

# THE EFFECTIVENESS OF THE TRAINING PROGRAM IS BASED ON BRAIN-BASED LEARNING TO THE DEVELOPMENT OF PHONOLOGICAL AWARENESS AND ITS IMPACT ON THE AUDITORY MEMORY OF STUDENTS WITH DYSLEXIC

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***ABSTRACT\_** The present study aimed at investigating The effectiveness of the training program is based on brain-based learning to the development of phonological awareness and its impact on the auditory memory of students with Dyslexic. The sample of the study consisted of (20) 2th primary grade enrolled in learning disabilities programs in primary stage at Jaafar bin Abi Talib School, Muthanna bin Haritha, in Riyadh in the academic year 1436-1437 AH. The students were divided into two groups: an experimental group and a control group and the other officer of each ten students, and to achieve the objectives of the study. Data collection was carried out by means of the phonological awareness Scale (prepared by the researcher), auditory memory scale (prepared by the researcher), aven's Progressive Matrices intelligence test , and the suggested Training Program is based on brain-based learning (prepared by the researcher). The results of the study revealed that there were significant statistical differences at (0.01) level of significance between the average ranks of the scores of the experimental and control groups in the post measurement on the phonological awareness Scale in favor of the experimental group. There were also significant statistical differences at (0.01) level of significance between the average ranks of the scores of the experimental group in the pre and post measurements of the phonological awareness Scale in favor of the post measurement. In addition, the results have shown that there was no significant statistical difference between the average ranks of the scores of the experimental group in the post and follow up measurements of the phonological awareness Scale which indicates the effectiveness of the program. Moreover, the results of the study revealed that there were significant statistical differences at (0.01) level of significance between the average ranks of the scores of the experimental and control groups in the post measurement on the auditory memory scale in favor of the experimental group. There were also significant statistical differences at (0.01) level of significance between the average ranks of the scores of the experimental group in the pre and post measurements of the auditory memory scale in favor of the post measurement. In addition, the results have shown that there was no significant statistical difference between the average ranks of the scores of the experimental group in the post and follow up measurements of the auditory memory Scale.*

**KEY WORD:** brain-based learning, phonological awareness, auditory memory, Dyslexic.