotional factors

whensolvingproblems.		
_Lacks knowledge, use or choice of appropriate strategies. _Does not complete its work within the time specified in the chapter. _Find it difficult to solve or pursue multi-step computational problems. _Solving a problem begins and moves to solving the second problem before completing the first.	HisAttention Capacity	
_Ignores solving problems based on making calculations. _Cancels, happens, drops or neglects problems with verbal formulations. _Looks uninterested, neglected or Shard.	Laughterand distraction	
_He seems to have lost self-	SensationLoss	

confidence. _Giveupworkeasily.	Chain	
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3 - Classification by Mohammed Al-Yatiah et al. (Hajjaj p. 62- 63)

Classifies the difficulties of learning mathematics into:

- 1- Difficulties in managing basic mathematical numerical realities.
- 2- Difficulty with basic computational skills.
- 3- Difficulties in the concept of numbers.
- 4- The difficulty of mathematical coding.
- 5- Difficulties learning the language of counting.
- 6- The difficulties of counting.
- 7- Difficulties of visual spatial perception of geometric forms.
- 8- Link in trend renewal.
- 9- Difficulty of short-term memory.
- 10- Anxiety and self-esteem.
- 11- cognitive pattern.

In our view, the classification of oils is more comprehensive, which is commensurate with our study and in particular, we will address these difficulties within primary schools.

Eighth:Diagnosis ofdifficulties oflearning mathematics:

KhalidZiadmentionsthreemaintestsofmathematicslearning difficulties:

1- Thetestofdistancingorconflict:TheDiscrepaney Criterion

Children with learning disabilities show distinct individual differences in various areas of developmental distress, which manifest preschool or academic disadvantages when a child entersprimaryorotherlateeducationalschool.Childrenwith developmental learning disabilities experience a significant difference between social linguistic abilities, memory and spatial abilities.

2- Test ofexclusion: The Exclusion Criterion

Wherechildrenwithmentalretardationandauditory,visualor emotional disorders are excluded lack of learning opportunities, here does not mean that these children cannot be counted as having learning disabilities.

3- SpecialEducationTest:TheSpecialEducotionCriterion

Childrenwithlearningdisabilitiesneedspecialupbringing appropriate to their development. Children with learning disabilitiesmaybedevelopmentallydelayedduetolackof

appropriate opportunities to learn how to learn through appropriate methods and curricula to teach at their school achievement level, for example: A nine-year-old child who never went to school and learned to read and write but whose cognitive and cognitive abilities together cannot be considered as having learning disabilities despite the apparent divergence between ability and attainment.

The vast majority of foreign studies have used tests with different procedures. Jordan and Montani have used sub-tests of calculation from a comprehensive battery for basic skills. The child is reported to have a sporting deficit if his score is less than 30% and Chaza, Moffitt and Silva agree with them but use the Red and Havis test.

Baden used a lower score of 25% in the math achievement test, and Lindsay et al., James and Garcia used this score on the achievement test and IQ and the child suffers from athletic deficits if the difference is 15 points of IQ and test grade.

According to Lewis et al., the hard-to-calculate child was the one who had a raven test for successive matrices and a sub-reading test from Young's test for collection greater than or equal to 90 and a sub-test for the calculation from the test itself was less than 85.

Through the foregoing, diagnosis of mathematics learning difficulties must be based on two ingredients:

1- Quantitative test:

It is based on the IV Statistical Diagnostic Manual for Mental Illness DSM - IV the criteria for diagnosing mathematics learning difficulties:

- IQ is average or above average.
- Safety of sensory functions (hearing, sight).
- Appropriate educational opportunities.
- Absence of developmental and emotional disorders.
- Obtaining poor scores on diagnosed tests for difficulties learning mathematics.

Among the diagnosed tests Neumann mentions 1998 Newman a series of tests published by the Teaching Board for the difficulties of mathematics, Lerner 2000, Hamil, and Humen Hammel & Humen were widely used in most foreign studies (Khaled Ziadat, 73).

Table showing diagnostic tests of mathematics learning difficulties:

applications	The skills he measures	Tests
Diagnosis of the difference of mental orientation and brain disorders some specific conditions of difficulties that interfere with learning .mathematics	Cognitive organizational skills and analytical skills measure an element's location for a range of .elements	1 - Test the complex shape of Osterrieth Rey's opinion on a computational perspective of a graphic task that requires visual and motor consistency. Or the Bender Gechtat test in which the examiner is asked to copy complex and composed forms of simple geometric forms and then the examiner is asked to draw those objects from memory.
Identify basic collections skills or the ability to form an appropriate numerical matrix through given .processes	It asks the examiner to write the numbers dictated by the number below the other and then combines the two numbers and	2. Triangle Number Test

	puts the results between the two numbers 5 11 6	
Developmental dyscolia is distinguished from acquired dyscolia, brain disorders and slow learning, mental retardation and other ..difficulties	Measures computational information in children from kindergarten to ..sixth stage	3 - Kai Math Diagnostic Test and Kai Math Diagnostic Test Modified Math Diagnostic Test
Differentiate developmental discolia from reading difficulties, brain disorders and slow learning, mental retardation and other	Measures the computational knowledge of children from kindergarten up to the age of 12.	4. Stanford Diagnostic Test

