ACKNOWLEDGMENT

First and above all I thank "GOD ALMIGHTY", Father of all knowledge and wisdom, with whose help I have completed this work.

I would like to express my sincere thanks and deepest gratitude to Prof. Dr. Mohamed Nasser Kotby, Professor of Phoniatries and Head of the Unit of Phoniatries, Faculty of Medicine, Ain Shams University, for his kind supervision, encouragement and for his valuable and appropriate suggestions.

I am greatly indebted to Dr. Safaa El-Sady, Assistant Professor of Phoniatries, Faculty of Medicine, Ain Shams University, for the time, the effort, continuous help and support in order to bring about this essay.

I am also grateful to Dr. Alia El-Shaubary, Assistant Professor of Phoniatries, Faculty of Medicine, Ain Shams University, for her help, direction and support which have been of great value in the course of the essay.

Much appreciation and gratitude to all the colleagues in the Unit of Phoniatries, Faculty of Medicine, Ain Shams University.
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Introduction
INTRODUCTION

A successful experience in school, leading to quality education is considered by most parents and educators to be a prerequisite for a productive life. Education is a multifaceted process which includes opportunity, environment, curriculum, teaching effectiveness, parental support, innate abilities and physical factors. If deficiencies exist in any of these areas, the child’s education may be affected (Helveston, 1970) and inability to read and comprehend; namely learning disability problems results, which have far-reaching social and economic implication (Keogh, 1985).

Learning disability is a generic term that refers to a heterogenous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing and reasoning or mathematical abilities (Hammlil et al., 1981).

The learning disabled individuals may demonstrate difficulty in discrimination, recognition or comprehension of information even though the person has normal intelligence (Keith, 1981; Katz and Wild, 1994). Such deficits result in discrepancy between the expected and the actual achievement in one or more areas of learning; subsequently the subject will encounter educational difficulties, scholastic or vocational underachievement as well as social problems. Failing to achieve at the rate expected for a given chronological age, is considered learning ability problems (Hammlil et al., 1981).
So, learning disabilities and other forms of reading academic underachievement require a well designed comprehensive services provided by different specialities.

Up till now, there are no definite programs available for training the learning disabled children and push their aptitudes.
Aim of The Work
THE AIM OF THE WORK

The aim of this work is to present a review study on the nature of the problem of learning disabilities, its pathogenesis, aetiology and assessment in order to present a comprehensive training program for such children.