

# *Assessment and Management of Dyslexia*

Essay submitted for partial fulfillment of the  
Master Degree in Phoniatrics

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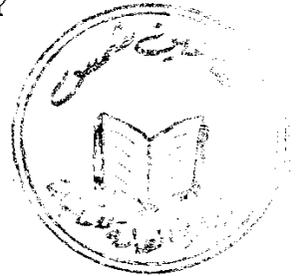
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ رَبِّ زِدْنِي عِلْمًا ﴾

اللَّهُ  
الصَّادِقُ  
العَظِيمُ

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INTRODUCTION  
AND AIM OF THE WORK

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## **INTRODUCTION**

The world became a literate world. The oral tradition could not hope to cope with exponential growth of knowledge. If one can read well, the world is at his fingertips.

Education is a multi-factorial process including opportunity, environment, curriculum, teaching effectiveness, parental support, innate abilities and physical factors. Thus successful learning of children is a hope of all families as a preliminary factor of employment and productive life.

As stated by Pennington (1991), the problem of dyslexia extends to 30% of all students, this constitutes a real problem to their parents and educators. Thus dyslexia subject encounters educational and social problems (Hammil, 1990).

Such cases require a well designed, comprehensive protocol of assessment. A lot of assessment procedures were present and discussed by Hornsby (1984), but new assessment are innovated e.g. first reading test (Neil, 1997).

Nowadays, there are specialized and innovative reading programs most of them are using the computer which improves fluency, spelling and writing abilities (Rashotte and Torgesen, 1983). But, most of dyslexic



children find it extremely difficult or impossible to learn to read and whoever wish to help them to overcome their handicaps find that task equally difficult, and although dyslexia remains debated but continuous innovations in methods of intervention is taking place (*McArther, 1996*).

## **AIM OF THE WORK**

The aim of this work is to review different methods of assessment and treatment of dyslexia and to develop a comprehensive protocol of assessment of such cases as a mandatory step for rehabilitation of these dyslexic patients.

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# REVIEW OF LITERATURE

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