difficulties.		
Differentiation of developmental discolia from readingdifficulties, brain disorders and slow learning, mental retardation and other difficulties	Measures computational knowledge in individualsfrom age 5 to adulthood.	WideRangeCollection -5 Test
Uses	The skills he measures	Tests
To diagnose children with mathematical learning difficulties	It measures computational informationfrom kindergartensup .totheageof12	6.Comprehensivetestingof basic skills
	Calculation subtestmeasures computational information in children aged 5 to12years.	7.WixlerScaletoMeasure Children's Intelligence
	To measure mathematical	8-ListofDiagnostic MathematicsSystem

	knowledge used from first grade up to the age of 12 years.	
	To measure computational knowledge used for children in phase II to phase .VIII	9-Diagnostic tests for self-help calculation
	To measure children's computational knowledge in phase IV to adulthood	Enreer Diagnostic List -10 Enriching Diagnostic Inventory of Basic Arithmetic Skills.
	To measure the sports aspects of children from kindergarten to the eighth stage.	11. Sequential Math Inventory.
To diagnose children with mathematical	To measure children's early athletic ability	12 - Test of Early Math Ability Early Sports Ability Test

learning difficulties	from preschool to tertiary school	
	Used to measure children's mathematical abilities from stage 3 to stage 12.	13. Mathematical Ability Test
	Subexams are used to measure sports skills in children from kindergarten up to 12 years of age.	14. Kaqman Battery for Educational Collection
	To measure sports skills in children from kindergarten up to 12 years of age.	15. Wancock Battery- Jenson Psychotropic
	From phase VI to phase XII.	16. Biodi battery for individual collection

(Khaled Ziadehp.74-75-76)

2- Quantitative test:

It focuses on the types of errors that appear on children with learning and numeracy disabilities and Ashlock offers a range of errors including:

- 1- Errors resulting from partial completion of the problem provided to children i.e. the pupil completes half the problem and leaves the remaining part.
- 2- Errors resulting from repackaging and error mode i.e. defects in the procedural classifications of the solution.
- 3- Errors resulting from miscalculation in the sense of using wrong strategies in calculations.
- 4- Errors caused by failure to understand the concept of zero

4X

204=

Geneser 1997 Ghinsburg adds that many children suffer from:

- Difficulty in understanding what mathematical symbols refer to as: +, -, =.

- retention or output as well as due to the wrong strategies used by children.

In the grand study of the Primary School Mathematics Committee I tried to classify errors for the fourth and fifth year of primary and the four calculations and the table shows some of them.

Division	Beating	Subtraction	Collection
_Numbers are misstated in the equation. _The borrowed number may be added. _Delete zero in the middle or end of the equation. -Difficulty in	_Additionality issues. _Issues with zero. _Ignore the second or third numbers in the second or third counts. _Problems of multiplying dozens, hundreds, thousands.	Ignore symbols _Not always rolling out according to the issue website. _Ignore the additional number in	1 The difficulty of adding 2 Incompatibility of combinations with themselves. 3 Lack of ability to add to decimal places. 4 Issues with Zero

controlling the rest of the division.	_Problems of horizontal multiplication. _Do not use the easy method. _Does not depend on partial action. _Do not make signs of decimal fractures.	the subtract. – Increasing numbers without borrowing. _Difficulty in the metaphor process in matters involving zero.	
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Ninth: Treatment of impairment:

Drug Therapy:

Many pupils with obvious difficulties or insufficient attention, motor activity disorder or learning disabilities may receive drug treatment. This has been explained by the National Institutes of Health, supported by Sardley, Carlson and Swanson, as well as De Paul, Barclay and MacMerry. All of them are unanimous that drug therapy contributes to increased academic performance, improved concentration capacity, reduced excess motor activity, and Lerner offers a range of such drugs: Ritalin, Dexedrine, Cylert.....

However, some such as Barclay and Parker consider that these drugs negatively affect or exhibit some unwanted symptoms such as involuntary contraction of the facial muscle or turret slippery, as well as apparent behaviors such as impulsivity, daze and excess motor activity after the end of their effect period in the evening or afternoon, for example. (Khaled Ziadeh, pp. 125-126-127).

Educational treatment:

Pedagogical therapy or therapeutic educational programs are based on the treatment of persons with impairment or

mathematics, as Stephenin and others consider to be based on the following characteristics:

Teachingingroups.

b. Teachingoccursdirectlyfromtheteacher.

c. Academicfocus.

Individualizedforeachpupilin thegroup.

Several therapeutic programmes have been cleared, including the Engelman et al. Programme of Related Mathematics Concepts, which relies on a task/behavioural analysis model and is frequently used in primary schools.

It has proved effective in promoting both sports and problem-solving skills in these pupils.

- The constructive calculation program photographed by Eastern Western in addition to the many programs used with learning disabilities whose results have been proven. (Khaled Ziadeh by p. 129-130)

Nutritional therapy for children with mathematical learning difficulties:

Research in chemistry has assumed that there is a function relationshipbetweenfoodandbrainfunctionandWeingold

considers that there are many food-related theories focused on the treatment of children.

Other theories have assumed a correlation between food and learning difficulties and those with learning disabilities suffer from a lack of sugar in food. The Barclay study proved that food sugar does not increase the level of motor activity according to some researchers may weaken some learning foods. They increase excess motor activity, according to Silver, those studies have not explained the relationship between allergies to certain foods and learning difficulties. (Increased p. 131-132).

For the treatment of dyscalculia, several methods have used strategies and each method has its starting points and foundations, including:

1. Positive learning method:

This method depends on the learner's effectiveness, interaction with the teacher and the lesson provided, and conducting the necessary educational activities.

