

# **The Effectiveness of play Therapy With a Linguistic Approach on Motivation and Attitudes of Reading in Children with Dyslexia**

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**One of the most common learning disabilities in students is dyslexia, with many negative consequences. Regarding the importance of early prevention and early intervention in this field, the present study aimed to investigate the effectiveness of linguistic treatment games on the motivation and reading attitudes of children with reading disorder. The research method was a pretest-posttest with control group. The statistical population of this study consisted of all 3rd and 4th grade primary school children with dyslexia in Rasht city in the academic year of 2018. A total of 24 students were ed by random sampling method and placed in experimental and control groups To collect data in this study, the fourth version of the Wechsler Intelligence Scale (2003), the Official Recognition and Dyslexia Test (Karami Nouri, Moradi and Akbari, 2009), the Reading Motivation Inventory (Wigfeld and Gutter, 1997), and Reading attitude (McKenna & Kerr, 1990). The linguistic approach to treatment games was trained in 12 sessions with the participation of students in the experimental group, while the control group did not receive any training in this regard. Analysis of research data using one-variable and multivariate covariance showed that there was a significant difference between the two experimental and control groups in terms of improvement in motivation and reading attitude (P**

**Keywords : Linguistic Therapy, Dyslexia, Reading Motivation, Reading Attitude.**

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