2. Direct teaching method:

This method is based on the integration of the curriculum and teaching method and is implemented across four steps:

- 1 Settingproceduralgoalsforteachingmathematics.
- 2 Identifythesub-skillsweneedto achievethe goals.
- 3 Identify any previous skill that the learner with difficulty is good at.
- 4 Drawstepstoreachthetarget.

3. Sportsmethod:

A fun and meaningful activityis carried out bythe learner or a group of learners in order to accomplish a specific sporting task under certain laws of the game with the learner's enhancement to continue the activity.

(pp.63).

Lecture5:Dyslexia

Writing is the third version of the language system based on oral language integration. Reading and written language This latter language, which is a highly complex communication formula, is on the one hand an important educational skill and a more important means of self-expression. More than this is a preservation of history and civilizational heritage and a key tool for education and learning.

It is therefore the responsibility of the school to acquire each learner a base of competencies and knowledge, including the establishment of learning tools such as writing. The teaching objective for young children is to emphasize the acquisition of written skills, passages, words, names, titles and common linguistic concepts based on visual memory.

Since dictating is one of the most important bases of writing and written expression, it is a means of word correctness in terms of linear image, since the word or sentence can only be understood by it. Dictation is an accurate measure of primary pupils' attainment. Despite the linguistic richness that some pupils have, the fact that they have not been able to dictate makes their wealth impoverished and worthless. Thus, if we do not mention a crisis and conflict between his knowledge

stocks, his work of writing does not translate. The specialists attribute the reasons for the emergence of these difficulties to the specificity of the Arabic language and this is in the complexity of the rules of dictation and the many differences and exceptions therein, such as the tide that speaks and does not write, such as those written and not spoken, such as: Amr, these differences between operative and written.

In addition to the multiplicity of images of the letter by its position in the word without forgetting the dots of the letters. In addition to lack of motivation and teaching methods.

I. Definition of Dictation

1. Dictation Concept:

Language

He is the source of the act: dictates dictates such dictates: The teacher dictates to his students the material of the lesson in the sense that they read the subject of the lesson to write it in their pamphlets, and which means that the Prophet says: □ They said the first lines of the lesson to be written in it dictate to

him firstly ﷺ -Furqan Ayah 5
 وَاِذَا قُلْتُ لِلْعِبَادِ امْكُتِبْوا فَيُكْتَبْنَ عَلَيْهِمْ شَيْءٌ مِّنْهُ لَا تَأْكُلُ اِلَآ a

This is of a perspective in the Arab tongue of the article

"Boredom" said the hope of the thing he said. He wrote it and

dictated as his hope. He dictated the writer Amaleh. He dictated it and dictated it two languages. He dictated it a good hope after the Holy Quran and hoped for something he said. Verse 282

The bride's crown dictated the language of Hejaz, Beni Assad and Amelet the language of Bani Tamim and Qayas and said hope for something that he writes and dictates to him and the Quran comes down in two languages together. (Zubaidi, DC, P.120)

The fruit of the statement read, "I dictated the book to him." (Gardener, 1930, p. 132)

The teacher hoped his students would study the material on them to write it in their chairs and dictate it to the writer.

Terminology

The terminology of spelling, line, satire, writing, books, hand calendar and writers has been multiplied.

It is also called a written portrayal of spoken words, which the reader can pronounce on to her pronounced rough, with well-known rules and assets, which is the right drawing of words. (Al-Husayz, 1993, p. 39)

Dictation is the drawing of Arabic words by the written depiction of spoken sounds with symbols that allow the reader to rename them according to their first image, according to rules observed and clarified by linguists. (Accuracy, DC, P 18)

"The spelling system is a particular linguistic system with the subject of answering words, which must be communicated, letters that are increasingly deleted in different types, either individually or on one of the three soft letters, feminization, tail, punctuation marks, tide of varieties, dendrite of varieties, flip of the three movements, replacement of the letters, solar pains and lunar pains. (National Team, DAT, P.32)

Dictation means giving the symbolic opposite of connotations, and expressing his book in letters and words according to the rules of Arabic.

Dictation is the conversion of understandable audible sounds into written symbols (letters) with the expectation of these letters in their correct positions of the word in order to correct the word and the appearance of the intended meaning. (Mahmoud, 2004, p.277).

Dictation is a branch of the Arabic language, which is an important basis in written expression and the means of

communication by which an individual expresses his or her thoughts.

In the light of these views (on the concept of dictatorship), we believe that dictating is an advanced and challenging process that requires a combination of a variety of intellectual and technical abilities and skills, and the expertise available to the individual to present the correct model of the language units in question.

Dictation can be the individual's ability to match the sound, visual or stored images in mind of the target language units with their linear image, taking into account the exceptions thereto. (Ma'ruf, 1998, p. 165)

Ahmed knows him: "This is the flag that deals with the terminological rules that I know preserves the writer's pen from increasing and decreasing, and is concerned with specific matters, including: How to write a whisper in the first, middle and last words, as well as a thousand soft ones, differentiates between a stitched and simplified asphyxia as it cares about the letters that are increased and deleted from the words, and the codification and types of pains, etc., which amounts to the writer's level of desired linguistic health so that this writing is

free from spelling errors common in the writings of scholars and intellectuals (1992,

. His chapters defined him as: "It is a particular linguistic system, the subject of which is the words to be separated, which must be connected, the letters that are increased and the letters that are deleted, the shaking of different types, whether it is solo, or on one of the three soft letters, the soft thousand and feminization and its pains, then numbering marks, the terms of the subjects, the numbering of its types, the three soft letters, the soles and the angles and the angles. The dictating function is that it gives visual images of words that act as audio images when they cannot be heard (Hebron, 2009, p. 25)

The definition of pride 2015: Dictation is that the speaker speaks and writes the hearing, and a more precise scientific concept is the conversion of fonam to grapham or so-called writing under dictation, requiring accurate auditory skills as well as dynamic for the proper imaging of audiovisual crafts (Azza, DC, p. 343)

II: Objectives of spelling teaching

Dictation occupies the highest position in the pyramid of learning linguistic skills and abilities, so that it precedes them in acquiring skills. If the child has difficulty acquiring the first

skills, he will have difficulty assimilating and reading and writing, and in learning to dictate the student's recurrence of the correct writing according to the spelling rules.

Train the student to draw the letter and words clearly and in a readable line. –

Distinguishing similar letters.

- Improved spelling methods. (Azza, p. 345)

Train them to write words correctly and hold them in their minds.

- Train their senses to be good and perfect. These senses are: ear, eye, hand... - Test their information in writing words to find out the weaknesses and address them.

- Writing pupils for parts of what they read will allow them to distinguish images of letters in different places

. - Enabling pupils to take control of Arabic language and control its structure by training in writing connectivity and cutting, and medium- and extremist margins in various situations:

On Wow, on a thousand and solo and writing a thousand soft in the trio of names and verbs and studying the deletion places and the much used increase in writing.

- Pupils should know the rules for drawing the word and spelling assets, acquire the right type of writing and speed, and have a habit of organizing in writing.

- Dictating a means to develop the accuracy of observation and attention, and the accustomed cleanliness, arrangement and clarity of students, which have a significant impact on education (Qatas, 200, p. 63)

Dictating the process of coordination between eye, memory, ear and hand The eye is the way to watch the word, and it helps to paint the right picture in the mind. And mind helps to remember images when you write them, hence the need to strengthen the connection between reading lesson dictation And ear is a way of distinguishing interconnected voices and sounds when speaking, The ear should therefore be trained to recognize the differences between those voices and the students' demands for their language, class and writing, and the hand is the active factor in writing (Salama, 2003, p. 15).

III: Symptoms of dyslexia

Similar to many acoustic letters in linear drawing, the distinction between them is similar to (b, t, w (f) h, g, c).

The multiforming of certain Arabic letters, for example the letter Kafé, the Jehovah and Jehovah. -Codification, a voice

that pronounces and does not draw in a word but draws two movements.

There is the problem of letters, which are written and not spoken like the thousand after the F of the group. (Travel) -the problem of letters that are spoken and not written like (that, those, who). The letter A is a problem, when it comes at the end of the word it may draw a thousand lists or a thousand cabins according to the spelling rule.

Some letters pronounce in different ways (for one letter) such as the feminization of the last word

Replacement: The pupil changes the location of the letters (surface, sweep..)

Flippers: flip letters and numbers in terms of direction. -Errors in the rules such as writing the verb and the name (eaten, eaten...). - Poor shredding-dismantling like Al-Hadi Qa 'a (Abu Saad, 2015, 49th year)

IV: Causes of dyslexia

Lack of health and psychological care, impaired hearing and sight sensors.

Forget the control spelling rule

- The inability to distinguish between converging voices.

Poor reading and insufficient training.

Use vernacular dialects in dictation.

Difficulty in regulating the place and time of the sentence so that the child does not distinguish between the different functions of words in the sentence (Chopped, 1993, p. 67)

V. Problems in dictating:

Tuning and Shape:

It means placing movements (annexation, aperture, fracture, stillness) on letters, which is a major source of difficulty in spelling.

The lesson may be able to paint the word correctly, but it cannot adjust these letters.

Drawing the letter and its voice:

Many of the language's vocabulary included letters that were not spoken as in some words, for example (Amr, those, one hundred, said), Falwao (Amr, those), a thousand in one hundred (hundred) and a thousand (said) excess letters that were written and not pronounced. (Ayman, DC, P19)

Studies that have dealt with dictates as containing difficulties beyond writing for young people have abounded. These difficulties can be summarized as follows:

The difference between the drawing and the sound of the letter:

In the easy writing system, the drawing of letters corresponds to their voices, so that everything that is pronounced is written, and what is not pronounced is not written, but we find that Arabic writing does not follow that imposed in some of its words, I have increased letters that are not spoken in my word. (Those, see) and deleted letters uttered as in (That, but, Taha) The drawing of a thousand soft books, "Ya" and "Alpha", has left another time, and the matching between writing and pronunciation will undoubtedly facilitate writing and provide a lot of effort and time.

Connecting dictates to grammar and drainage:

Linking many dictates of grammar and drainage is an obstacle beyond writing. Before writing, the pupil should know the origin of the derivative, the Arabic location of the word and the type of letter he writes. And that's embarrassing and overwhelming, plus there's a lot of people who don't study grammar and drainage and they have to write. And this difficulty

manifests itself if we look at the soft thousand, and if it's a third, the wow painted the alpha as in. (Sky, prayer) and if it is third and its origin is as painted J as in (Throw, Huda) And if it's in excess of three letters painted J as in (Finished, Mustafa) Unless you get ridden, draw a thousand as in (Minimum, live) The name (Yahya) is excluded and drawn on the base. This difficulty is also evident if we look at "what" it reaches "all" if it is time, and "Lord" if it is all, and it is separated if it is connected or denial described.

The complexity of dictates and their frequent exceptions:

One of the problems that causes difficulty in dictating is the fragmentation and complexity of its rules and the abundance of exceptions in them until adults do not believe in the wrong. The average advantage, for example, is either medium by origin or medium by interpretation and then still or moving, The motion is moving after the occupant or after the movable, the inhabitant is either correct, A fugitive, a whisperer or earlier a whisker is embedded, open or broken. Each of these cases has a rule, and each rule has, for the most part, an exception.

Disagreementwithdictates:

One of the reasons for the difficultyis the frequent divergence of scholars in the dictates and their turmoil, so the rules are many and difficult to draw and the writing differs between individuals and Arab peoples. The intermediate feature of the word "read", for example, is drawn in three respects: (read, read, read), all of which are correct. (Shehta, 1992, p. 16)

Sixth lecture: difficulties of expression

If the expression is associated with speech, it is the conversation or oral expression, which is earlier than written expression, and more used than in various aspects of human life, and it relates to the transmission of thoughts and feelings about the inside of the individual to others orally via the speech system, and received through the sense of hearing(Ear) This type is used in multiple and many situations in everyday life. The purpose of learning is to enable the individual to acquire skills and abilities for talking, discussing and being able to express and communicate meanings to others. Verbal expressions are varied in different areas of vital life.

I: The concept of oral expression

Language: The expression is said across the river and across it if it is cut across from one side to the other, across it is the shore and side of it, and from it is said to express what is in itself a clearer and clear expression, as if the expression conveys the idea of a speaker's mind to the mind of the listener through the language.

Terminology: Researchers have presented many definitions of oral expression that may vary from verbal but that correspond to one of the most important ones, the following definitions:

Oral expression: (That operative speech by which the speaker expresses his or her own obsession or peril, and which risky feelings, sensations and intellectual, intellectual and other information he or she wishes to provide, in fluency and fluency with a healthy expression and safety in performance).) (Melod, 1993, p. 181)

2/- Some of them defined it as "(disclosure of one's internal feelings, feelings and thoughts in sound terms)."

3/- Muhsin Ali Attiya identifies him as saying ((oral expression is speech and is a skill of language in which thoughts, beliefs, opinions, information and requests are transmitted to others by voice, it involves language, voice, thoughts and performance))

It is included in the performance mentioned in definitions 1 and 2 and in the body's movements, bodies and facial features, as well as in the high, low and other performance manifestations

There are other areas of oral expression that we can include in points such as the following

Expressing images or scenes, or found in various books such as reading and reading books. And answer questions, or discuss a particular idea from the lesson.

. - Expression after reading orally for reading, or summarizing a paragraph of the subject, highlighting general and partial ideas. - Talk about the professions and work of members of the community.

- Talk about religious, social and national topics, and such rhetorical attitudes on various occasions.

- Talk about various activities such as visits, trips and business.

- Talk about animals and plants. (Al-Baja, DC, p.192) The importance of oral expression

Oral expression is of great importance in human life through its interaction with members of society in all spheres of life, so it is indispensable, human need is more like the need for air and water. Expression is a fundamental manifestation of human activity in all its aspects, and it is also a general phenomenon in which all members of the human race in all their languages and environments share.

In addition, the oral expression is of interest to the human person from several perspectives:

Within the psychological perspective: verbal expression achieves confidence in self-strengthening and self-confidence and leads to psychological satisfaction.

From the sentimental perspective: Oral expression allows man to convey his feelings and feelings, and achieve emotional satisfaction.

From a pedagogical and cognitive perspective: oral expression is an important way to educate, receive and develop knowledge as it happens in schools, universities and other science houses.

From a creative perspective: Oral expression is a manifestation of linguistic creativity in performing plays, giving poems, speeches, etc. (Attiya, 2008, p. 227)

Third: The concept of written expression

Written expression in Arabic

Written expression is the way in which a writer can show all his thoughts, feelings in a language-safe way in composition and expression, and also through written expression.

A writer can communicate with other individuals, communicate with the whole community, and in these benefits lies the importance of written expression, of expressions of their kinds, and of their unique types is the written expression that we mature in sentences, and the words that the writer uses, how they fold to communicate the idea that he addresses.

Educational concept of written expression

It is one of the student's learning activities, through which he or she carries out many mental processes and other processes through which he or she can recruit and volunteer his or her knowledge, as well as his or her expression skills; to be reflected in an integrated and harmonious written subject, and the written text relates to a specific area of life, including solutions used to solve problems commensurate with the writer's character, which illustrates his imagination of the existing situation, Providing appropriate solutions, arranging information and how to list it, as well as scientific skills for completed work Therefore, the written production has several factors, namely "actual information of the person", and "functional skills", and "writer's processes (<https://www.almrsal.com>)

THE IMPORTANCE OF WRITTEN EXPRESSION

- Written expression is the most important element of different educational activities.
- Written expressions regulate learners' experiences, and raise their scientific level.
- The student moves from receiving and consuming knowledge to using the knowledge he has acquired more effectively and usefully, using his linguistic knowledge and writing skills.

It gives the student a great opportunity to deal with different problems, find a solution to them in line with reality, ethical and educational foundations in an interesting context.

- The student feels the influential and important return he/she receives from all the educational processes he/she has undergone.
- The student discovers the difficulties in activating everything he learns, and works to overcome them (<https://mobt3ath.com>)

V.Oralexpression'srelationshipwithwritten expression

It is no longer feasible to look into the case of precedence that one might claim to have groped between the two oral and written expressions and not to benefit digestion in one's

preference over the other, nor even to restrict their relationship in the name of inclusiveness and exporting (or subsidiarity in return), which may be available to one at the expense of the other.

This has already been achieved historically; Nor is the analog relationship between them so that all around it suggests that one is a picture of the other. But saying that they have grown equally and even symmetrically - and under the influence of certain elements such as media that narrow the gap between writing language and speech language and the multiplication of means that blend them - achieves a certain percentage of the perception of the lines of expressive activity with its oral and written siblings and the distinctions of its fabric. Almost collusion between the two expressions.

1. Penetration or connecting loop:

Indeed, here we are dealing with concepts that are divided between two expressive patterns of paradoxically making them "close/far apart" and "overlapping/different" simultaneously: this is what we want to express as "

visible interface"; We are in a position where neither one can be judged nor said to be more comprehensive and complete, but overlap does not inevitably mean not being able to

separate them technically and systematically by completing each other's milestones; But before achieving this endeavor, we preferred to talk about the criterion of contrast.

In this interplay, we understand how one pattern breaks into the other's sphere of specificities (artistically or otherwise), and know that it merely brings about the exchange of elements between the two patterns, which foreshadows an interactive interrelationship between the two phrase patterns that relate to the following characteristics:

Reflection of another expression:

Written Statement Starting Point:

The most important distinction of the concept (written expression) is that he does not lose sight of his presence as a soldier within a communication group (continuum) with another soldier (oral expression).

We do not disintegrate this important idea despite the seeming simplicity that may lead to the omission of the same idea every time.

Taha Hussein only expresses in writing and introduces elements that are of the sex of oral expression.

He has this privacy that does not concern us here in proximity

- the reader is drawn to understand his meanings in terms that are clearly intended to involve that reader as if he were present before him, his formulations are colored to ask for attention, call for reflection and repeat phrases that draw attention as if he were in the heavens.

Verbal expression point of departure:

We merged here the two brothers together, and we deliberately moved from one expression to another of the overlap between them, and despite our targeting of the verses of distinction between the two patterns, let's point out that the Lord of what appears to be a written text is then a written expression that disappears from the written character of the abstract that an asymmetry relationship is in practice.

Before discussing what distinguishes the two expressive patterns from some terminological triangle:

A negative answer means the distinctive boundaries between the three terms, spoken/spoken or written. Even those who set the terminology were careful to refer to this term triangle: "language" means the name of sex for spoken or written speech.

An obsolete image emerges from the language and speech stronghold to become a structured model that activates many energies, always imposing a willingness and communication feature. Some of them are a continuous episode between the two expressions, such as a reading report, which is a kind of reading card, because the text is there - inevitably - but throwing (Throwing the card) is subject to contexts adapted to the written text (written expression) so that it can be translated into oral expression. Perhaps it is this logic that does not bite the addressees into interventions in scientific and cultural forums with diverse themes and themes, since adaptation and conversion do not perform their mandated roles as they should. (<https://al-marsa.ahlamontada.net>)

Methods for treating the difficulties of written and oral expression

Many remedial methods have emerged for the difficulties of written expression, including:

. System What Keel best

It has been divided into several phases:

The first stage is to give learner experience in identifying and developing awareness of clerical errors. This can be obtained by reading the written article aloud and asking students to

correct errors or allowing them to re-read what they have written.

Children can correct their work by reading it aloud using their verbal language as in cases of careful review.

The second stage consists of students orally organizing their ideas for what they would like to communicate to others and using their oral language to help organize their written work.

The third stage of teaching learners involves writing at the tangible level and then moving to the most complex and abstract contents. Learners study writing on subjects that are easy to observe and describe. This stage is called the cognitive and descriptive stage.

The fourth step is to give students open questions, one word or topic and to mandate them to write a story. This requires instructions in organizing ideas and preparing general or main ideas before starting writing, which is called abstract description. This stage is important in the writing process. The teacher must read what the child has written and develop the necessary feedback and help learners improve their writing to continue writing properly. (Samuel Kirk, 2017, p.: 376.)

Fitzgerald Style

Fitzgerald's style illustrates the general lines in the construction of the sentence from right to left (in Arabic) To teach the order of words for the construction of the sentence, the child follows the organization of words according to the model of this system. This method is organized to guide the child visually to the appropriate parts of the sentence. The phrase "witness the child the dog" can be written by the student using the guidelines of the previous method as follows: Watch baby dog

This key can be used by children to analyze their errors in the installation of sentences.

Phillips system in wholesale construction

Phillips' phrase-building system provides a guide to help children build sentences. The guide contains nine horizontal visual addresses on the page:

- First, second, later, finally, in the end...

That is, how many, contraindication? Who

is it, what, how much... ?

He does, he, my goodness, me, Why?

And why, for what, for whom, for whom? When?

· Where?

How, why, because... Phillips

aims to:

- Develop fluency in writing short sentences.
- Expanding sentences to include descriptive topics.
- Focus in prediction.
- Develop and exercise the ability to check incomplete and non-descriptive sentences.
- Develop the ability to use verb formats.

Focus on correcting errors in wording.

- Develop writing for paragraphs through a set of sentences.
- Develop the exercise to review the paragraphs.
- Develop the ability to create a mental image of the paragraph's content before writing the sentence (Samuel, 2017, p. 380)

Developed operative reflux technique to assist learners with learning disabilities in writing for Williams (2002)

These strategies are based on computer technology and its modern software. Williams presented a case study on the use of developed operative reflux technology to assist learners with learning difficulties in writing. The learner with poor writing skills used two computer-based programs to enhance writing. The first word prediction program where the learner writes some desired word letters and complements the word program(based on grammar and letters previously written.).

This programme saved time and prevented many learner's spelling errors. The second programme is a reflection in which the selected part of the text is pronounced loudly after it has been written, giving the learner the opportunity to review the paragraph he has written (William Pinder, DS, p. 365).

Montage and Fonseca

This program helps learners with difficulties to focus on the writing process and facilitate communication with the teacher regarding the pupil's written output. In this program, learners are encouraged to develop writing plans that include holistic organization and lists of key points

Then these points can be arranged in a certain logical sequence to be expressed in writing. In addition, a computer review of the written output is less embarrassing for the learner and less time-consuming than the paper and pen method.

Troya, Graham and Harris

The program emphasizes meditative planning when writing a story where learners with written expressions difficulties are trained to plan the chosen written subject by setting goals and brainstorming ideas and arranging ideas in a logical sequence.

The multi-baseline design showed that after training learners on these planning strategies, learners have the ability to write longer stories and they have improved the overall structure of the story. This shows the need to train learners with learning disabilities on these three components means story goals, brainstorming ideas, and arranging ideas in a logical sequence when preparing for story planning in language classes.

Graves & Hogg Program

Propose a self-monitoring examination to assist learners with writing difficulties, provided by the following illustrative window:

Examination during writing	Inspection during planning	Component
		Personalities
		Space and Time
		Problem
		Plan
		Conclusion

This list presents a series of evidence or hinting words for the learner to take into account when planning to write the creation subject, and during the actual writing process. The learner is trained to use the card by identifying his decisions in all pre-submitted items on the checklist and after completing the writing process as well, this list can be used as a final check before handing over the school duty or commissioning. (William Binder, DS S 383).

With regard to the treatment of the difficulties of oral expression, we state:

1. Mediation Training Programme (1982): This programme focuses on activities related to Semantic Semantic The programme was designed for kindergarten pupils; Up to the

eighth year, through the application of this programme, more than 2,000 pupils have improved their oral evidence as a result of the use of activities in which images are frequently used as a means of activity

2..DistarLanguageProgram(1976):

This program was originally designed for children in culturally poor environments, in addition to being used for students with different language problems, the focus of which is the clear awareness of the use of language

3. FokesWholesaleConstructionToolProgram(1970)

This program is concerned with the development of oral expression, the creation and installation of the sentence of various kinds, and in different times past -present-future, and it is also used with students with difficulty in using the language

4. Let's Talk Programme: Social Networking Development (1982):

The programme developed 9-year-old pupils into adolescence. It teaches social communication skills through verbal communication, as some (277: 1997, Schoenbroukt et al.) One of the most important messages for treating students with oral

expression difficulties is the use of risk strategies in various contexts by facilitating interactive conversation among pupils, as this puts pupils in a state of constant interaction, The pupil earns a lot of confidence and control over his interactive skills and that the topics of dialogue among pupils should be met on the basis of their interests, And their past knowledge such as Christmas events - buy - sell - Picnic and in this context, McCormick Felbusch (1981: 540) The child's ability to express language, and the use of language in communication, can be improved by activities based on appropriate programmes, and linguistic and oral activities should be a vital part of any curriculum, and therefore adopt, A child's success in the educational environment in both the social and academic sphere is heavily on how to optimize the use of language. In this regard, both Susselberg and the Sactberg & Mateer (1989) thriller highlighted the prime design principles and implemented sound therapeutic steps for pupils with linguistic learning difficulties:

1. In behavioural terms, the therapist shall monitor what constitutes remedial action steps before commencing. – 2. Assessment of environmental factors. This addresses two forms: first, treatment in an environment familiar to a pupil with learning difficulties, as this increases his performance,

and second, good composed relationships between a therapist and a pupil with learning difficulty on the one hand, and between the pupil and his or her colleagues on the other 3. Checking the measurement standard, where all quantitative information should include, and how it is used from the first assessment

He also noted that there are three types of effective variables associated with language learning and treatment

: excitement (thrill-motivation): individuals with motivation often perform Self-

confidence: Individuals with self-confidence are more responsive and successful in learning the language.

Concern: Individuals with lower anxiety and less fear than classrooms are more productive in language, he noted that there are five applications in language education:

The contents should be clear and understandable.

The contents should be clear and understandable.

There should be dialogue between pupils and teachers as much as possible There is a use of visual means, helping to display a wide field of words and linguistic

vocabulary

. In the presentation should be a focus on different language arts, such as listening, reading and writing.

(AmalAbdulMohsenZaki, 2010p.168,173)

8.Explaining theories:

There are many theories explaining dyslexia, and here we will focus on a number of explaining theories that, when combined, can explain the causes of dyslexia.

Optical theory:

Dyslexia is due to a deficit in visual perception due to a dysfunction in the areas responsible for the spatial representation of visual forms. This leads to:

- ☐ Confusing similar letters
- ☐ Heart
- ☐ Substitution
- ☐ Deleting a letter from the word

There is another trend that speaks about the deficit of the visual system in a part of the neurons between the eye and the cerebral cortex. These cells are responsible for decoding the word letter by letter. A person with dyslexia cannot read.

Variation of electrical activity:

Electrophysiological studies have been conducted on individuals with dyslexia and found differences in electrical activity detected across the skull compared to normal individuals. There is no single pattern of difference. In some cases of developmental dyslexia, unusual features appear in the temporal lobes, while in other cases we find that the difference is in the temporal lobes. Anterior frontal.

Brain cell death during development:

It is noteworthy that a simple brain scan does not reveal a structural difference, but there is evidence of structural differences from normal cases. In most cases, we find that the area located at the edge of the temporal lobes is larger in the brain on the left side compared to the right side, which is the area responsible for language. In cases of dyslexia, the two areas are equal, and it may be thought at first that this is the result of the small surface of the right temporal plane and not the smallness of the left.

The modern explanation for this phenomenon is that in cases of dyslexia, there may be an imbalance in the natural process of cell death during brain development, which causes some neural circuits to not form properly.

09. Dyslexia programs:

Educational and therapeutic programs aim to take care of the child's reading difficulty and thus the possibility of integrating him into his class from academic and social aspects. They also include aspects of the child's developmental assessment related to memory, perception, attention and concentration. The literary heritage is full of many programs to address dyslexia in children, including the following:

Distar reading program:

This program was prepared by Angelman 1974. The program aims to deliver reading to third-grade students. The program is implemented in small groups that usually include 5 students, and the composition of the groups is according to the students' abilities. The program consists of two levels that work to confirm students' skills. The program focuses on homework and exercises.

Which relates to:

01. Exercises on space structure
02. Word structure and pronunciation from slow to fast.
03. Practice rhythm.
04. Correct children's mistakes and review them in an organized

manner.

The program is based on the psychomotor aspects and play that enables the child to learn the aspect and exploit his body in moving within space and body image.

Edmark Reading Program:

The program was designed by an American association to help 150 students improve their reading abilities. It includes repetition behind the teacher and includes 277 lessons divided into four basic topics:

01 . Lessons for word recognition.

02. Direction book lessons.

03. Picture lessons that match phrases.

04. Story book lessons where the student reads 16 stories.

The current program focuses on the pedagogical aspects and on the relationship between the student and the teacher, as it is built on the philosophy of strengthening trust between the parties to the educational process.

Rebus method:

In this method, pictures of words are used instead of written pictures. When the child learns a word, he draws a picture of the thing for him. It is as if it is related to the signifier and the signified. Instead of the image of the letters, we use the image of the meaning.

The program includes three basic books, each book containing 384 shapes, where the student names these shapes. The student does not move to the next form except with a correct answer.

The fourth book in the program includes the following:

- Dictionary of illustrated words.
- Dictionary of complex words and diagrams.
- Seventeen pieces for reading comprehension.

After completing this stage, the child moves to the transformation stage of reading words and spelling them correctly instead of knowing them by drawing them, in which the word is written in capital letters, and the student enters the stage of written reading of words.**(Kali Djanet, 2020, p21)**

Methods of treating dyslexia:

Dyslexia is treated using a specific range of educational methods and techniques, and the earlier the intervention, the better. Assessments of the child's reading skills, and other academic and mental health-related skills, will help teachers and professionals develop the specific educational program that best suits the child's level.

Teachers and professionals may use techniques including hearing, vision, and touch to improve reading skills. Helping a child use several senses to learn, such as listening to a recorded lesson and tracing the shape of letters used and words spoken using a finger, can be helpful in processing information.

In this component, the most important therapeutic and educational methods for intervening with dyslexic children will be discussed, as well as general guidelines related to professionals and parents:

01. Educational guidelines for treating dyslexia:

01. In order to overcome the child's problem of not recognizing words: students can be accustomed to paying direct voluntary attention to each word, displaying the words accompanied by pictures, training in reading them repeatedly, making cards containing the words that they often read incorrectly, and asking the disabled student to read it whenever he needs to.

02. In order to accustom the child to reading from memory, care should be taken to establish the forms of words in the students' minds, and to accustom them to their pronunciation, and to train them to read words and sentences in a different order than the one they were accustomed to seeing before, so they memorized it and read it from memory.

03. To improve interrupted reading, the treatment is to make reading speed a clear goal, and for children to practice reading in a specific time, and to encourage them to have their reading as if it were natural speech or normal conversation, and for their aloud reading to be preceded by a model reading and then silent reading by them.

04. If the child confuses similar letters, the treatment will be

through training in the pronunciation of these letters, while alerting the students to the differences between them in pronunciation and drawing, and training them to read words and sentences based on these letters.

Among the guidelines recommended to parents are:

- Early intervention. When parents suspect that their children have difficulty reading, they should consult a specialist for early intervention.
- Make reading more enjoyable for the child by presenting it with play and social interaction.
- Reading aloud with the child and for parents to be a role model for their children.
- Cooperation between parents and the school.
- Encourage children to make time for reading.

02. Therapeutic educational services:

In order to train a child in reading skills, the child must first practice:

- Pay attention to the direction of the letters.
- Using the sense of hearing in order to link the image of the letter and its sound.
- Distinguish between letters visually.
- Training in developmental reading, whereby we do not give the child reading that exceeds his developmental capabilities. There are two ways to learn developmental reading:

Aeolian method:

Teach letters according to their names.

Teaching reading letters according to their sounds.

Connect letters with vowels.

Practice reading a three-letter word with a vowel in the middle.

Second method:

It is known in the holistic manner and is defined as follows:

The entire text is read by the teacher and then read by the students.

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